

**Pupil Premium Strategy Statement**

*(in conjunction with the Pupil Premium Impact Report)*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 1. **Summary information** | | | | | |
| **School** | Urmston Primary School | | | | |
| **Academic Year** | 2019-20 | **Total PP budget** | £41,480 | **Date of most recent PP Review** | December 2019 |
| **Total number of pupils** | 481 | **Number of pupils eligible for PP** | 32 (6.7%) | **Date for next internal review of this strategy** | April 2020 |

|  |  |  |
| --- | --- | --- |
| 1. **Current attainment - End of Year 6 2019** | | |
|  | *Attainment of Pupils eligible for PP (7 pupils)* | *Pupils not eligible for PP (UPS)* |
| **% of pupils attaining expected age-related standard in reading** | 57% (4 pupils) | 88% |
| **% of pupils attaining expected age-related standard in writing** | 57% (4 pupils) | 88% |
| **% of pupils attaining expected age-related standard in maths** | 86% (6 pupils) | 89% |
| **% of pupils attaining expected age-related standard in reading, writing and maths** | 57% (4 pupils) | 85% |

|  |  |  |
| --- | --- | --- |
| **Barriers to future attainment (for pupils eligible for PP including high ability)** | | |
|  | | |
| **In-school barriers** *(issues to be addressed in school, such as poor oral language skills)* | | **Further information** |
|  | Some children eligible for Pupil Premium lack stamina to read sustainably and fluently . | A greater percentage of disadvantaged pupils did not attain the expected standards in reading or writing by the end of KS2 or make progress at the same rate as their peers. Some disadvantaged children have lesser experiences of reading and writing at home due to parental engagement. Their vocabulary and language is therefore less enhanced and this must be addressed in school. |
|  | Disadvantaged children are not meeting standards for greater depth in maths. | Children need to be stretched further through quality first teaching and maintained awareness of PP children’s needs. |
|  | Some disadvantaged pupils have social and emotional barriers to learning. | This impacts on their ability to access the curriculum and reach their potential in school. |
| **External barriers** *(issues which also require action outside school, such as low attendance rates)* | |  |
| **D.** | Some disadvantaged pupils’ parents are not fully engaged in supporting their children’s learning. | This is in all areas of the curriculum but is not for all disadvantaged pupils. |
| **E.** | Some children cannot access extra-curricular activities | This is in part due to financial restraints or difficulties at home. |

