Pupil Premium Strategy Statement

1. Summary information

School	Perry Hall Primary School					
Academic Year	2018-19	Total PP budget	£175,480.00	Date of most recent PP Review		
Total number of pupils	468 (inc. Nursery) 413 (exc. Nursery) Plus 16 T4Ts provision	Number of pupils eligible for PP	120 (inc. Nursery) 109 (exc. Nursery)	Date for next internal review of this strategy		January 2019 April 2019 July 2019

2. Current attainment

	KS1 *Pupils eligible for PP*			KS1 *All Pupils (National)*	KS2 *Pupils eligible for PP*			KS2 *All Pupils (National)*
	PP Pupils	% of cohort	% of PP		PP Pupils	% of cohort	% of PP	
% of pupils achieving expected standard in reading, writing and maths	N/A	N/A	N/A	N/A	15 **(21)**	25%	**71%**	61%
% of pupils achieving expected standard in reading	10 **(19)**	17%	**53%**	76%	19 **(21)**	32%	**90%**	72%
% of pupils achieving expected standard in writing	11 **(19)**	18%	**58%**	68%	17 **(21)**	29%	**81%**	76%
% of pupils achieving expected standard in maths	11 **(19)**	18%	**58%**	75%	20 **(21)**	34%	**95%**	75%
% of pupils achieving the phonics standard in Year 1	8 **(12)**	14%	**67%**	81%	N/A	N/A	N/A	N/A
% of pupils achieving the phonics standard in Year 2 *Year 2 Phonics – 12 pupils (9 PP)*	9 15 **(19)**	15% 25%	**79%**	92%	N/A	N/A	N/A	N/A

3. Cohort information

	Terrific for 2's	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Number of children	16	55	58	57	59	59	62	57	61
Number of pupil premium	0	11	7	19	12	17	15	23	16
% PP	0	20	12	33	20	29	24	40	26

4. 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)*	
A.	Due to the low starting points of our pupil premium children, we need to ensure that they have the key Mathematics and English skills to access the whole curriculum and to achieve as well as other children.
B.	Pupils attitudes to learning (motivation) – Some of our pupils disengage from the curriculum due to the lack of resilience, the school needs to build opportunities for children to fail in a safe environment, leading to ultimate success.
C.	All pupil premium children, including the more able pupil premium children, do not always have the confidence and self-esteem to apply their skills outside the core curriculum
External barriers *(issues which also require action outside school, such as low attendance rates)*	
D.	Parents and carers of children eligible for PP do not always feel confident in engaging with the school e.g. attendance at workshops, etc. This creates a barrier and the school in supporting these children.
E.	Attendance rates for pupils eligible for pupil premium are 94% Which is lower than that of other children. This reduces their hours and causes them to fall behind.

5. Desired outcomes		
	Desired outcomes and how they will be measured	*Success Criteria*
A.	Children make at least expected progress against the Age Related Expectations, and many make greater than expected progress, therefore diminishing the gap.	Diminished gap between pupil premium children and national expectations
B.& C.	An increase in motivation, attitudes to learning and an increased degree of confidence and independence.	Through internal monitoring pupil premium children make better than expected progress in all subjects.
D.	The school provides opportunities for parents to support their children outside school, through tailored workshops and experiences.	Workshop attendance increase by 50%
E.	Improve attendance from 91.5% to 96.1 %	For the attendance of pupil premium children to be in-line with national averages.

6. Planned expenditure

Academic year	2018-19

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

Desired outcome	Action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review of implementation
Children make at least expected progress against the Age Related Expectations, and many make greater than expected progress, therefore diminishing the gap.	Developing feedback to pupils. Providing staff training and implementation Introduction of ELKLAN, Talk Partners to staff working in EYFS and KS1	Many different evidence sources, e.g. EEF Toolkit suggest high quality feedback is an effective way to improve attainment, that we can embed across the school. Communication and language enable us to access all learning. Speech and language training will support the school in identifying developmental delay and implement support.	• Training selected using evidence of effectiveness. • Use phase meetings to deliver training. • Monitor impact of training • Identification and work alongside another successful setting to develop peer to peer support	EHT and DHTs English Lead in school	Feb 2019 - continued monitoring half termly November 2018 - continued monitoring half termly
An increase in motivation, attitudes to learning and an increased degree of confidence and independence.	Staff training and implementation Consider BLP / link to revised core values	Meta-cognition and self-regulation approaches (sometimes known as 'learning to learn' approaches) aim to help learners think about their own learning more explicitly. This is usually by teaching pupils specific strategies to set goals, and monitor and evaluate their own academic development managing one's own motivation towards learning.	a) Training on self and peer assessment and use of targets by children – using evidence of effectiveness. b) Application of skills c) To develop plan, do, review within early years to encourage independence and self-motivation. • Use staff meetings to deliver training. • Monitor impact of training • Identification and work alongside another successful setting to develop peer to peer support	EHT and DHTs	December 2018 February 2019 - continued monitoring half termly

£26,248 (this is based on 30 days monitoring by SLT)

ii. Targeted support

Desired outcome	Action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review of implementation
Children make at least expected progress against the Age Related Expectations, and many make greater than expected progress, therefore diminishing the gap.	Training for staff on oral language Interventions and small group targeted interventions LA training –EAL talk partners	The EFF tool highlights that studies of oral language interventions consistently show positive benefits on learning, including oral language skills and reading comprehension. Evidence indicates that one to one and small group interventions can be effective, on average accelerating learning by approximately five additional months' progress. Intensive tuition in small groups is often provided to support lower attaining learners or tHTe who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills. LA training on EAL Talking Partners, proven to have impact in other MAT schools	• Use phase meetings / staff meetings to deliver training. • Monitor impact of training • Review interventions half termly EAL talk partners / Talking Partners / Talk for Maths • Identification and work alongside another successful setting to develop peer to peer support (DHPS)	EHT and SLT	Half termly

