



# Pupil premium strategy statement 2019-20



## School overview

School name	Caythorpe Primary School
Pupils in school	102
Proportion of disadvantaged pupils	18%
Pupil premium allocation this academic year	£26,840
Academic year or years covered by statement	2019-20
Publish date	September 2019
Review date	July 2020
Statement authorised by	Katie Brockington
Pupil premium lead	Helen Hunt
Governor lead	Simon Linforth

## Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	2.18
Writing	0.84
Maths	0.88

## Disadvantaged pupil performance overview for last academic year

Measure	Score
Meeting expected standard at KS2	80%
Achieving high standard at KS2	0%

## Strategy aims for disadvantaged pupils

Aim	Target	Target date
Progress in Reading	Progress score +1	July 2020
Progress in Writing	Progress score +1	July 2020
Progress in Mathematics	Progress score +1	July 2020
Phonics	Achieve above 90% score in PSC	June 2020

## Teaching priorities for current academic year

Measure	Activity
Priority 1	Subject Knowledge and Skills: Use a range of professionals both internally and externally to give teachers up to date subject knowledge to ensure they are well equipped to teach a broad, balanced curriculum to a good standard. Applying a wide range of teaching and learning behaviours to support progress (Building Learning Powers) (1.1, 1.2, 2.1 SIP)
Priority 2	Continue to lessen the difference of attainment and progress between Pupil Premium Pupils and non-Pupil Premium Pupils. Ensure children challenged for greater depth standard (1.3, 3.1, 3.2 SIP)
Barriers to learning these priorities address	Attendance in small minority of pupils Ensuring staff have knowledge and understanding of and use; range of teaching strategies for BLP, evidence based whole class/group teaching interventions
Projected spending	£17,200

## Targeted academic support for current academic year

Measure	Activity
Priority 1	Quality First Teaching: Applying a wide range of teaching and learning behaviours to support progress (BLP/Jigsaw) Whole class reading.
Priority 2	Interventions: Use of in-house data for early identification and intervention programmes identified and planned at pupil progress meetings, ensure use EEF to research evidence based interventions, monitor impact of interventions
Barriers to learning these priorities address	Lack of teacher knowledge/understanding of benefits of BLP strategies Support staff lack of subject knowledge and/or understanding of strategies
Projected spending	Futures in Mind/BLP/Big Bangs/special days = £1000

## Wider strategies for current academic year

Measure	Activity
Priority 1	Increased Parental Engagement: involve parents to a greater extent in school life/sporting/enrichment/mini-projects/Ecoschools etc
Priority 2	Well-Being: Raise children's self-esteem and awareness of how they learn by implementation of "Wonderland", suitable books and resources and JIGSAW PSHE scheme.
Priority 3	Enrichment: Give all children access to a wide range of trips, visits, music lessons, visitors, big band to beginnings of topics
Barriers to learning these priorities address	Lack of opportunities planned for parents to come into school Lack of teaching strategies/curriculum time to address building self-esteem in current curriculum framework
Projected spending	Jigsaw = £1775 Funding PP visits/enrichment = £2000 Music £1000

## Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Knowledge of children's attainment from previous year/suitable challenge/appropriate support/intervention Limited range of teaching strategies adopted by teachers	Pupil progress meetings, staff access to Renaissance assessment reports/Integriss data Building learning power – whole school focus Sharing of good practice
Targeted support	As above Understanding of the benefits of BLP strategies	Teachers receive coaching sessions from "Futures in Mind" Timetable pupil progress meetings/learning walks/book looks across the curriculum Research good practice and share
Wider strategies	Children feeling they are in the "bottom" group, lack of resources to support, no designated space of 1:1 support, lack of teacher knowledge and understanding of "well-being"	Teachers use a range of mixed ability groupings/ability groups as appropriate, planned PSHE sessions may focus on an identified need within the class. Planning reviews

		Develop use of TAs as emotional support for pupils  Develop classroom space “Wonderland” for well-being interventions/time out space
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**Review: last year’s aims and outcomes**

**Reporting on Pupil Premium 2018-2019**

In 2018-2019 were allocated approximately £25,940 (Pupil premium, Looked After and Forces Funding). This was used to maintain those areas of success from 2017-2018 and we began to explore new areas in which we believe we can make a more significant difference to achievement.

