

# Pupil premium strategy statement

## School overview

Metric	Data
School name	Scotch Orchard Primary School
Pupils in school	188
Proportion of disadvantaged pupils	9%
Pupil premium allocation this academic year	£21, 120
Academic year or years covered by statement	2019-2020
Publish date	September 2019
Review date	September 2020
Statement authorised by	Joanne Bishop
Pupil premium lead	Kate Daley
Governor lead	Dr Amber Elliott

## Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	+0.3
Writing	-2.9
Maths	-3.1

## Disadvantaged pupil performance overview for last academic year

Measure	Score
Meeting expected standard at KS2	20%
Achieving high standard at KS2	0%

## Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1	Ensure that all pupil premium children make at least expected progress in all areas and significant number making accelerated progress
Priority 2	Ensure that all pupil premium children's social, emotional and mental health needs are being identified and appropriately supported

<p>Barriers to learning these priorities address</p>	<p>A high proportion of disadvantaged children across the school are in need of regular pastoral care to support their social emotional and mental health needs whilst in school.</p> <p>Children enter school with poor oracy which impacts on their language skills (phonics, reading and vocabulary).</p> <p>In Y5 and Y6 there are no PP prior 'higher-achievers' and 60% of Y6 PP children are both 'lower prior-attainers' and categorised as SEND</p> <p>In KS1 only 33% of Y2 PP children attained the expected level across all subjects combined (Reading, Writing and Maths)</p> <p>Children have low aspirations which impact on attitudes to learning</p>
<p>Projected spending</p>	<p>SEMH Training for all staff - £300</p> <p>Additional nurture/pastoral support staff appointment - £10,000</p> <p>Additional intervention i.e. maths CatchUp, phonics, 3<sup>rd</sup> Space Learning - £3000</p>

## Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	100% to make at least expected progress 30% to make better than expected progress	September 2020
Progress in Writing	100% to make at least expected progress 30% to make better than expected progress	September 2020
Progress in Mathematics	100% to make at least expected progress 30% to make better than expected progress	September 2020
Phonics	90% to reach the expected standard	September 2020
Teaching of maths/writing	Secure implementation of 'Quality First Teaching' principles across the curriculum  Teaching is never less than good with at least 50% outstanding  Introduce 3 <sup>rd</sup> space for PP Emotion coaching/ nurture Enhance pedagogy to ensure consistently good teaching. Develop independence and motivation through metacognition principles Introduction of targeted, daily, fluency sessions in maths	September 2020

Measure	Activity
Priority 1	Improve quality of teaching so that all teaching is at least good and a significant proportion is outstanding
Priority 2	Utilise proven metacognition principles in order to facilitate retention of knowledge

<p>Barriers to learning these priorities address</p>	<p>Staff knowledge of theory behind curriculum intent is limited and therefore quality training is paramount in order to maximise its impact on pupil outcomes</p> <p>Ensuring that all staff use evidence based whole class teaching methods</p> <p>Historically, children have had very limited experience of 'mastery concepts' so lack ability in applying skills across the curriculum</p> <p>A systemic change in learning behaviours is required in order to achieve maximum potential</p>
<p>Projected spending</p>	<p>Personalised quality CPD for staff including 'Quality First Teaching' CPD - £1000</p> <p>Whole school focus teaching of maths and writing</p> <p>Developing independence and motivation through implementation of metacognition principles</p> <p>Maths mastery and use of power maths textbooks and workbooks Y1 to Y4 - £1000</p>

### Targeted academic support for current academic year

<b>Measure</b>	<b>Activity</b>
<p>Priority 1</p>	<p>Approved intervention programmes (research-based) are applied effectively to enhance the achievement of identified children</p>
<p>Priority 2</p>	<p>Improve outcomes for prior middle-attaining PP children</p>
<p>Barriers to learning these priorities address</p>	<p>60% of Y6 PP pupils have SEND needs</p> <p>Only 33% of Y2 PP children attained expected level at end of KS1 across Reading, Writing and Maths combined.</p> <p>Children have low aspirations which impact on attitudes to learning</p>
<p>Projected spending</p>	<p>TA to deliver research-proven intervention Catch-Up £3000</p>

	<p>Additional staff to implement small group teaching £2000</p> <p>Establishment of homework club</p> <p>Tracking and implementing additional phonics support beyond KS1</p>
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### Wider strategies for current academic year

Measure	Activity
Priority 1	Ensure that all pupil premium children's social, emotional and mental health needs are being identified and appropriately supported
Priority 2	Broaden provision of opportunities and experiences which widen cultural capital and raise expectations in order to ensure equality
Barriers to learning these priorities address	<p>Some children have limited experiences outside of school life which enrich their lives and their ability to relate first-hand experiences during their curriculum time</p> <p>Low parental engagement</p> <p>Under-developed staff awareness of social, emotional and mental health challenges</p> <p>Low attendance (94%) and 50% of school persistently absent children were PP</p>
Projected spending	<p>Implement variety of strategies to improve attendance (monitoring and early intervention: home-visits, funded breakfast club, rewards, funded transport) - £500</p> <p>Provision of transport in order to support opportunities for enrichment - £500</p> <p>Pastoral care and interventions – use of external professionals in order to support children's emotional needs and train school staff - £3000</p> <p>Implement and monitor impact of Commando Joe's school led programme</p> <p>Pastoral intervention through appointment of TA with specific nurture/pastoral responsibilities (as above)</p>

## Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensure CPD continues to have depth and is evidence-based	Strategic monitoring and reflection by SLT
Targeted support	Enough time for Maths lead to support and evaluate the teaching of maths In-experience of maths lead	Ensure suitable cover is planned and a realistic time-frame planned for scheduled tasks to be completed Designated member of SLT to mentor and support
Wider strategies	Appointing quality pastoral TA	Rigorous appointment process Close relationship with supply agency in the event of no appointment being made

## Review: last year's aims and outcomes

Aim	Outcome
Improve writing outcomes across the school, especially in upper KS2	PP writing outcomes 60% - target not met. The focus on quality first teaching across the school will contribute to improving standards
Improve speech and language attainment of EYFS children	Wellcomm resources established – to be embedded this academic year
Close the gap between KS2 PP children and national in writing.	Target not secured - continues to be an area of focus
Fully engage PP children in all aspects of school life	Attendance of PP children improved Successes were notable in attendance at breakfast club, involvement in CoJo activities, extra-curricular activities and attendance at newly created lunchtime hub
Attendance for PP children to improve from 2017-2018	Target met