

Pupil Premium Strategy Statement:



The pupil premium provides funding for children:

- in year groups reception to year 6 recorded as Ever 6 free school meals (£1320 per child)
- known as Pupil Premium Plus children. These children are looked-after children (LAC) defined in the Children Act 1989 as one who is in care of, or provided with accommodation by, an English local authority (£2300 per child per school year -held by the LA Virtual School Head accessed via PEP return)
- who have ceased to be looked after by a local authority in England and Wales because of adoption, a special guardianship order, a child arrangements order or residence order (£2300 per child)
- whose parents are currently serving in the armed forces or in receipt of a child pension from the Ministry of Defence (£300 per child)

Schools are held accountable for the spending of these monies, performance tables will capture the achievement of disadvantaged children covered by the Pupil Premium.

Avondale Primary School is committed to providing effective resources and ensuring vital support is in place for our disadvantaged children to improve their academic outcomes.

1. Summary information					
School	Avondale Primary School		Academic Year		2019/20
Number of pupils eligible for PP	99	Total number of pupils	411	Total PP budget	Approx £130,680
Date of most recent PP Review	29 Nov 2017		Date for next internal review of this strategy	Nov 2019	

2. Barriers to future attainment (for pupils eligible for PP, including high ability)		
In-school barriers (<i>issues to be addressed in school</i>)		
A.	Language skills for pupils eligible for PP are generally lower than that of other pupils	Success Criteria: Pupils eligible for PP make good or better progress and the gap between all pupils eligible for PP and all other pupils diminishes
B.	Attainment of those eligible for PP is lower than that of other pupils in lower KS2	Success Criteria: Pupils eligible for PP in lower KS2 attain in line with all other children. The attainment gap will narrow and the percentage of PP achieving the expected standard will have increased on previous years.
C.	Sustainability of attainment and progress for PP children with a particular focus on those identified as high attaining pupils at KS1	Success Criteria: Pupils identified as high prior attainment at KS1 make sustained progress to ensure they reach the higher levels at KS2
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D.	Enrichment and engagement: Parental engagement and deprivation of opportunity is poorer for PP children than others.	Success Criteria: Parents of PP children will be more engaged with school and their child's learning. These children will actively participate in enrichment activities provided by school.

3. Planned expenditure (plus review. Due to school closure a partial review of objectives has been done with most transferring to the 2020-2021 3-year strategy plan – see separate document)

Academic year		2019/20			
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?
A . Improved oral language skills	<p>1:1 and small group provision of language intervention for children.</p> <p>All children to be assessed to provide a baseline during the Autumn term.</p> <p>Result of this to inform next steps and targeted groups of children according to need.</p> <p>Language intervention programme/strategy to be implemented during afternoon sessions by TAs.</p>	<p>Oral language approaches that include targeted reading aloud and book discussion with young children; explicitly extending pupils' spoken vocabulary; the use of structured questioning to develop reading comprehension; and the use of purposeful, curriculum-focused, dialogue and interaction are said to be the most effective.</p> <p>Oral language interventions aim to support learners' articulation of ideas and spoken expression. Oral language interventions therefore have some similarity to approaches based on <u>Metacognition</u> which make talk about learning explicit in classrooms (such as Philosophy for Children), and to <u>Collaborative learning</u> approaches which promote pupils' talk and interaction in groups (such as Thinking Together).</p>	<p>Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time.</p> <p>Regular monitoring of the implementation of the strategy</p> <p>Use Speech and Language therapist to train staff and help with implementation</p>	PP lead	<p>Jan 2020</p> <p>All chd from Reception to Year 5 were baseline assessed during the Autumn term. .</p> <p>Language groups began in January. School closure in March meant that impact could not be measured. This target will continue during 2020-2021</p>
Total budgeted cost					£52,128
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?

B. Continue to diminish the difference between PP and other pupils in attainment particularly in lower KS2	Additional teachers used to reduce class sizes and provide targeted support in identified year groups – in-class support or small group sessions to be provided (with an initial focus on Maths) along with afternoon booster sessions on specified areas (initially writing)	Small group interventions with highly qualified staff have been shown to be effective. Reducing class size appears to result in around three months' additional progress for pupils, on average as it increases the amount of high quality feedback or one to one attention learners receive.	Targeting children, through Pupil Progress Meetings, to identify gaps in learning. This will inform planning (3 x year) Use of Target Tracker to track maths skills – these to be considered when targeting support (3 x year) Support interventions that need to be delivered by the TA or Teacher.	PP Lead	Jan 2020 Targeted support was put in place for year 3 and 4 with a particular focus on maths and writing. Autumn term data showed improvements and groups were adjusted in light of this following discussions at Pupil Progress meetings.
C. Sustained and improved progress for high attaining pupils	Support staff to provide same-day intervention for PP pupils during afternoon sessions. These sessions to focus on misconceptions/plugging gaps that may have occurred during Maths and English lessons.	High quality feedback is an effective way to improve attainment.	Targeting children, through Pupil Progress Meetings, to identify gaps in learning. This will inform planning (3 x year) PP lead to identify pupils who aren't maintaining good progress and through robust monitoring, ensure measures are in place to address. Support interventions that need to be delivered by the TA or Teacher. Chd to be monitored and tracked to ensure all PP children are targeted during the week	PP Lead	Jan 2020 April 2020 Progress towards this objective was limited due to daily language interventions which were a whole school priority last year. Support staff were to target higher ability pupil premium children during the summer term to ensure that identified pupil premium children achieved greater depth. Evidently due to school closure this wasn't possible
Total budgeted cost					£47,195
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?

<p>D.To provide enrichment opportunities for disadvantaged children.</p>	<p>Each PP child to have 2 funded trips during the academic year. Residential trip in year 6 to be offered at a reduced rate for PP children Target children for after school enrichment activities</p>	<p>Sports participation interventions engage pupils in sports as a means to increasing educational engagement and attainment. This might be through organised after school activities or a programme organised by a local sporting club or association. Sometimes sporting activity is used as a means to encourage young people to engage in additional learning activities, such as football training at a local football club combined with study skills, ICT, literacy, or mathematics lessons.</p> <p>The overall impact of sports participation on academic achievement tends to be positive</p>	<p>Enrichment tracking (attendance at clubs and on school trips)</p>	<p>PP lead PE apprentice</p>	<p>Jan 2020</p> <p>Some trips took place during the Autumn term for which PP chd were not charged. Both residential trips were cancelled.</p> <p>Extra-curricular participation will be a continuing objective into 2020-2021. Provision maps now include a section on extra-curricular activities. Those with limited or no involvement will be offered places in clubs when they resume.</p>
<p>E.To promote a support network for the most vulnerable children and their families</p>	<p>Family Support Worker offering; Parenting support Debt management Accessing universal services Timely CAF / TAF Mental Health and drug support</p>	<p>This has been a pivotal role in our school since implementation and has impacted positively upon the targeted children and families. Vulnerable children and families are targeted well and the work carried out with them impacts positively upon the children's learning, social and emotional needs.</p>	<p>Family Support Worker feedback with PP lead, termly</p>	<p>Pupil Premium lead Family support worker</p>	<p>Jan 2020</p> <p>To continue. This support has been vital during lockdown with support given to families who were struggling financially, mentally and emotionally. Families were in regular contact with DW who supported and signposted them for further help as appropriate.</p>
Total budgeted cost					£45,062

