

Pennine Way Primary School Pupil Premium Strategy Statement of Spend 2019-2020

Number of Pupils and Pupil Premium Grant (PPG) received

Type	Number of Children	Amount per Child	Total £
Ever 6	143/403	1320	188,960
Looked After Children	4	2,300	9,200
Service E4	3	300	900
Early Year PP	3	300	900
Total PP spend			£199'960

In School Barriers:	Out of school Barriers
SEND / PP overlap – S+L, Social and Emotional behaviours	Parenting – behaviour, nutrition, sleep
Mental health	Some Home learning environments / organisation to support home learning
Resilience	Priorities – being “on message “ with regard to education

Desired Outcomes	How:
<p>1) To continue to diminish the disadvantage gap by addressing inequalities and raising the attainment of those students entitled to pupil premium and other children with identified disadvantages.</p> <p>2) To raise the self esteem and aspirations of students entitled to pupil premium and other identified disadvantages through pastoral support and extracurricular activities</p> <p>3) to continue to work with families raising aspirations and developing parenting skills</p> <p>4) Ensuring an ‘outstanding’ teacher is in every class</p> <p>5)Providing targeted academic support for pupils who are not making the expected progress</p> <p>6)Ensuring that the PPG reaches the pupils who need it most</p>	<p>Targeted additional support strategies resulting in every student, however disadvantaged being able to:</p> <ul style="list-style-type: none"> • Improve their levels of attainment and progress – Mastery learning, • Close attainment gaps – pre / post tutoring • Have full access to our curriculum – 1 to 1 sessions / over-learning / conferencing • Have full access to pastoral support through Dingley Dell and Counselling • Access extra-curricular provision <p>Family support through</p> <ul style="list-style-type: none"> • Family learning • Providing access to adult education through the CDC

Our implementation process

We believe in selecting a small number of priorities and giving them the best chance of success. We also believe in evidence-based interventions and learning from our experiences, which is why we utilise annual light-touch reviews to ensure our approach is effective and we can cease or amend interventions that are not having the intended impact.

We will:

Explore

- Identify a key priority that we can address
- Systematically explore appropriate programmes and practices
- Examine the fit and feasibility with the school

Prepare

- Develop a clear, logical and well-specified plan
- Assess the readiness of the school to deliver the plan
- Make practical preparations

Deliver

- Support staff and solve any problems using a flexible leadership approach
- Reinforce initial training with follow-on support
- Drive faithful adoption and intelligent adaption

Sustain

- Plan for sustaining and scaling the intervention from the outset
- Continually acknowledge, support and reward good implementation practices
- Treat scale-up as a new implementation process

Year 1 Implementation plan

Evidence / Rationale for Choice - research based	Chosen Action / Approach	Cost + Staff Lead	Objectives / Outcomes	Milestones / review of implementation	Evaluation (Completed at end of year)
<p>St</p> <p>Staff Development and CPD</p> <p>Behaviour Be</p>	<p>Dialogic teaching – focus on vocabulary and “deep dive” learning in class</p> <p>Action research in every class</p> <p>Cultural Heroes and architects</p> <p>Phonics + 4</p>	£30,000	<p>All staff lead a piece of action research based on CMS (Curriculum, Mental health or SEND) and closing PP gaps.</p> <p>INSET focusing on SEND / Curriculum development / talk for learning / Mental Health (CSM)</p> <p>INSET DAY - Damian Hughes – empowering individual staff to take responsibility and be accountable to closing gaps</p>	<p>Gaps are reduced for SEND / pp pupils</p> <p>Gaps are reduced for PP pupils</p> <p>½ termly reviews of projects with appropriate actions taken</p> <p>School ethos is strong and focused on “CARE”</p>	<p>Far above expectations</p> <p>Above expectations</p> <p>As expected</p> <p>Below expectations</p> <p>Far below expectations</p>
<p>SEND (SN)</p> <p>Report SEND EEF</p> <p>6th Dec 2019</p>	<p>1 to 1 interventions +5</p> <p>Reading Intervention / comprehension +6</p> <p>Conferencing +4</p> <p>Pre tutoring / post tutoring +1</p> <p>Digital feedback via ip[ads</p> <p>Oral language interventions +5</p>	<p>£40,000</p> <p>RC</p> <p>CW / RS</p>	<p>Ensuring the sessions are linked to classroom learning short regular intensive bursts of learning</p> <p>Focus on children removed from Scholarpack (P scales)</p> <p>Personalised response to work – repetition and easy verbal access</p>	<p>Data analysis – before and after scorings (RI)</p> <p>Evidence of children responding to feedback daily</p>	<p>Far above expectations</p> <p>Above expectations</p> <p>As expected</p> <p>Below expectations</p> <p>Far below expectations</p>
<p>Early Years (EY)</p> <p>Parental Engagement (P)</p>	<p>ARTIS project – drama and arts +2</p> <p>Early years interventions +5</p> <p>Texting services / tapestry</p>	<p>£900</p> <p>LR</p>	<p>Increase in confidence</p> <p>Increase in spoken language / vocabulary</p> <p>Developing self esteem</p> <p>Greater engagement with parents – involving them with targets / learning</p>	<p>Improved attendance</p> <p>Greater engagement with families</p> <p>Children able to communicate with greater confidence</p>	<p>Far above expectations</p> <p>Above expectations</p> <p>As expected</p> <p>Below expectations</p>

