

Annex 2c: Pupil premium strategy statement (primary)

1. Summary information					
School	Camp Hill Primary				
Academic Year	2019/20	Total PP budget	£285680	Date of most recent PP Review	Dec 19
Total number of pupils	452	Number of pupils eligible for PP	228 (51%)	Date for next internal review of this strategy	Oct
2. Current attainment					
See separate document for attainment breakdown.					
3. Barriers to future attainment (for pupils eligible for PP)					
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)					
A.	Reading attainment of pupils across the school (including Pupil Premium children) is currently below the National Average				
B.	Whilst the Year 1 phonics screening results continue to improve they still remain below the National Average				
C.	Pupils often start school well below national average in terms of attainment within the Early Years Foundation Stage, with a significant majority of these being eligible for early years pupil premium. In 2019-2020 we have 0 pupils of the cohort that started nursery at the age related expectations (ARE) in all areas.				
D.	A significant number of pupils in Year 1, Year 3 and Year 5 who are Pupil Premium are also SEN.				
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)					
E.	Attendance rates for pupils eligible for PP are below the attendance rates in comparison to those not eligible. Those entitled to pupil premium have an average attendance rate of 95% and the expectation is that it should be 97%. This reduces their school hours and causes them to fall behind on average.				
F.	Poor parental engagement and poor home learning environments and therefore a high number of 'vulnerable' pupils across all year groups.				
4. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)				Success criteria	

A.	Reading Attainment of pupils (including those who receive Pupil Premium) will rise to close the gap between the school and National Average figures.	Children who are PP make progress so by the end of the year so the gap between them and the National Average has decreased
B.	The phonics screening scores will increase and Pupil Premium children will make rapid progress in phonics.	The whole school phonics results will improve and the gap between National Figures and school figures will have decreased, particularly for PP children.
C.	Pupils in the early years make accelerated progress in order to close the gap by the end of the Foundation Stage.	Pupils will make a GLD that is in line with the National Average.
D.	Children who are Pupil Premium and SEN will make the expected progress throughout the year.	<p>90% of children who are both Pupil Premium and SEN will make at least the expected progress throughout the year.</p> <p>90% of children who are both Pupil Premium and SEN will pass at least 80% of their individual ISP targets.</p>
E.	Increased attendance rates for pupils eligible for PP.	Those entitled to pupil premium will have an average attendance rate that is in-line with non-pupil premium.
F.	Home environments are providing health and well-being, which is then conducive to learning	<p>At least 80% of PP children are consistently returning their homework with parents' comments.</p> <p>At least 80% of PP parents attend parents evening</p> <p>The percentage of PP pupils who are accessing support for poor parental engagement/poor home learning environments will reduce as targeted intervention will have been identified and taken place.</p>

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?
Improved Progress and attainment	Year 6 Boosters	Boosters and extra study sessions in the morning have proved successful in preparing Year 6 children for SATs tests.	Year 6 SATs results	Year 6 lead	Termly
	Intervention and booster groups	Good quality, well delivered Interventions can improve a child's learning outcomes.	Baselines and assessing of Interventions	Disadvantaged Lead	Half termly/Termly
Improved resilience for all children	Thrive will be embedded throughout the school which will have a positive impact on children's emotional well-being. 2 members of staff will be trained initially and resources will be purchased for each class.	Children's mental health needs are increasing and resilience is identified as a need in the school SEF.	The Thrive approach will be used across the school. Systems will be put in place and children's progress measured through Thrive assessments.	Head	Half termly/Termly
Total budgeted cost					£150954

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?
-----------------	--------------------------	---	---	------------	--------------------------------------

