

Scotch Orchard Primary School
Pupil Premium Strategy Statement

1. Summary information									
Academic Year		2018/19	Total PP budget		£29,040	Date of most recent PP review		Nov 2018	
Total number of pupils		211	Number of pupils eligible for PP		24	Date for next internal review of strategy		Feb 2019	
2. Current attainment									
			Pupils eligible for PP at Scotch Orchard		Pupils not eligible for PP at Scotch Orchard		All children nationally		
EYFS	% achieving GLD		67%		70%		72%		
KS1	% achieving ARE or above in reading		100%		93%		75%		
	% achieving ARE or above in writing		100%		59%		70%		
	% achieving ARE or above in maths		100%		74%		76%		
KS2	% achieving ARE or above in reading		75%		79%		75%		
	% achieving ARE or above in writing		75%		84%		78%		
	% achieving ARE or above in maths		88%		84%		76%		
Year Groups	Data Commentary								
	Year 1	• All PP children made expected progress in Reading, Writing and Maths. 100% working at ARE in Maths/ Writing. 50% achieving ARE in reading.							
	Year 2	• All PP children made expected progress in Reading, Writing, Maths. All pupils are at ARE. 1 is above ARE in Reading.							
	Year 3	• All PP children made expected progress in Reading, Writing, Maths. 66% are working at ARE in Reading, Writing, Maths. 33% made more than expected progress in Reading and Writing, 66% in Maths. Non PP children are outperforming PP pupils in Reading and Maths.							
	Year 4	• All PP children made expected progress in Reading and Writing. 80% of children are at ARE in Reading and Maths. 20% of children are above ARE in Reading and Writing. Non PP children are outperforming PP children in Writing.							
	Year 5	• All PP children made expected progress in Reading and Writing. 80% made expected progress in Maths. 100% of PP pupils are working at ARE in Reading and are outperforming non PP pupils. None made more than expected progress.							

3. 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.	Attainment in writing in upper KS2. Pupils must make accelerated progress to close the gap with their peers.
B.	Children enter the school with poor oracy skills which impacts on their phonics, reading and their range of vocabulary.
C.	A high proportion of our disadvantaged children are in receipt of regular pastoral care to support their social, emotional and mental health needs whilst in school.
D.	In Y5/6 there are no high achievers from KS1. At least 50% were low attainers at KS1.

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

E.	A high proportion of disadvantaged children arrive late into school.
F.	Many of our disadvantaged children do not have a positive role model in their lives.
G.	Children quite often do not receive the benefits of home learning and parental engagement. There are fewer opportunities for enrichment activities which limits their life experience and therefore the ability to relate first-hand experiences during curriculum time.

4. Desired outcomes

	Desired outcomes	Success criteria
A, D	Improved writing outcomes across school, especially in upper KS2.	<ul style="list-style-type: none"> The % of disadvantaged pupils meeting the ELG for Writing is in line with the National average. 70% Disadvantaged children to perform at least as well as all children in Writing. 70% By July 2019, at least 65% of all pupils and disadvantaged pupils to be working at ARE in writing from Y3 – Y6 10% of disadvantaged pupils are working at greater depth in writing in Y6
B	Disadvantaged pupils to lessen or close the gap with all pupils Nationally in writing at the end of KS2.	<ul style="list-style-type: none"> The gap in attainment between disadvantaged and all children is closing All high attainers who are disadvantaged will convert to greater depth in writing in KS2
C	Improve speech and language attainment of EYFS children.	<ul style="list-style-type: none"> All children make expected or more than expected progress in CAL which will contribute to GD (Good level of development)
C	Increased awareness of social, emotional and mental health challenges for children and support available for families.	<ul style="list-style-type: none"> By July 2019, all children to report that they are well supported in school and have strategies in place to help deal with challenging situations they may face in school. All staff report greater knowledge, understanding and recognition of symptoms of poor mental health in children and adults. All staff are clear about mental health first aid support available for children, families and themselves.
E	Well-targeted and effective Pastoral Care ensures that our most vulnerable disadvantaged pupils are fully engaged in all aspects of school life.	<ul style="list-style-type: none"> Pupils involved in pastoral interventions make at least expected progress The % of disadvantaged pupils who receive fixed term exclusions is reduced. Targets for disadvantaged pupils on individual plans are met. Emotional health and well-being is being catered for effectively All children report improved self-esteem, confidence and achievement
F	Punctuality for disadvantaged pupils has improved from 2017/18	<ul style="list-style-type: none"> Attendance for disadvantaged pupils is at least 94% Punctuality increases to 95% Persistent absence is halved for disadvantaged pupils from 2017-18 figures
G	Disadvantaged pupils have high expectations of themselves and high aspirations for the future.	<ul style="list-style-type: none"> Lesson observations and learning walks show that behaviour for learning is a strength in all classrooms All disadvantaged pupils who are high attainers make good progress over time Pupil voice shows that disadvantaged pupils have high expectations and aspirations for themselves Commando Joe impact reports show that disadvantaged pupils not only make good progress but are resilient and have self-regulation strategies (learning powers) to help themselves achieve their potential.
A, D	Pupils will have access to a range of additional opportunities to broaden their horizons and engage with new experiences. Pupils will be able to use these as a context for their learning.	<ul style="list-style-type: none"> Examples of new experiences and vocabulary are evident in CAL and writing of all pupils. By July 2019, at least 65% of all pupils and disadvantaged pupils to be working at ARE in writing from Y3 – Y6 10% of disadvantaged pupils are working at greater depth in writing in Y6

