

Enmore Primary School Pupil premium strategy statement

1. Summary information					
Academic Year	2019/20	Total PP budget	£19,800	Total Budget	£35,340
Total number of pupils	144	Number of pupils eligible for PP	15(10%)	Date for next internal review of this strategy	Autumn 2020
		Number of Looked After/Previously Looked After Children	2	Number of PP children receiving top- up fiunding	1

Attendance 2018-19

	Non Pupil Premium	Pupil Premium (19children)
	95.7	93.23

Persistent absentees (<90%) 2018-19

	Non Pupil Premium	Pupil Premium (4 children)
	3.8	21

2. Current Attainment

Performance of EYFS Pupils

	Non Pupil Premium	Pupil Premium (0children)
EYFS GLD	85%	n/a

Performance in Yr 1 Phonics Screening

	Non Pupil Premium	Pupil Premium (2 children)
Phonics	85%	50%

Performance of Yr 2 Pupils in KS1 Assessment

	Non Pupil Premium		Pupil Premium (4children)	
	ARE and above	Greater Depth	ARE and above	Greater Depth
Reading	89	33	100	0
Writing	83	22	75	0
Maths	89	22	75	0

Performance of Yr 6 Pupils in KS2 Assessment

	Non Pupil Premium		Pupil Premium (7children)	
	ARE and above	Greater Depth	ARE and above	Greater Depth
Reading	85	23	86	43
Writing	77	8	100	14
Maths	85	8	71	14
EGPS	77	23	100	29

Progress of Year 6 Pupils

	Reading	Writing	Maths
Progress for PP children			
Progress for non PP children			
National Average for non-disadvantaged pupils			

Performance of the Whole School

Percentage of Pupil Premium Children making at least expected progress

	2018-19	
Reading	88 (92 non pp)	
Writing	94 (94 non pp)	
Maths	94 (90 non pp)	

Percentage of Pupil Premium Children at ARE or above

	2017-18	2018-19	
Reading	50 (69 non pp)	67 (70 non pp)	
Writing	44 (49 non pp)	61 (51 non pp)	
Maths	50 (75 non pp)	61 (67 non pp)	
combined		50 (40 non pp)	

Distribution of PP Children Sept 2019

Year Group	Number of PP children
R	2
1	1
2	2
3	4
4	3
5	1
6	1

3. Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers

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|-----------|---|
| A. | Oral language skills in Reception tend to be lower for pupils eligible for PP than for other pupils. This slows reading progress in subsequent years. |
| B. | PP children slower to develop use of sentences in order to make progress in their writing |
| C. | Small numbers in each cohort result in personal issues needing to be identified and addressed |

External barriers (*issues which also require action outside school, such as low attendance rates*)

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| D. | PP children tend to be amongst those lacking parental support in early phonics/ reading. |
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4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improve oral language skills for pupils eligible for PP in Reception class. Fewer PP children failing phonic screening test and below ARE in reading and writing at the end of KS1.	Pupils eligible for PP in Reception class make rapid progress by the end of the year so that all pupils eligible for PP meet age related expectations in year 1 and KS1.
B.	Higher rates of progress across KS2 for high attaining pupils eligible for PP. Fewer PP children entering year groups below ARE esp. in writing	Pupils eligible for PP working at least at ARE.
C.	Individual learning targets addressed as soon as possible via interventions	Record of successful interventions. 80% success 2017-18, 75% in 2018-2019

4. 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.					
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	Implementation and embedding of Read, write, inc phonic programme	EEF +4 Developing our own synthetic phonic teaching	All staff involved to be trained and resources purchased	Literacy coordinator	Summer 2020 GLD Phonic screening KS1 SATS
Total budgeted cost					500
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, B and C	Targeted intervention groups	EEF +4	Use Intervention Request Form and use evidence to ensure groups are as small as possible	SENDCO All teaching staff determine intervention required and HLTA to deliver	On- going feedback to teachers and overview of % success by SENDCO
A and C	Intervention group for times tables	EEF +4	PPMs result in intervention inclusion	DM CB	Year 4 times tables assessment
A	Targeted intervention groups for Phonics	EEF +4	Use class 1 and 2 Phonic Phase assessments to identify children not making progress	SENDCO HLTA to deliver	On- going feedback to teachers and overview of % success by SENDCO
B	Longer term interventions Software and timetabling	EEF+4 Small group work	Children selected based on PPMs. Group sizes monitored.	HT, literacy coordinator GM	Progress reviewed through PPMs and data drops
B and C	SENDCO to meet with PP children and write to parents	Mentoring EEF +1 Parental involvement EEF +3	HT to monitor information sent to parents and responses and parental attendance at Parent Consultations	SENDCO	Reviewed between HT and SENDCO Governor monitoring

A, B and C	One to one support	EEF +4	Specific individual support given where required incl for higher needs funded children	SENDCO	Progress reviewed through PPMs and data drops
A, B and C	Small group forest school type activities for those finding	EEF +4	Monitored by SENDCO	SENDCO to plan TA to deliver	Termly review of impact with CTs
B and C	SENDCO supporting Quality first teaching in class 4- focus on writing	EEF +4	Move to more ability grouping and intervention modelling	SENDCO	Monitored through work scrutiny and PPMs and assessments
Total budgeted cost					33,106
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?
CPD of support staff	Training given as required to ensure support staff aware of role and best practice		SENDCO to appraise support staff involved in learning	SENDCO	Annual review between HT and SENDCO
PP children participation in school trips	Trips paid for.	Advantage of outside learning.	Ensure high PP participation in external visits.	HT SBM	Annual
PP children's wider opportunities funded	Music lessons and after school sports' clubs paid for.	EEF +2 arts participation EEF +2 extending school day	Participation rates evaluated.	HT SBM	Annual
Specific learning resources	Specific equipment./ software purchased as necessary		Use of specialist equipment and resources	SENDCO	Annual
Secure transition of PP children, including those @ARE	All PP children encouraged to participate in confidence days/summer schools	Evidence that PP children @ARE in KS2 still frequently fail to achieve in KS3 and 4	SENDCO/ DH to aid transition and encourage involvement	SENDCO DHT	Annual
Total budgeted cost					2630
Grand Total					36236