<p>A. Reading Attainment of pupils (including those who receive Pupil Premium) will rise to close the gap between the school and National Average figures.</p>	<p>Reading to be given importance across the school Reading intervention introduced by STS Extra Reading practise for children most in need Action Words intervention Bug Club Whole class reading every day</p>	<p>Research has proved that children need to be immersed in print to help develop a love of reading. Interventions are a successful method of enabling children to make quicker progress.</p>	<p>Regular monitoring of interventions Entry and exit data Reading tests Teachers to monitor their classes use of Bug Club</p>	<p>Literacy Co-ordinator Disadvantaged Lead SENCo</p>	<p>Half termly</p>
<p>B. The phonics screening scores will increase and Pupil Premium children will make rapid progress in phonics.</p>	<p>Interventions focusing on phonics Teacher to be phonics lead to make sure quality planning of phonics is in place across Reception and KS1 Phonics Interventions will be monitored to ensure children are making progress in phonics Phonics workshops for parents/carers.</p>	<p>Interventions for those who need it have proven successful across many schools. The standard of all phonics lessons will be improved if it is planned by a teacher who is competent in this subject. Letters and Sounds is the preferred government approach to phonics.</p>	<p>Regular monitoring of interventions Entry and exit data Phonics Screening results</p>	<p>KS1 Lead N. Lemsatef SENCo</p>	<p>Half termly</p>
<p>C. Pupils leave the Foundation stage with a GLD that is comparable to the national average.</p>	<p>Training for new foundation staff on: *Sustained shared thinking *Observations *Tapestry (online learning journal) *Curriculum expectations *Quality questioning *Taking learning into free play Assistant Head non class based to support teaching and learning across the Foundation Stage New staff to be given training where necessary. Nursery manager to receive ongoing training</p>	<p>Tapestry will allow parents to see key learning and know the next steps needed to support at home. As the two settings are split site, the Assistant Head is able to use her thorough understanding of the EYFS to bring about continuity but to also be accountable for progress and attainment. New resources are needed to implement the curriculum and replace 'tired' equipment, as well as supporting new themes.</p>	<p>Classroom observations. Pupil progress meetings. Feedback from Assistant Head. Pupil interviews. Learning Journals. Tapestry input and feedback from parents. Appraisal. Observations and assessments made.</p>	<p>Headteacher Nursery & Reception staff. Assistant Head.</p>	<p>Termly</p>

D. PP Pupils who are also SEN in Years 1, 3 and 5 will make at least the expected progress in the core subjects	Interventions for children who are PP and SEN to reduce Gaps in learning in the core subjects.	Interventions are a proven way of ensuring progress of SEN children.	Regular monitoring of Interventions	Disadvantaged Team	Half Termly
Total budgeted cost					£76448
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?
E. Improved attendance	Additional member of the Pastoral team has been appointed to have responsibility for attendance. Profile of attendance to continue to be raised across the school.	Attendance is such an on-going issue and is a big job to challenge that we need someone who has the capacity to improve it by having the time and determination.	Monitor attendance percentages of groups. Initiatives to improve attendance will be monitored. ACE will report on our success. Attendance audit on a yearly basis will reflect well.	Headteacher Dianne Temple Jackie Wood	Termly
F. Less families receiving external support to improve home conditions and parenting skills.	Schools family support worker to offer support in all aspects of parenting and housing. Triple P. CPOMS monitored by Head and Family support worker. Head to act on any concerns and follow up face to face with parents alongside FSW.	We have a high percentage of families accessing internal and external support (whether it be voluntarily or not) to improve parenting skills and living conditions. This has a huge impact on attainment and progress. This intervention should help with homework.	Reduction in the number of families accessing support. Fewer concerns on CPOMS. Higher returns for homework with parental contributions. PP parents attend parents	Headteacher Jodie Cartwright	Termly

Subsidised Trips and visits	Funding will be used to help pay for trips for Pupil Premium children, this will reduce the cost that families of vulnerable children have to pay	This enables our disadvantaged children to access experiences that they wouldn't ordinarily have the opportunity to attend.	Ensure that the majority of children across the school attend school trips	Leader for the Disadvantaged	Termly
Total budgeted cost					£76752

