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| **1. Summary information**  |  |  |  |
| **School**  | Toner Avenue Primary School |  |  |  |
| **Academic Year**  |  2018-2019 | **Total PP budget**  |  £154,000 | **Date of most recent PP Review**  |  July ‘18 |
| **Total number of pupils**  |  336 | **Number of pupils eligible for PP**  |  105 | **Date for next internal review of this**  |  June ‘19 |

 **Pupil premium strategy statement**

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| **2.** **CURRENT ATTAINMENT** |
|  | **Pupils Eligible for PP** | **Pupils not eligible for PP** |
| **% of children attaining the expected standard in Reading** | 50% | 82% |
| **Reading progress measure** | -6.2 |  |
| **Reading Scaled score** |  |  |
| **% of children attaining the expected standard in writing** | 50% | 100% |
| **Writing progress measure** | -4.7 |  |
| **% of children attaining the expected standard in Maths** | 63% | 71% |
| **Maths progress measure** | -2 |  |
| **Maths Scaled score** |  |  |
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| **3. Barriers to future attainment (for pupils eligible for PP)** |
| **In school barriers** (issues to be addressed in school) |
| **A** | Children join EYFS with below average skills in speaking and literacy this has an impact on reading in subsequent years |
| **B** | Low level of parental engagement for PP children |
| **C** | High numbers of disadvantaged families accessing social services support, Early Help |
| **External Barriers** |
| **D** | Attendance of disadvantaged children is lower that national averages and other children (14% persistent absences of disadvantaged pupils) |

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| **4. Desired outcomes** *(Desired outcomes and how they will be measured)* | **Success criteria**  |
| **A.**  | Improve the progress of disadvantaged pupils in each subject by the end of KS2 with a particular focus in reading. | progress score is at least 0 in each subject |
| **B.**  | Further narrow the gap at the end of KS2 in RW&M combined between disadvantaged and non-disadvantaged children, in particular writing | 60% of disadvantaged pupils reach the combined expected standards. Gap narrowed to 10% at most. |
| **C.**  | Increase number of disadvantaged pupils passing phonics screen and narrow the gap between disadvantaged and non-disadvantaged. | 80% of disadvantaged children pass screen and gap narrowed to 10% at most. |
| **D.**  | Improve the attendance of disadvantaged pupils and reduce persistent absenteeism | Disadvantaged attendance 95% + and persistent absenteeism significantly reduced to at least national average for disadvantaged. |
| **E** | For reception, those disadvantaged children that enter with skills significantly below what is typical for their age to catch up quickly in their skills in PSED so that they can access the EYs curriculum. | Vast majority of disadvantaged will reach ARE in PSED quickly. By the end of term. |