				Physical skills develop	Far below expectations
Behaviour B	Dingley Dell and wellbeing team	£60,000	Team leader + 3 staff	Attendance stays at national for all vulnerable groups (PP)	Far above expectations
Character and essential life skills C	Behaviour interventions +3	MN	Attendance, child protection, mental health, speech and language, lunchtime guidance	Exclusions remain at 0	Above expectations
Parental engagement (P)	Metacognition and self regulation +7			Low level behaviours are challenged and stopped for the small number of repeated incidents	As expected
	Collaborative learning +5	SB	Kagan		Below expectations
	Mastery learning +5	RF	Jigsaw Mentors		Far below expectations
Developing effective learners De	Digital technology +4	£50,000	Ipad projects in y3-6	All children able to access feedback and respond appropriately	Far above expectations
Digital tech +4	Feedback+8 (self assessment, peer and adult)	AB	Using technology to ensure effect spoken feedback that can be accessed repeatedly		Above expectations
	Peer tutoring +5	RS	Y5 mentoring / tutoring project		As expected
	Metacognition and self regulation +7		Kagan		Below expectations
	Collaborative learning +5		Deep Dive curriculum		Far below expectations
	Mastery learning +5				
	Action research				
Other	Outdoor adventure learning +4	£9860	Ensuring all PP attend Waterpark or equivalent	100% PP children attend week away with appropriate equipment	Far above expectations
	Enrichment activities +2	DR	Targeting specific families to attend afterschool club	Identified children attend after school clubs	Above expectations
	Coloured jumpers	SB			As expected
	Breakfast club and FareShare	SB	Providing children with a nutritious diet	Targeted families attend BC and have access to fareshare bags	Below expectations
					Far below expectations

Children LA	TA support +1	£9,200	1 to 1 support for TS		Far above expectations
	Digital technologies +4		Mentoring		Above expectations
	Enrichment		Digital technology – ipads		As expected
			Enrichment activities- after school clubs		Below expectations
					Far below expectations

Year 2 and 3- With an expected reduction of funding (pp % reducing by 6.8% in y2 and 8%) the focus will remain on Mental Health and the overlap with SEND issues

To prioritise spending, we will adopt a tiered approach to define our priorities and ensure balance. Our tiered approach comprises three categories:

1. Teaching
2. Targeted academic support
3. Wider strategies

Within each category, we will choose three interventions that have a proven track record of positive impact and reducing gaps. This focussed approach ensures the best chance of success for each intervention.

Quality of teaching

1. Continuing self-led professional development: Introducing a regularly CPD slot for teaching staff to share research and outcomes
2. Professional development: Regular individual coaching sessions to support teachers, with a particular emphasis on vocabulary development / memory / SEND and Mental Health issues
3. Continue support for early career teachers: A termly one-day teaching development programme delivered by RLA (NQTS, RQTS)

Targeted academic support

1. Structured interventions: Introducing vocabulary interventions for pupils with poor oral language and communication skills
2. Small group pre and post tuition: Introducing targeted English and maths teaching for pupils who are below age-related expectations
3. One-to-one support for disadvantaged pupils: Creating additional teaching and learning opportunities using TAs

Wider strategies linked to Mental Health

1. Parental engagement: personalised support via Dingley Dell
2. Readiness to learn: continuation of breakfast club to provide pupils with a nutritious breakfast before school and Fare Share providing weekly food bags
3. Back to work strategies – supporting families to get employment through our CDC