|  |  |  |
| --- | --- | --- |
| 1. **Outcomes** | | |
|  | *Desired outcomes and how they will be measured* | *Success criteria* |
|  | The attainment of disadvantaged pupils in reading and writing improves, which will be evident in tracking data and the end of KS2 results. | Disadvantaged pupils show an improvement to read with greater fluency and for longer periods of time. This will be evident in classroom reading tasks. The quality and quantity of writing will improve for disadvantaged pupils. The in-school tracking and end of key stage data shows that the attainment in reading and writing are in line with that of their non-disadvantaged peers. Pupils’ positive attitudes towards reading will be maintained. |
|  | Increase percentage of pupil premium children who attain greater depth in maths. | Gap between disadvantaged and non-disadvantaged pupils attaining greater depth in maths is narrowed and this is evident in in-school tracking and end of KS results. |
|  | Disadvantaged pupils are supported emotionally and socially, are happy in class and are producing work which reflects their ability. | As mentioned, pupils are happy in class and feel safe and confident enough to thrive through resilience, make mistakes, make progress and attain to their potential. This is shown through internal tracking and end of KS data. |
|  | Enhanced engagement in school life of disadvantaged pupils’ parents. | Enhanced attendance or communication around learning workshops. Maintaining strong communication and dialogue around pupils’ learning at school and homework. |
|  | Ensure that disadvantaged children are offered the same extra-curricular opportunities as others. | Increased numbers of disadvantaged pupils accessing extra-curricular activities. Strong communication with parents in maintaining their awareness of the extra-curricular offer at UPS. |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 1. **Planned expenditure** | | | | | |
| **Academic year** | **2019-20** | | | | |
| The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies. | | | | | |
| 1. **Quality of teaching for all** | | | | | |
| **Desired outcome** | **Chosen action / approach** | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** | **When will you review implementation?** |
| **A.**  The attainment of children eligible for Pupil Premium improves to be in line with that of their non-disadvantaged peers in reading and writing.  All disadvantaged pupils will read with greater fluency and be able to read for sustained periods of time.  The quality and quantity of writing will improve for disadvantaged pupils. | Ensure access to good quality reading resources in school and at home through the school’s new reading scheme.  Provide learning opportunities for children to read for sustained periods within guided reading sessions.  Experienced teacher to support pupils one to one/small groups in KS1 & KS2 with reading and writing interventions.  Use of interactive reading interventions to give the children specific tailored support.  Closely monitor reading records. | Analysis of KS2 results show that some children eligible struggled with the sustained reading and writing activities.  Internal tracking and assessments have shown that some children who have the comprehension skills, struggled to apply them for longer sustained reading assessments.  Assessments have shown that some disadvantaged pupils struggle to produce written work that is of the same quality and quantity to that of their non-disadvantaged peers. | Reading and writing Interventions for disadvantaged children to be tailored to children’s specific needs.  Monitor the impact of the reading and writing interventions on a termly basis.    Termly tracking of reading and writing data.  Monitor the impact of the new reading scheme books have on the disadvantaged pupils.  Use of new reading apps to stimulate engagement.  Observe and listen to children reading on a 1:1 basis.  Staff are fully aware of the needs of disadvantaged children across the school and their next steps for development.  The gap between disadvantaged and non-disadvantaged children is closing regarding those reaching the expected standard in reading and writing.  HT and PP Lead to remind parents of responsibilities in supporting and encouraging children with their reading | Pupil Premium teacher  HT  Class teachers  Teaching assistants | Termly |
| **B.**  Increase percentage of pupil premium children who attain greater depth in maths. | Develop teachers’ knowledge and understanding of mastery levels in maths.  Experienced teacher to support pupils one to one/small groups in KS1 & KS2 with maths reasoning interventions.  Some disadvantaged pupils to work on daily short arithmetic activities to increase rapid recall. | End of KS2 results show that none of the disadvantaged pupils (7 pupils) attained above age-related expectations in maths compared to 49% of their non-disadvantaged peers.  Internal assessments and tracking show disadvantaged pupils are less likely to attain greater depth in maths. | Pupil Premium maths targets reviewed at each Pupil progress meetings (half termly).  UKS2 numeracy sessions to be streamed so that all pupils are taught at their appropriate level.  Monitor the impact of the numeracy interventions on a termly basis.  Support and challenge given to pupils by specific teacher/TA | Pupil Premium Teacher  Class teachers  Teaching assistants | Termly |
|  |  |  |  |  |  |
| **Total budgeted cost** | | | | | £35300 |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 1. **Targeted support** | | | | | |
| **Desired outcome** | **Chosen action/approach** | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** | **When will you review implementation?** |
| **A.**  The attainment of reading and writing for children eligible for Pupil Premium improves to be in line with that of their non-disadvantaged peers.  All PP pupils will read with greater fluency and be able to read and write for sustained periods of time. | Weekly 1:1 /small group reading and writing interventions sessions for pupils eligible.  Reading intervention Lead to identify children that need support and deliver or facilitate appropriate reading interventions eg. *BRP, Lexia, Inference training.*  Weekly pre-teach guided reading sessions to help eligible children access more challenging texts. | Non-disadvantaged pupils in KS1 and KS2 out-perform that of PP pupils in reading and writing both for attaining age-related expectations and also above age-related expectations.  Using a variety of reading interventions to engage children.  PPG Lead to work with SENDCo and support staff to arrange timetable of support for disadvantaged pupils using *Lexia.* The *Lexia* programme will pitch the reading activities to match each child’s specific needs while also developing their understanding writing concepts. | Termly pupil progress meetings.  Termly review of PP targets and next steps for each disadvantaged pupil.  PPG Lead and SENDCo to monitor impact of *Lexia* programme on pupils’ performance and liaise with class teachers for AfL and AoL.  Clear understanding of logistics and smooth running of program ensuring consistency for pupils and leading to improved knowledge, skills and understanding, resulting in the above outcomes for pupils.  Pupils are aware of their next steps in learning and expectations.  Pupils are making at least expected progress. | Pupil Premium teacher  Class teachers  SENDCo  Teaching Assistants | Termly |
| **B.**  Increase the number of eligible pupils attaining greater depth in maths. | Weekly small group numeracy sessions with experienced teacher, focusing on reasoning and problem solving, developing thinking skills.  To provide extra support to challenge the eligible pupils in UPKS by providing smaller ability group numeracy sessions. | End of KS2 results show that none of the disadvantaged pupils (7 pupils) attained above age-related expectations in maths compared to 50% of their non-disadvantaged peers.  Internal assessments and tracking show disadvantaged pupils are less likely to attain greater depth in maths. | Termly pupil progress meetings.  Termly review of PP numeracy interventions and next steps for each PP pupil.  Pupils are aware of next steps in learning and expectations.  Pupils are making greater than expected progress. | Pupil Premium teacher  Class teachers  Teaching Assistants | Termly |
| **C.**  Disadvantaged pupils feel supported socially and emotionally and are ready to thrive through resilience. | Pastoral care support, firstly through adults in class and strong emotionally supportive culture but also one-to-one support where needed with Pastoral Care Lead. | Some of these pupils are not reaching their full potential due to low self-esteem and a lack of confidence, leading to an unwillingness to make mistakes and learn from them. Making this support clear and focused will enable pupils to see the importance of developing resilience and independence and therefore improve knowledge, skills ad understanding. | Strong communication between pupils, teachers, pastoral care team and support staff as well as parents. | PP Lead  Pastoral Care Lead  Teachers  TAs | Ongoing |
|  |  |  |  |  |  |
| **Total budgeted cost** | | | | | £4320 |
| 1. **Other approaches** | | | | | |
| **Desired outcome** | **Chosen action/approach** | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** | **When will you review implementation?** |
| **D.**  Enhanced engagement in school life of disadvantaged pupils’ parents. | Ensure all disadvantaged pupils’ parents are encouraged to attend learning workshops and open days and receive packs for supporting their children.  Ensure reading records are closely monitored. | Parents of some disadvantaged children do not or cannot attend open days and workshops and engage in these opportunities.  Parents of some disadvantaged children do not support children in reading at home. | Specific letters and calls to go out to parents of disadvantaged children. Packs to be given to parents with guidance on how to support their children.  HT and PP Lead to remind parents of responsibilities in supporting and encouraging children with their reading | HT  PP Lead  Class teachers | When needed |
| **E.**  To ensure that disadvantaged children are offered the same extra-curricular opportunities as others. | The PPG funding is available to support eligible children to access trips, residential visits, music tuition, sports clubs and extra-curricular activities in school.  Contributions towards any of the above determined on an individual child basis following conversations with the child, parents, teachers and other interested parties. | Some disadvantaged children cannot access extra-curricular activities due to financial restraints or difficulties at home.  All children should be able to access quality learning opportunities outside the classroom so they are able to enjoy enriching experiences like their peers.  Extra-curricular opportunities increase self-esteem and mental well-being and are an important part of a child’s development. | -Questionnaires/chats with pupils to ascertain needs/wishes.  -Feedback from the children regarding their activities, through conversations with class teachers and the PP Lead.  -Identify and monitor the number of PP children who are taking part in extra-curricular activities.  -Dialogue between PPG Lead, Head teacher, external agencies, parents and SCIP worker. | Class teachers  Pupil Premium teacher | Termly |
| **Total budgeted cost** | | | | | £1860 |