The whole school strategies used in 2018-2109 were as follows:

- We targeted children through pupil progress meetings, identifying gaps in learning, teachers using assessments to inform future planning, identifying support interventions delivered by TAs and/or teachers. This saw timely interventions promptly started to ensure more children received support when and where needed.
- PSHE interventions to ensure the mental well-being of children.
- Introduction of CPOMS to ensure events, interventions were logged and relevant members of staff informed to enable planning of suitable intervention and support where necessary.
- Whole school PSHE scheme of work adopted from the PSHE Association.
- We have continued to lessen the difference of attainment and progress between Pupil Premium Pupils and non-Pupil Premium Pupils through the use of the learning and teaching strategy of Building Learning Powers. This was a whole school initiative, introduced to staff through INSET. Aspects of the learning powers were introduced a power at a time throughout the school. Corridor and class had a display used to support using the powers and reward children for displaying the learning powers. Learning walks and child interviews showed children had a good understanding of the different learning powers as well as greater awareness of identifying when they were applying them.
- We continue to be aware of research by Education Endowment Foundation (EEF) and use research to make the best use of the way in which our Teaching Assistants work in school – this will take into account potential barriers to learning in-

cluding pupil premium. More training opportunities were made available for teaching assistants including Maths White Rose training, phonics, spelling and guided reading training.

- As progress in mathematics improved this year, (progress points 50 in pupil premium in PUMA assessments From Autumn to summer) we continue to have a whole school maths strategy, which includes the teaching of mathematics in single year groups and the purchase of a new maths scheme to ensure a greater depth of learning. To develop this further the School Development Plan had a target relating to the teaching of using and applying skills in maths.
- Introduction of Accelerated Reader program using additional bids and funding to purchase quality books in the scheme to appeal to a wide range of interests and reading ages.

### **Specific Spending**

In order to ensure that children eligible for pupil premium (and Forces funding) make accelerated progress we will use the following strategies as data shows they may be required:

1. Fund one to one or small group tuition in Reading, Writing and Numeracy (TA and use of Maths teacher in mornings £15,000)
2. Maintain levels of TA support focused on PP pupils (approx £10,000)
3. Maintain lunch time and after school clubs as well as provide behaviour for support for those pupils whose anxiety levels increase at lunch times (approx £500)
4. Subsidise the cost of school visits (approx £1000 with help from additional funding bids)
5. Create effective intervention classes Literacy and Numeracy (see 1.)
6. Maintain music tuition (approx £1000)
7. Invest in schemes that will allow pupils who are eligible for pupil premium greater access to high quality resources (accelerated reader, BLP) (approx £1000)
8. Develop outdoor area/learning space (approx. £800 this was with funding from Learning through landscapes bid, £10,00 Outdoor gym equipment – National Lottery Funded)

**Specific Spending for LAC – A child eligible for LAC funding joined the school mid-way through the academic year – below is an outline of provision made for her.**

*Target 1 – For LAC to make accelerated progress and secure the expected standard for her age*

Support Focus	PPG Use	Costings
Small Group - Maths	1 x 30min multiplication per week (teacher)  2x30 min arithmetic per week (TA)	32 x £22.50 = £720  32 x £15 = £480
<b>Target 2 – To increase progress and confidence in writing to enable LAC to meet the expected standard for her age with a continued focus on spelling.</b>		
Guided Group – spelling strategies	2 x 15min Writing per week (TA)	32 x £7.50 = £360
<b>Target 3 – To secure ARE in reading by March 2019</b>		
1:1 reading support	4x15min individual reading with TA	32 x £15 = £480
<b>Target 4 – To increase LACS self-esteem and broaden her opportunities through attendance of football club</b>		
After school club	No funding needed	
<b>Total</b>		<b>£1920</b>

## Impact

The impact of the use of the pupil premium can also be seen to impact as follows:

- All Year 1 pupils eligible for Pupil Premium not identified as SEN, achieved the expected standards in the phonics test in 2018.
- All children eligible for pupil premium who achieved a Good level of Development in the Foundation Stage reached the Expected Standard level in Year 2.
- There were no fixed term exclusions at the school in 2018-2019
- Pupils who may not have had the opportunity are now able to learn a musical instrument, children who began an instrument, continue to take up lesson offer.
- Pupils who may not have been able to are able to go on residential visits (Sealife Centre at Skegness, Redwood Camp, PGL residentials as well as other visits to enhance the curriculum)

- It is possible for the school to ensure higher quality school visits as support is given to voluntary contributions.

### Year 6 SATS 2019

Of the 2019 Year 6 cohort children of children, four were entitled to pupil premium, and of these two were identified on the SEND register.

In reading, writing and maths (combined score) 75% of children eligible for Pupil Premium funding achieved the expected standard which is 10% above national expectation of 65%. One child who did not meet the expected standard was identified as having specific learning needs. From the children KS1 results they made better than expected progress. Standard Scaled score average of Pupil Premium children was above National Expectation.

	Maths		Reading		Writing	Combined
	% ARE and above	Average SS	% ARE and above	Average SS	% ARE and above	% ARE and above
PP Chd (4)	75%	102.5	75%	103	75%	75%
LAC (1)	100%	104	100%	104	100%	100%
PP/LAC (5)	80%	102.8	80%	103.4	80%	80%
Others (non PP)	80%		80%		80%	80%
National	78.7 %	104.5	73.2%	105	78.5%	65%