6. Review of expenditure				
Previous Academic Year		2018/19		
i. Quality of teaching for all				
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 £
A. Behaviour issues for the group of Year 5 pupils will decrease.	<ul style="list-style-type: none"> ➤ High level disruptive behaviour to be referred to the Head/Deputy and a consistent approach applied. ➤ Break/lunch times to be used for boosting/un-finished work if work has not been completed within the lesson. ➤ Clear shared boundaries understood by all. ➤ All behaviour incidents will be recorded on CPOMs. ➤ Pastoral team to support behaviours at lunch times. 	Behaviour issues have decreased for all of these pupils. For some of these pupils issues are now virtually non-existent.	This approach has had positive effects on behaviour and so will continue to be used across the school.	94033

<p>B. Pupil Premium children with SEND in Years 4, 5 and 6 will make at least expected progress in the core subjects over the year.</p>	<p><i>Have a part time Disadvantaged lead to monitor progress of Pupil Premium and SEND pupils & impact of interventions to ensure impact.</i> <i>3 TA's to support/boost attainment Teachers to develop resources to aid progress of SEND pupils in lessons.</i> <i>Teachers effectively deploy themselves and TAs to support SEND pupils.</i></p>	<p>In maths 57% of PP children with SEN made expected progress or above. In English 52% of PP children with SEN made expected progress or above. In reading 33% of PP children with SEN made expected progress or above.</p>	<p>Children with PP and SEN perform lower than other children and so shall remain a focus. The lowest area of progress was in reading so this will be given priority during the next academic year.</p>	<p>68981</p>
<p>C. Pupils leave the Foundation stage with a GLD that is comparable to the national average.</p>	<p><i>Training for new foundation staff Assistant Head non class based to support teaching and learning across the Foundation Stage</i> <i>New indoor & outdoor area for Reception</i> <i>New resources to facilitate the delivery of the curriculum and to excite and motivate the children</i></p>	<p>72% of children left Reception with a GLD which was the same level as the National Average. 56% of PP children achieved GLD</p>	<p>Approaches used in the Early Years are proving successful and so shall be continued. PP children shall continue to be a focus next year.</p>	<p>90653</p>
<p>D. Improved oral skills in the Foundation Stage</p>	<p><i>*Staff training on high quality feedback, quality observations and developing language skills.</i> <i>*Training for WELLCOMM in both settings.</i> <i>*Interventions for developing language skills to be implemented and impact measured.</i> <i>Staff trained in NELI language intervention</i></p>	<p>75% of children achieved Expected or above in Communication and Language. 76% of PP children achieved expected or above.</p>	<p>Approaches were successful in improving oral skills for children and so will be developed upon next year.</p>	<p>32404</p>
<p>ii. Targeted support</p>				
<p>Desired outcome</p>	<p>Chosen action / approach</p>	<p>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</p>	<p>Lessons learned (and whether you will continue with this approach)</p>	<p>Cost</p>

E. Improved attendance	Additional member of the Pastoral team has been appointed to have responsibility for attendance. Profile of attendance to continue to be raised across the school.	Attendance for PP pupils continues to be an issue and so changes have been made in the pastoral team. There are now 2 members of staff responsible for attendance.	This approach has been improved and home visits will be increased during 2019/2020	14470
F. Less families receiving external support to improve home conditions and parenting skills.	Schools family support worker to offer parenting and housing support Triple P. CPOMS monitored by Head and Family support worker. Head to act on any concerns and follow up face to face with parents DSL's to attend all professionals meetings. Parents to contribute to homework	Families continue to need support from the Pastoral Team. The amount has decreased slightly but this continues to be an area of need.	Work with families is important and effective in helping to improve life chances for the most vulnerable children. Therefore this work will continue.	42916

iii. 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
Raising Standards	Additional TAs and booster teachers: 1 additional TA in Nursery & Reception 3 additional TA's to work across years 1-5. 1 Additional Teacher for 5 afternoons 1 Additional Teacher for 3 afternoons	KS 1 results are at least in line with National Average Phonics screening results improve KS2 SATS results are at least in line with national average	Results show that scores in writing and maths in KS1 are close to NA but Results in reading are lower than NA. Results in KS2 are below NA New interventions will be sought to help improve standards	113613

7. Additional detail

In this section you can annex or refer to **additional** information which you have used to support the sections above.