An increase in motivation, attitudes to learning and an increased degree of confidence and independence.	Behaviour and emotional needs intervention 1-1 support from the Assistant Educational Physiologist (AEP)	Evidence suggests that behaviour interventions can produce large improvements in academic performance along with a decrease in problematic behaviours, though estimated benefits vary widely across programmes. Impact is greater for targeted interventions matched to specific students with particular needs	• Training for identified staffing in each phase. • Implementation of intervention • Monitoring of intervention	Phase leaders and Inclusion and Safe - guarding Lead	Half termly

Training – all staff 1.5 hours EAL Talk Partners

LA Training – Talking Partners (x2 TAs)

Time to deliver interventions – based on 50% of pupils in each year group receiving x 1 intervention 30 min (50% led by class teachers; 20% led by Level 3 TAs; 30% led by HLTAs)

AEP time based on 20 pupils receiving 30 min 1-1 every week from AM (AEP)

Monitoring - this is based on 30 days monitoring by SLT

Relax Kids intervention / Base 25 intervention to identify and target PP pupils who would most benefit from support.

iii. Other approaches

Desired outcome	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?
The school provides opportunities for parents to support their children outside school, through tailored workshops and experiences.	Workshops for parents on how to support your child with core skills (Phonics, Reading, SPaG, Writing, Mathematics, SAT preparation, eSafety)	Parental involvement and understanding of the curriculum and language development in the early years and primary education supports the child in gaining confidence in making progress.	• Staff to create a workshop based on the needs of both the parents and the children	EHT / DHTs / AHT and other staff	Half termly reviews and future workshops adapted accordingly

Improve attendance from 91.5% to 96.1%	Send out letters to remind parents about attendance Ensure systems and procedures for punctuality and attendance are in place and adhered to. Good and outstanding attendance acknowledged and praised Daily, fortnightly and half termly monitoring of attendance of PP and PP individuals.	Attendance ensures children are learning and have a regular routine. If they are not in school they cannot make the progress that is required to diminish the difference.	• Weekly meetings with the education and family engagement officer • Meetings to be held with parents • Praise for good attendance during celebration assemblies • Inclusion team to work with parents and pupils • Report to link governor	EHT / SLT (inc. Inclusion Lead) and Front Office Staff	Fortnightly basis
				Total budgeted cost	See below

30 days monitoring by SLT	*X4 members X1 (5 days)*	**26,248**	*15%*
SLT Meetings x 2 Staff Meetings	*30 weeks x 1 hr 45 mins = 52.5 hours = 8.1 days*	**8,365**	*5%*
Assistant Educational Psychologist	*Direct & Indirect time from 2017/18 AEP reports*	**1,734**	*1%*
Intervention Costings	*Estimated annual costs based on prior year termly profile*	**66,973**	*37%*
Monitoring	*X2 1 day x 6 half terms = 6 days*	**3,040**	*2%*

Parent Workshops	*1 hr x 64 = 64 hours = 10 days* English X 9 hours Mathematics x 7 hours Phonics x 6 hours EYFS x 4 hours KS1 x 3 hours Esafety x 2 hours KS2 x 1 hour	**1,643**	*1%*
Trips	*Estimated annual contribution based on 2017/18*	**446**	*1%*
Support Staffing Costs	X2 Staff 50% Pupil Premium x annual cost Pastoral care of PP children	**27,580**	*16%*
Curriculum Development (PSHE)	Advisor PSHE Professionals Meetings Working Group Meetings Resources	**40,651**	*23%*
Emotional Social Wellbeing Clubs	Relax Kids Base 25 Social Relationships programme	**1,200**	*1%*

TOTAL OF ABOVE COST CATEGORIES   **175,480**

Evaluation July 2019

	Desired outcomes and how they will be measured	Success criteria	Evaluation
A.	Children make at least expected progress against the Age Related Expectations, and many make greater than expected progress, therefore diminishing the gap.	Diminished gap between pupil premium children and national expectations	Attainment of PP children in Year 1 in line with all pupils. Attainment of PP children below all pupils in Year 2-6. Progress during Year 5 and Year 6 diminishes the gap, although end of Key Stage 2 outcomes demonstrates a gap between PP children and all pupils in all subjects. Progress of PP children in Year 6 during 2018-9 was greater than expected in all subjects.
B. & C.	An increase in motivation, attitudes to learning and an increased degree of confidence and independence.	Through internal monitoring pupil premium children make better than expected progress in all subjects.	PP children are motivated through visits and activities that are beyond their usual experience. Visits and activities, including visitors to school, are planned termly by staff to provide contexts for learning. PP funding is used to ensure all PP children access these visits and experiences.
D.	The school provides opportunities for parents to support their children outside school, through tailored workshops and experiences.	Workshop attendance increase by 50%	Workshops offered throughout the day to accommodate all working and childcare commitments. PP parents targeted at parent consultations. Reading / Phonics workshops attended by 8% of PP parents Writing and SPaG Workshops attended by 8% of PP parents Mathematics Workshops attended by 5% of PP parents eSafety Workshops attended by 2% of PP parents Increased participation in eSafety assembly
E.	Improve attendance from 91.5% to 96.1%	For the attendance of pupil premium children to be in-line with national averages.	Attendance of PP children 2018 – 19 increased from 91.5% to 92% 3 key pupils with attendance significantly impacted overall attendance.