

Pupil premium strategy statement (Primary)

1. Summary information					
School	Norton Juxta Kempsey CE Primary School				
Academic Year	2019 2020	Total PP budget	£16,440	Date of most recent PP Review	July 2019
Total number of pupils	154	Number of pupils eligible for PP	Actual 8 LAC 3	Date for next internal review of this strategy	October 2019

2. Current attainment Data Academic year 2018 2019		
	<i>Pupils eligible for PP (your school) Based on 10 pupils</i>	<i>Pupils not eligible for PP (national average)</i>
% reaching age related expectations in reading	Figures are not published due to small cohort sizes	
% reaching age related expectations in writing		
% reaching age related expectations in maths		

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>	
A.	Increased prevalence of Speech, Language and Communication Needs (SLCN)
B.	Increased prevalence of poor motor skills.
C.	Increased prevalence of SEMH needs.
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
D.	Increase in amount of pupils referred to Early Help and EWO.

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improved Speech, Language and Communication skills.	Increase % PP children assessed as having typical primary talk (I Can)

		Increased Phonics Screening and ARE Y1 and 2.
B.	Improve gross and fine motor skills	Reception – improve gross and fine motor skills-Balance-ability KS1/KS2-Gross motor skills programme Increase participation in afterschool sports clubs (funded)
C.	Improved provision in school for Early Help.	Early Help services signposted and used to improve pupils' mental health and well-being. Ability to offer early intervention at school.
D.	Increase attendance rates of pupils eligible for PP Increased parental engagement	Reduce number of persistent absentees for PP Attendance for pp to be in line with AAT expectations- 98% 100% PP parents attending parents evening. PP achieving well in weekly spelling and times tables tests

5. Planned expenditure					
Academic year	2019 2020				
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	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improve early reading and writing	Implement RWI Programme and 1 to 1	First year of RWI. All staff trained and additional Ta hours needed	Impact overseen by literacy coordinator – release time to work with colleagues, review work and pupil conferencing Analysis of tracking at pupil progress meetings	SM JD	November 2019
Improving Mental health and wellbeing	Staff training on mental health issues Emotion pots in all classrooms Developing the PSHE Curriculum to ensure that all children can talk about their feelings Staff member trained to implement play therapy.	National agenda and awareness of supporting pupils health and wellbeing High levels of family breakdown in our school and observing the distress and anxiety that this can cause.	Well-being committee (GB)	JD	November 2019
Improved gross and fine motor skills	Gross motor development – balance bikes Reception Fine motor support during continuous provision in Reception	Evidence seen in other schools / cluster moderation	English lead/SENDco to measure success of interventions.	SM JS	July 2019
Increased access to the curriculum through targeted in class support	EHCP Support	Outlined in EHCP	Regular monitoring at PP meetings to ensure QFT Analysis of tracking data and provision maps	JD /JS	November 2019
Total budgeted cost					£13,240
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?
Improve early reading and writing	1 -2-1 and small group provision using language	Recommended by Speech and Language	½ termly monitoring at pupil progress meetings	All JL	July 2020

	Links screening and resources Reception Small group intervention – phonics Small group intervention Black sheep press		Base line and end of intervention data analysed by SENCO		
Improve outcomes in maths for PP children and narrow the attainment gap.	Targeted in class support in KS1 KS2 Teacher led support during basic maths Year 2 group led by class teacher in addition to maths lesson	Teacher led intervention was part of a cluster of school intervention project with Worcester University last year and was shown to have a positive effect on mathematical confidence and progress.	Impact overseen by Maths coordinator and regular reviewed during pupil progress meetings with SENCO using 1/2 termly tracking data	MS JL	July 2020
Financial support to families	Ensuring that fiancé is not a barrier to pupils participating in the wider life of the school	Importance of children interacting with their peers in after school activities e.g sports clubs, music and outdoor education West Malvern visit. Widening PP experiences and aspiration	Engaging with parents to access their individual needs	JD	July 2020
Total budgeted cost					£2,000
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?
D Increase attendance	Employee EWO to monitor pupil and follow up persistent absence. Ensure all absences are followed up on the first day.	Children need to be in school to ensure that they do not have gaps in their understanding.	Regular meetings for the headteacher with the EWO to ensure all possible measure have been implemented ad followed up.	JD/MC	April 2020
E Improve pupil behaviour	Pupil - Playtime targeted support and plans in place. Socially speaking Participation In after school clubs – self-esteem building relationships with peers West Malvern	Recommendations form external agencies – CCLD Behaviour support team Ed Pyc	Monitor behaviour at playtimes and regularly review approaches being used so that teaching time is maximised in class. Not just managing but also changing behaviour. Improved social relationships	Class teachers	
					£1200

Total budgeted cost				£16,440
6. Review of expenditure				
Previous Academic Year 2018 2019		Pupil Premium Budget for 2018 2019: £13,620		
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
i. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Increase % pupils at ARE and ensure all PP making good progress	Interventions	Data set is very small and available in school. Case studies compiled for individual children.	RWI had positive impact on phonic ability however, some pupils require Precision teaching recommended by Ed Psychologist instead.	£4,000
Improving Mental health and wellbeing	TLG EIFSW Nurture support 1 to 1 Play Therapy	Play therapy extremely valuable as very clear evidence seen of emotional difficulties for the pupil being a barrier to making progress.	Possibility of training a member of staff as provision is expensive. Investigate in 2019 2020.	£3000
Financial support to families	Policy review	Pupil attendance improved as child attends breakfast club.	Regular review meetings needed with parent to address changing financial needs.	£1500
Ensuring that the support is correctly identified and implemented	Specific assessments by external professions	Collecting evidence for SEN PP child in preparation for EHCP	Quality assurance of SEND provision eg: CCN team.	£1500
Ensuring that the support is correctly identified and implemented	Resources to implement recommendations	Collecting evidence for SEN PP child in preparation for EHCP	Quality assurance of SEND provision eg: CCN team.	£1500

ii. Other approaches				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Improved attendance	EOW Breakfast club for 1 pupil	Improved attendance for 1 pupil	Providing breakfast - pupil more engaged in class and attendance improved.	£600
Increase participation of PP in the wider life of the school	Financial support	All pp children took part in after school activities and attended West Malvern trip	Important to engage parents	£400

7. Additional detail
<p>In this section you can annex or refer to additional information which you have used to inform the statement above.</p> <p>Our full strategy document can be found online at: www.nortonprimary.worcs.sch.uk</p>