|  |  |
| --- | --- |
| 1. **Review of expenditure** *(see 2018-19 Impact Report for further information)* | |
| **Previous Academic year** | **2018-19** |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 1. **Quality of teaching for all** | | | | | |
| **Desired outcome** | **Chosen action/approach** | | **Estimated impact:** Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | **Lessons learned**  (and whether you will continue with this approach) | **Cost** |
| To provide provision tailored to meet the needs of every individual child eligible for PP by narrowing the gap of attainment. | All disadvantaged pupils will have specific targets that are reviewed on a termly basis at separate individual progress meetings between Mrs Cooper and relevant class teachers.  Mrs Cooper will also lead intervention and meetings for PPG pupils and liaise with support staff to ensure needs are being met. | | Tailored interventions targeting reading, writing and maths ensured that 75% of PP children (year 3 to year 6) attained age-related expectations in reading; 71% of PP children (year 3 to year 6) attained age-related expectations in writing and 75% pupils (year 3 to year 6) attained age-related expectations in maths.  Tailored interventions targeting reading, writing and maths ensured that 40% of PP children in Year 1 and Year 2 attained age-related expectations in reading, writing and maths. This does equate to 2 out of 5 pupils achieving age-related expectations, with 2 of those that didn’t achieve age-related expectations on the SEN register. | We will continue this approach in the next academic year 2019-2020. Targeted intervention through use of human resources has the most holistic impact on our pupils. This has been fine-tuned even further for the 2019-20 academic year.  All staff are fully aware of the needs of disadvantaged children in their class and year group which has led to a stronger understanding of the needs of disadvantaged pupils across the school. | £36421 |
| 1. **Targeted support** | | | | | |
| **Desired outcome** | **Chosen action/approach** | **Estimated impact:** Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | | **Lessons learned**  (and whether you will continue with this approach) | **Cost** |
| To provide the use of online and IT resources to further enhance knowledge, skills and understanding of our disadvantaged pupils. | Provide online individual numeracy tutoring for each disadvantaged pupil using Third Space Learning  Installation of IT resources in the intervention room. | 1-to-1 maths tuition ensured that 76% of PP children (year 3 to year 6) made at least expected progress in maths while 76% of PP children (year3 to year 6) attained the age-related expectations.  Progress and attainment of PP children is reviewed each term by the inclusion manager and interventions have been set accordingly. | | Whilst this intervention had many advantages, we have made the decision not renew this. Although novel and engaging for pupils at first, discussions with teachers and pupils illustrated that it was more manageable and the impact greater through use of specific staff members working with pupils, the strong communication playing a key role in this decision. | £11596 |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1. **Other approaches** | | | | |
| **Desired outcome** | **Chosen action/approach** | **Estimated impact:** Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | **Lessons learned**  (and whether you will continue with this approach) | **Cost** |
| Contributions towards extra-curricular clubs,  determined on an individual child basis following conversations with the child, parents, teachers and other interested parties. | Financial support given to parents to fund clubs, private tuition, additional lessons e.g. music, drama, school trips, residential trips. | Funding helped disadvantaged pupils to access extra-curricular clubs increasing self-esteem and children mental well-being. | This was hugely beneficial and will continue. Parents are hugely appreciative for the support offered from school. Greater focus on urging disadvantaged pupils and their parents to be more engaged with our extra-curricular offer will be apparent in the next academic year. | £3500 |