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| **5. Planned expenditure**  |
| **Academic year**  | **2018-2019** |
| 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  |
| **i. Quality of teaching for all STRATEGIES FOCUSSED ON PRIORITIES** |
| **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?**  |
| * Improve the progress of disadvantaged pupils by the end of KS2 with particular focus on reading.
* Progress of disadvantaged pupils is in line with non-disadvantaged and at least 0
 | * Teacher appraisal clearly states the teacher’s responsibility and accountability for the progress of the disadvantaged pupils.
* Provision maps clearly identify directed teacher time for disadvantaged pupils.
* Use of HLTA and TA staff to allow teachers to focus on disadvantaged children in line with provision maps.
 | * Further raising the profile of the disadvantaged pupils will allow teachers to focus on their specific needs through whole class planning and targeted intervention or support from provision maps.
* Having the most skilled teachers giving more input to the disadvantaged will raise attainment and speed up progress.
 | * Provision maps checked bi weekly and evaluated by staff.
* Book monitoring will also compare a disadvantaged books to non-disadvantaged books.
* Regular moderation of disadvantaged across the year groups and key stages.
* Disadvantaged progress checks at pupil progress meetings
* Disadvantaged governor to be invited to monitoring sessions early in Autumn 2
 | HTDHTSubject leads E and M | * Start 9.18 – reviewed every 2 weeks by teachers.
* English books 24.9.18
* Maths books 1.10.18
* Disadvantaged monitoring 11.18
* Teacher Appraisal wk 14.10.18
* Pupil progress meetings every 9 weeks
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| * Improve the progress of disadvantaged pupils by the end of KS2 with particular focus on reading.
 | * Teacher focus groups for whole class guided reading have staff clearly focussed on disadvantaged children, especially those who are working at greater depth.
* Sharing good practise within school of challenging questioning and comprehension skills.
* Purchase a range of exciting and stimulating books for upper key stage 2.
* Whole school reading initiatives (DEAR and Reading Karate) to raise the profile of sustained reading especially at year 6.
 | * Clear challenge for the more able disadvantaged children in reading raises attainment and progress.
* Ideas for high quality comprehension activities identified throughout the school and sharing what already works allows teachers to focus questions for a high level of challenge.
* Checking of the reading at school and at home of disadvantaged children and the provision of high quality texts to engage will encourage children to be more willing readers and expose them to a wider variety of genres that they may not otherwise have access to.
 | * Whole class guided reading sessions observed by EL and LA EL to ensure challenge is high for disadvantaged children.
* Guided reading books shows challenge and progress for disadvantaged
* English monitoring in September to identify good practise in school and shared at staff meetings. Staff to support each other in marking and feedback for higher achieving disadvantaged children
* Book audit completed by October half term and new books specifically for year six purchased.
* DEAR time ‘drop ins’ and discussion with children about what they are reading
 | DHTELHT | * Monitoring of guided reading October ‘18
* Disadvantaged books monitored October 18 and compare progress to non disadvantaged. DHT
* Weekly.
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| * Further narrow the gap in attainment at the end of KS2 in reading, writing and mathematics between disadvantaged and non-disadvantaged children particularly writing
* Increase the percentage of More Able disadvantaged children reaching greater depth, particularly in writing at KS1 and Reading and writing at KS2
 | * In class highly skilled HLTA allows the class teacher to focus on the disadvantaged children in 3 sessions per week.
* HLTA, Class Teacher, Head teacher take ‘booster groups’ to ensure PP children’s specific needs are met. PP children taken by class teacher and HT.
* Invest in high quality training to develop the mathematical reasoning across the school. LA maths lead
 | * Quality targeted teaching in small groups allows skilled teachers to focus on PP children’s barriers to learning and to develop skills.
* The appointment of a further TA in Y6 to free teacher time to focus on PP children as per provision maps.
* Consistent whole school approach ensures that PP children (and all) have continuity as they move through the school
 | * Disadvantaged provision maps show clear targets and strategies to allow PP children to make progress.
* Regular (half termly) checks comparing disadvantaged books to non-disadvantaged to check the level of challenge to improve writing especially at greater depth.
 | Year six teachersYear 2 teachers.HLTA and TAHT monitoring and support | Every 9 weeks data capture and through pupil progress meetingsDisadvantaged gap diminished to less than 10% |
| * Increase number of disadvantaged pupils passing phonics screen and narrow the gap between disadvantaged and non-disadvantaged.
* Ensure that of the 27% of disadvantaged pupils who did not pass the phonics screen in year one at least 50% pass the re sit in year 2
 | * Class teachers take targeted support groups during assembly to deliver quality first teaching tailoring the sessions to the PP children’s needs.
* In 3 whole class phonics teaching sessions, HLTA takes some of the children to allow the class teacher to provide additional input to the pupil premium children.
* Year two teachers to pay particular focus in reading provision maps to the disadvantaged children who did not pass the phonics check.
* Use of TA for an afternoon each half term for Literacy lead to develop ‘reading workshops’ for EY and year one parents during school time.
 | * Tailored curriculum needs and small group work, delivered by the teacher ensures that the children receive the quality first teaching for their specific needs.
* Regular repetition of sounds helps children to become more confident in recognising them in words.
* Carefully targeted intervention allows children to make rapid progress and catch up quickly
* Parental involvement at an early age is vital to reading skills. The one event in 2018 2019 was well attended and had an impact on the amount of reading at home. Regular events will keep this a high priority.
 | * Phonics sessions monitored by English lead and local authority English lead and the progress of PP children monitored closely.
* Practise phonics screens show increase in score for PP children.
* Although this strategy showed much higher percentage of pupil premium children passed phonics check, there was still a gap between disadvantaged and non-disadvantaged.
* 80% of disadvantaged children pass the phonics check in year one.
* Gap between disadvantaged and non-disadvantaged less than 10%
 | Year one StaffMonitored by HTY2 staffELMonitored each half term EL | February 2018Begin September 2018 |
| * EYFS gap between disadvantaged and non-disadvantaged diminished
* Children with skills low in PSED make rapid progress in catching up
 | * HLTA in R frees class teacher to provided targeted support for PP children in phonics x3 20 minute sessions per week
* Same strategy for mathematics skills
* Teacher’s pay particular focus to the PP children in small group time and targeted activities. Provision maps show the PP children’s needs and gaps are considered in every session.
 | * Phonics boost sessions allow the class teacher to deliver tailored and high quality phonics to a small group. Teachers have the biggest impact on children’s progress.
* Tailored curriculum needs and small group work, delivered by the teacher ensures that the children receive the quality first teaching for their specific needs.
 | * Phonics boost sessions monitored and the progress of PP children monitored closely.
* Last year the % of PP children making GLD was good.
* Provision maps demonstrate that children are set differentiated activities and lesson observations to focus on the progress of the pupil premium children.
 | EYFS leadMonitored by HT | February 2019 |

