

Pupil premium strategy 2019/22

1. Summary information					
School	Blisworth School				
Estimated total PP budget annually	£14,820 (based on 9 pupils)		3 year plan	Year 1	
Total number of pupils	2019 – 191	Number of pupils eligible for PP	2019 - 9	Date for next internal review of this strategy	Yearly

Rationale

In planning for the spending of our PPG allocation, school has reviewed and considered: the needs of the children within this group including all aspects which can affect their academic outcomes, whole school improvements including those in the SDP, the Education Endowment Foundation (EEF) 2019 report and their online toolkit.

This strategy is designed to run for 3 years beginning in September 2019 and ending in summer 2022. This allows time for strategies to embed and be refined so that our intended outcomes can be met over time. We have linked the strategy closely to whole school strategies to develop the quality of teaching for all (p2 Key Principles EEF report) as this has been proven to have a positive impact on all children and particularly those who are eligible for the grant.

The plan will be reviewed formally once per year and updated but at least termly reviews will be conducted as part of usual school practice.

Data

Progress towards meeting the targets will be based on end of key stage outcomes, using summer 2019 as a baseline.

Y6 outcomes 2019 – These will be updates once ASP is published in Autumn 2019					
NB: Progress measure is nationally used measure.	<i>Pupils eligible for PP (Blisworth)</i>		<i>Pupils not eligible for PP (Blisworth)</i>		<i>Pupils not eligible for PP (national average 2019)</i>
	<i>Attainment</i>	<i>Progress</i>	<i>Attainment</i>	<i>Progress</i>	
Reading	33				
Writing	33				
Maths	67				
R,W,M combined					
Y2 outcomes 2019					
	<i>Pupils eligible for PP (Blisworth) (?)</i>		<i>Pupils not eligible for PP (Blisworth)</i>		<i>Pupils not eligible for PP (national average 2019)</i>
Reading					TBC
Writing					TBC
Maths					TBC
R,W,M combined					TBC
Reception GLD 2019					
	<i>Pupils eligible for PP (Blisworth) (1 child)</i>		<i>Pupils not eligible for PP (Blisworth)</i>		
GLD		100%			

Barriers to future attainment (for pupils eligible for PP). These are trends we see within the group but may not apply to all the children.	
A.	PP children are more likely to have experienced difficulties that affect their attainment and progress across the curriculum
B.	PP children often struggle to learn to read as well as their non PP peers, creating a barrier to future learning across the whole curriculum.
C.	PP children often have lower self-esteem, give up on challenges more easily and struggle to overcome social issues with their peers.
Intended outcomes	
Success criteria over three years	
A.	<p>PP children to accelerate their progress in maths so that more reach ARE and ARE+</p> <ul style="list-style-type: none"> • In-school data/book looks shows less children working below ARE and more at, or beyond, ARE year on year. • PP children, at the end of Rec, achieve in line with their peers in maths each year.
B.	<p>Read Write Inc and guided reading initiatives help PP children keep up with peers.</p> <ul style="list-style-type: none"> • Gap diminishes in reading by end KS1 and KS2 each year • Children new to Reception each year, achieve in line with their peers at the end of Rec
C.	<p>PP children are supported so that they challenge themselves academically and socially. Records will show PP children do not experience social/friendship issues any more than their peers, issues are resolved quickly and parental support encouraged. PP children take part in extra-curricular activities and other challenges ie spelling bee across the full curriculum at the same rate as other children.</p>

Review of expenditure To be completed for each year in summer term 2020/21/22

Previous Academic Year

i. Quality of teaching for all

Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for	Lessons learned (and whether you will continue with this approach)	Cost

ii. Targeted support

Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for	Lessons learned (and whether you will continue with this approach)	Cost

iii. Other approaches

Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for	Lessons learned (and whether you will continue with this approach)	Cost

2. Planned expenditure

Academic year: 2019/20 (estimated grant £14820).

