

Deeping St James Community Primary School PP Strategy Report 2019-20

1. Summary information (PP – Pupil Premium)					
School	Deeping St James Community Primary School				
Academic Year	2019/20	Total PP budget	£48000 + additional funding	Date of most recent PP Review	September 2019
Total number of pupils	213	Number of pupils eligible for PP	30	Date for next internal review of this strategy	March 2020

2. Current attainment compared to previous year and non PP children.			
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Year 2 2019	<i>Pupils eligible for PP (nationally)</i>		<i>Pupils not eligible for PP (national average) 2019</i>
	2018	2019	
% achieving national standards in reading, writing and maths (5 children)	R – 67%	R – 80% (78%)	R - 76% (78%)
	W – 33%	W -80% (70%)	W – 72% (70%)
	M – 67%	M – 60% (77%)	M – 84% (77%)

Please note that each child is worth 20%. There are some significant improvements in the performance of PP children this year due to targeted interventions.

3. Progress compared to previous year and non PP children.			
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Year 6 2019	<i>Pupils eligible for PP</i>		<i>Pupils not eligible for PP (national average) 2019</i>
	2018	2019	
% achieving national standards in reading, writing and maths – PP children compared to non- PP children.	R 43%	R 67%	R 75% (73%)
	W 71%	W 67%	W 91% (78%)
	M 29%	M 50%	M 96% (79%)
Progress in reading compared to national(0.0 is national standard)	R -4.5	R +1.5	-0.6
Progress in Writing compared to national(0.0 is national standard)	W +38.2	W +1.4	+2.8
Progress in Maths compared to national(0.0 is national standard)	M -14.05	M +0.4	+2.9

One child is worth 17% and 2 out of the 5 children were on the SEND register.
 Attainment and progress show some positive improvements due to targeted support.
 % of PP children achieving GD better than last year in maths and ESPG - but this is an area for improvement.

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

In-school barriers

A.	At KS1/KS2, although numbers are low, children eligible for PP have not achieved "Greater Depth" in the percentages that they are nationally.
B.	Ensuring that in year data analysis is used more effectively to target PP children.
C.	Certain children are underachieving, or effort levels fluctuate.

External barriers

D.	Engagement of parents.
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2. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Raise the percentage of middle/high ability PP children achieving Greater Depth in the end of Key Stage tests by focussing on barriers to learning.	Achieving the national percentage of PP children achieving Greater Depth at the end of KS1/KS2– KS1 - R/W/M – 27%/16%/20% KS2 – R/W/M – 23%/18%/20%
B.	Ensuring that in year data analysis is used more effectively to target interventions for PP children more.	Children needing extra support make accelerated progress.
C.	Using assertive mentoring programme, and other social and emotional programmes to raise self-esteem and tackle underachievement. Using this alongside work on SILT (Self – motivated Independent Learning Time) and increased focus on creative planning.	Underachievement is reduced, and social and emotional well-being and motivation to learn is improved so that these children reach the standard that is expected of them.
D.	To focus on parental engagement through close monitoring of progress of the key elements of reading, writing and maths and regular meetings with parents.	Parents are more engaged and empowered to help and support their children at home.

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3. 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.					
i. 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?
Raise the percentage of middle/high ability PP children achieving Greater Depth in end of Key Stage tests by focussing on barriers to learning.	<p>Use of the "Station" approach throughout the school in maths,</p> <p>"Cold to Gold" in writing</p> <p>Whole school focus on developing reading comprehension/ skim reading skills.</p> <p>Peer Review project – GD groups across Y4 – Y6.</p> <p>Use of new Reading Buddies.</p> <p>Whole school approach to developing reasoning skills in maths.</p> <p>Targeted teaching for PP children on Wednesday afternoons in Years 4-6</p> <p>More effective communication with parents re progress.</p>	<p>Seen to work in other schools and in trials of it in our school.</p> <p>Evidence from Year 6 SATS test analysis.</p>	<p>Termly lesson observations and book scrutinees every 4 weeks.</p> <p>SEND co – monitoring progress of PP children through pupil progress meetings.</p>	IW/SD/AT/LR	<p>Within curriculum groups, alongside governors.</p> <p>Through SEND Gov review meetings.</p> <p>Through data lock down meetings.</p> <p>£7880</p>

Ensuring that in year data analysis is used more effectively to target PP children more.	SEND co-ordinator to monitor current interventions and assess effectiveness of provision (meeting with TAs). Effectively monitor PP children in pupil progress meetings.	Most effective way to target children making slower than expected progress.	Report from SEND co-ordinator to the headteacher and SEND Governor. Feedback at Governor Meetings.	LR/IW	January 2020
To tackle underachievement and maximise learning potential.	Using assertive mentoring programme. Using this alongside work on SILT (Self –motivated Independent Learning Time) and increased focus on creative planning. “Friends” programme. Parental communication.	Experience from undertaking this in the past and from evidence from other schools.	Termly report to parents and monitoring of SEND governor. Also through the Boxhall Profile.	IW/LR	End of each term.

Total budgeted cost £34,557

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?
PP children are supported to achieve the highest outcomes possible.	Targeted interventions to promote GD outcomes and to tackle underachievement. Specific teacher time set aside to promote attainment.	Sutton Trust research and teacher knowing individuals well.	Termly reports on progress.	LR	Termly

Total budgeted cost Part of expenditure above.

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?

To focus on parental engagement through close monitoring of progress of the key elements of reading, writing and maths and communication with parents about progress through progress meetings.	Involve parents through the production of Information booklets and workshops including targeting specific parents. Peer Review reading project with Baston and Market Deeping.	Research suggests parental engagement boosts performance. Experience from undertaking projects in other schools and research.	Headteacher / Teacher report to the governing body.	IW/AT	Termly
Total budgeted cost					£200

4. Additional detail		
<p>In addition to the above, the school ensures that the children eligible to Pupil Premium have an enriched curriculum. All children are entitled to take up a musical instrument, lessons paid for through the funding. They are supported financially to take part in a range of school trips and the potential of two residential trips throughout their time at our school. School uniform is purchased for those who need it and specific subscriptions are paid for including Aquila, National Geographic and some computer programmes to help interventions.</p>		
Total budgeted cost		£9,000

This strategy will be reviewed at Governor’s Meetings through our Curriculum and Standards Committee and then at the Full Governing Body Meetings.