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|  |  | **Total budgeted cost**  | £124,000 |
| **ii. 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?**  |
| * EYFS gap between disadvantaged and non-disadvantaged diminished
 | * BLAST2 for targeted PP children with Language and auditory needs
* Using materials and resources from SALT small groups of PP children are targeted daily by the class teachers. HLTA to work with other children during these sessions.
 | * BLAST has been proven to support the development of speech, language and communication in foundation stage children. It is linked to the curriculum and is viewed as good practice in developing listening and speaking skills. By the teacher EY lead.
* S&L materials are tailored to individual needs giving regular and repeated practice at sounds and words that children find difficult
 | * Observations of BLAST sessions and recording of how the programme is tailored for specific PP needs.
* Although not needed for large groups last year, 2018 2019 identifies children who will need this intervention programme.
 | EYSF lead | Termly |
| * For reception, those disadvantaged children that enter with skills significantly below what is typical for their age to catch up quickly in their skills in PSED so that they can access the EYs curriculum.
 | * Nurture groups identified for pupils with skills less than expected for their age in PSED. Turn taking games and social enrichment activities. Delivered by experienced class teachers for 30 minute sessions.
* S&L support accessed from local authority to develop children’s communication skills.
 | * Without adequate social skills the disadvantaged children will be unable to access the EY curriculum.
* The rapid progress in skills for PSED allow children to develop language acquisition and number skills.
 | * Disadvantaged ‘tapestry’ observations will focus on PSED skills and activities will be carefully planned to develop these skills.
* Progress towards GLD monitored every 9 weeks and pen portraits of disadvantaged children updated to chart progress.
 | EYFS lead.R teachers.DHT to monitor the progress of disadvantaged children every 9 weeks. | Baseline completed by early October and gaps identified.Activities and areas clearly identified in classrooms Areas for nurture withdrawal groups identified by October 2018 |
|  |  | **Total budgeted cost**  | £1,750 |
| **iii. 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?**  |
| * Improve the attendance of disadvantaged pupils and reduce persistent absenteeism
 | * Employ senior teacher to monitor attendance and liaise with STC attendance team
 | * Working with parents to raise the profile of good attendance has proven to be successful in the past. Overcoming barriers outside of school can be managed well during meetings with STC and attendance lead.
 | * Monitor the PA of disadvantaged children and ensure that parents are contacted promptly when attendance becomes an issue.
* Use STC attendance team to chair meetings with parents and hold regular (monthly) meetings with school lead.
 | * D. Stanton
* Feeney
 | * Half termly
 |
| * Improve the attainment of the PP children in year 5 so that they are well prepared for the transition into upper key stage 2 and continuing into KS3
 | * Reduce the class size from 36 to 18 x 2. This complex cohort did not perform well in year three. Experienced member of staff taking the majority of PP children to allow her to use experience to focus on their needs.
 | * Evidence shows that smaller class sizes have impact on the progress of all learners. This complex cohort means that one large class was unmanageable and the split allows teachers to clearly focus on the needs of the PP children. This cohort were identified early to allow them the best chance of making good progress as they progress through the school.
 | * Through provision maps and Pupil Progress meetings and monitoring, teachers are held to account regarding their disadvantaged children’s progress
* Books compared for disadvantaged and non - disadvantaged
 | Y5 TeachersDHTHT |  |
| * Raise the attainment and progress of higher ability PP children
* Offer PP children a rounded experience of the world, provide inspiration and purpose for writing. Raising the percentage of higher standard disadvantaged writing.
 | * Group of 9 HA PP children Y6-4 to form liaison group to coordinate the new build, responsibility for website and coordination of visits
 | * Our disadvantaged children have limited opportunities at home to experience other adults, see employment in action or have aspirations which are high for their future.
* Taking responsibility over this area will give them the opportunity to interviews successful adults and be responsible for organising projects at a whole school level.
* Evidence clearly shows that a purpose for writing has a great impact on the quality of work. Allowing these children to flourish in an organisational role can only have a positive impact upon them
 | * Teacher in charge of group to facilitate meetings and guide.
* Regular updates with site manager
* Website updated weekly informing other children and parents about the progress of the build.
 | FD | Weekly |
|  |  |  | **Total budgeted cost**  | £27,225 |