i. Quality of teaching for all

Action	Intended outcome	Evidence/rationale for this choice	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Essential Maths	PP children accelerate their progress in maths so that more reach ARE and ARE+ and diminish the difference between themselves and their peers.	Essential maths is backed by research and is proven to have good impact. It is also a fun and engaging, hands-on practical strategy.	Inset training for all staff Ongoing support from HfL SLT monitoring	SM	Ongoing over first year. See MS
Read Write Inc	Rec/y1 children learn to read as well as their peers	A successful tool which will provide rapid learning of basic reading skills.	All adults to be trained to use RWI as intended. Monitoring to be rigorous and include quality of provision and progress of children	AP	Termly and yearly with SLT
Jigsaw	Jigsaw contributes to children developing good social skills and help them learn skills to challenge themselves, overcoming personal boundaries. Records show all PP children participate fully in the life of the school.	A comprehensive package which tackles issues which affect learning and engagement.	Whole staff training throughout implementation with ongoing monitoring Whole school approach to include assemblies etc Pupil voice to be sought	KL	Termly and yearly with SLT
Total budgeted cost	Jigsaw £2100, Essential maths £3000 Including TLA time, Resourcing R,W,I and staff training for KS1/EYFS staff and AP time to monitor/train and support staff £3000,				

ii. Targeted support					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Essential Maths	Children who are not making at least expected progress and those who are ARE but could be GD are identified and supported via pre teaching and development of fluency. To include a revision of homework so parents can support.	Pre teaching boosts self esteem and enables children to better learn in whole class settings. Good fluency enables children to focus on more challenging aspects of maths. Both of these strategies support better engagement.	Half termly PP meetings Regular over view from Maths lead via weekly management release Staff training for pre teaching Effectiveness of HW reviewed with parents and teachers termly	SM	Ongoing by SM SLT half termly Termly review of data
RWI intervention	Children who fall behind in Reception and y1 are identified rapidly to ensure all children learn to read quickly. Additional sessions implemented, CIL used to reinforce learning, parents asked to support	Early intervention in reading supports across the whole curriculum now, which is needed for learning in the future.	Interventions, linked to whole class learning, to be organised by C/T and AP. To be short term, rapidly assessed with parental support at home.	AP	Termly and yearly with SLT. Weekly with C/T.
Wellbeing support	Children requiring support are identified and supported rapidly	Rapidly addressing issues ensures learning can continue and child learns skills for next time.	AP/JR to meet regularly to monitor children of concern, Cpoms used to monitor children, interventions linked to Jigsaw where possible. Interventions to be short and impact monitored	AP/JR	Ongoing
Total budgeted cost		Support from AP for RWI £5000, wellbeing support SLT time £3000			

iii. Other approaches					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Social Capital	Children are able to take part in school life in the same way as other children.	Some children come from homes with financial constraints which without support may set them apart from others.	School to contribute financially for some trips/events for PP children. School to be open to providing limited financial support for i.e. uniform/FOBS events etc.	JR	Ongoing
Total budgeted cost			£1000		
3. Additional detail					
<p>Over the course of three years, Blisworth School intends to use the grant to ensure all PP children have a good start to their education ensuring they do not fall behind their peers. We know that many come to school with lower starting points than their peers and timely, rapid interventions will help them catch up. By concentrating on reading, we are ensuring that children do not find their learning falters in later year groups. Part of interventions will be encouraging parents to support their children, which is another key aspect that children need for success in their learning.</p> <p>RWI has been used for many years at Blisworth but there have been change to staffing and a number of adaptations made to it over time, meaning that it was not always being taught as it should. A review was conducted in 2018/19 into the quality of teaching and level of resourcing. In 2019/20 staff will be rapidly trained and SLT will focus on using the scheme as it should be with adequate resourcing. Our SENCo will be taking the lead and SLT will monitor outcomes closely.</p> <p>Following a review in 2018/19 of maths, Essential maths will be purchased along with some support via TLAs from Hertfordshire. We have identified that the balance of fluency and reasoning needs developing and the understanding of what greater depth is. PP children do not achieve in line with their peers and pre-teaching, as an intervention, will be developed. This will coincide with a change in homework, after a review in 2018/19. If children are better prepared for lessons, PP children will be better able to learn from them.</p> <p>PP children at Blisworth often start school with less knowledge and quickly fall behind their peers. They often lack the high self-esteem other children at Blisworth have and struggle socially and with their own sense of wellbeing. Jigsaw addresses many of these issues and give children the skills to overcome them. We also notice that some PP children do not always take up the extra-curricular activities on offer and do not enter into challenges the wider curriculum offers. This will be monitored and addressed 1:1 with children. SLT monitoring will be key.</p>					