5. 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	Chosen action / approach	How will you ensure it is implemented well?	Number of targeted Pupil Premium	Expenditure	When will you review implementation?
Improved writing outcomes across school, especially in upper KS2.	<p>Targeted, personalised CPD for staff</p> <p>Research opportunities for staff to develop own knowledge.</p> <p>Chris Quigley resources to be explored and used as basis for planning high quality literacy lessons.</p> <p>Expertise of Danny Jones, (Lead teacher for literacy- Slade) Jan Fisher from County and BLISS group sought.</p>	<ul style="list-style-type: none"> Personalised CPD sessions planned into staff meeting time and monitored carefully Data for writing monitored by SLT Learning walks to monitor quality of provision Book looks 	All staff and children (22 PP)	£2,500 CPD for teachers	Half termly data analysis (KD, JB, LB, GF)
Disadvantaged pupils have high expectations of themselves and high aspirations for their future.	<p>Commando Joe working within school 1 x day a week delivering resilience building activities and aspirations work.</p> <p>Whole school focus on 'learning powers'.</p>	<ul style="list-style-type: none"> Whole school assembly to introduce Commando Joe Observation of sessions by SLT. Whole school assembly and regular follow-up assemblies Achievement assemblies linked to learning powers Half termly CPD for training on meta-cognition and self regulation. 	All staff and children (22 PP)	£14,750 for leadership cover and Commando Joe	<p>Pupil Premium champions and SLT to establish action plan with timeline.</p> <p>Commando Jo impact meetings (monthly) (KD)</p> <p>Whole staff review at the end of the academic year.</p> <p>Pupil voice- to measure impact on pupils</p>
Total budgeted cost					£17,250

ii. Targeted support					
Desired Outcome	Chosen action/approach	How will you ensure it is implemented it is implemented well?	Number of targeted Pupil Premium	Expenditure	When will you review implementation
Improve speech and language attainment of EYFS children.	Purchase 'Wellcomm' resources	<ul style="list-style-type: none"> Pupil assessment via Tapestry Termly pupil progress meetings (JB/LB/ CH/KD) 	52 EYFS pupils 3 PP children	£359.95 resources £150- 1 day staff cover (KD) training on use of resources which will then be disseminated to staff.	Quarterly assessment Overall review July 2019
Disadvantaged pupils to lessen or close the gap with all pupils Nationally in writing at the end of KS2.	Additional intervention support provided through assertive mentoring, booster sessions, breakfast club booster and lunchtime intervention groups.	<ul style="list-style-type: none"> Half termly pupil progress meeting (JB/LB) KD review PP data termly. 	9 PP chn	£300	Ongoing monitoring of y6 predictions.
Well-targeted and effective Pastoral Care ensures that our most vulnerable disadvantaged pupils are fully engaged in all aspects of school life.	Transport to school provided for parent and child.	<ul style="list-style-type: none"> Regular reviews with class-teacher, parent, SENCO and KD 	1 PP child	Taxi transport for journey to school £819	Review impact at Easter.
Total budgeted cost					£1628.95

iii. Other approaches					
Desired outcome	Chosen action/approach	How will you ensure it is implemented well?	Number of targeted Pupil Premium	Expenditure	When will you review implementation?
Attendance/ punctuality for disadvantaged pupils improves from 2017/18	Commando Joe one day per week to stand on gate in the morning to target parents of all pupils whose attendance was <90% in the year 2017/18	<ul style="list-style-type: none"> Action plan generated Monthly impact meeting to measure impact (KD/JB) 	22 PP	As above	Termly impact to SLT and Governing Body
Highly effective, well targeted Pastoral provision ensures that our most vulnerable disadvantaged pupils are fully engaged in all aspects of school life	1 x additional Learning Mentor to work with pupils who have behaviour/ attachment needs. Sports Coaches to support behaviour for learning.	<ul style="list-style-type: none"> Termly impact meeting to measure impact (SENCO/CH/JB/KD) 	3 PP	£1950 for additional adult	Termly monitoring with CH/JB/LB/ ?
	Enrichment opportunities supplemented by funding (e.g. school trips, PP group trips)	<ul style="list-style-type: none"> Monitor who is receiving funded enrichment (Admin team/KD) 	22 PP	£5000	Review half termly (KD/JF/TM/JB/LB)
	Breakfast club in place every morning for selected pupils	<ul style="list-style-type: none"> KD to oversee and monitor Conversations with class teachers 	22 PP	£800	Spring 19 to monitor attendance and take up. (KD/JB/JB/LB)
	Lunchtime pastoral support in the hub	<ul style="list-style-type: none"> EM/SH to monitor and feedback to class-teachers 	16 PP	No extra cost	Termly review of lunchtime incident book (JB/LB)
Increased awareness of social, emotional and mental health challenges	Mental Health first aid course	<ul style="list-style-type: none"> Staff to attend course then decide on an 	All pupils and staff	£600 for 2 day course	End of year review

for children and support available for families.		action plan for school (EM/KD)	22 PP		Staff questionnaire Display board
	Attachment conference	<ul style="list-style-type: none"> KD to attend course then disseminate key points to staff. Target children for support 	3 PP	£300 for 1 day course	End of year discussion with staff.
Disadvantaged pupils have high aspirations of their learning as well as high levels of confidence in own ability to succeed.	'Our Place' support keeping safe (Y5) and money management (Y3)	<ul style="list-style-type: none"> Teachers included in lessons to quality assure 	Y5 PP 4 chn Y3 PP 4 chn	£1,500	KD to monitor
	Homework club provision for selected Pupil premium children	<ul style="list-style-type: none"> Member of SLT overseeing group to quality assure Conversations with class teachers demonstrate homework is completed on time 	16 PP	No cost	Monitoring of impact
Total budgeted cost					£10,150
Total overall budgeted cost					£29,028.95