

Spalding Parish Church of England Day School Pupil Premium Strategy

The Government introduced the Pupil Premium Grant in April 2011. This grant, which is additional to main school funding, is seen by the government as the best way to address the current underlying inequalities between children eligible for free school meals (FSM), Looked After Children and their peers, by ensuring that funding to tackle disadvantage reaches the pupils who need it the most. The Pupil Premium is allocated to schools and is clearly identifiable. Schools can decide how the Pupil Premium is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility.

At SPCEDS we support all our pupils. We do this by providing high quality classroom teaching supplemented by interventions to support vulnerable learners as and when required, irrespective of their background. The School Leadership Team and Governing Board monitor the impact of all spending and interventions, including the Pupil Premium.

1. Summary information					
School	Spalding Parish Church of England Day School				
Academic Year	2019-20	Total PP budget	£115,660	Date of most recent Pupil Premium Review	Feb 2019
Total number of pupils	503	Number of pupils eligible for Pupil Premium	78	Date for next internal review of this strategy	July 2020

2. Current attainment				
	<i>Pupils eligible for Pupil Premium</i>		<i>Pupils not eligible for Pupil Premium</i>	
	<i>SPCEDS</i>		<i>SPCEDS</i>	<i>National (all)</i>
% achieving at least 'Expected' standard or above in Reading, Writing & Maths	61.5%		62.5%	65%
% achieving expected standard in Reading	61.5%		74.4%	73.2%
% achieving expected standard in Writing	76.9%		80.9%	78.5%
% achieving expected standard in Maths	84.6%		85.1%	78.7%
Progress in Reading (Key Stage 1 → Key Stage 2)	+0.2		-1.9	0.0
Progress in Writing (Key Stage 1 → Key Stage 2)	-0.5		+0.8	0.0
Progress in Maths (Key Stage 1 → Key Stage 2)	+0.6		+0.1	0.0

1. Barriers to future attainment (for pupils eligible for Pupil Premium)	
In-school barriers (issues to be addressed in school, such as poor oral language skills)	
A.	EYFS on-entry assessments show that speaking and listening and understanding are weaker areas.
B.	Security in phonics knowledge
C.	Fluency in reading and restricted access to a wide range of vocabulary
C.	Fluency in arithmetic is not yet embedded and reasoning/problem solving needs to be developed
D.	Gaps in prior learning
E.	Pupils being 'ready to learn' in class (pupils are in a secure place mentally/emotionally)
External barriers (issues which also require action outside school, such as low attendance rates)	
F.	Consistent attendance and punctuality
G.	Low aspirations about what can be achieved

2. Desired outcomes (Desired outcomes and how they will be measured)		Success criteria
A.	Communication and Language has a high priority in EYFS	Targeted pupils in EYFS achieve GLD in Communication and Language with the gap between PP and non-PP narrowed.
B.	Security in phonics knowledge	Pupils to achieve the expected level in the phonics check and reading attainment. The difference between PP and non-PP performance to be narrowed.
C.	Fluency in reading and restricted access to a wide range of vocabulary	Pupils achieve (or exceed) expected levels in reading and make (or exceed) expected progress. The gap between PP and non-PP performance in reading is narrowed through accelerated progress of PP children.
D.	Fluency in arithmetic becomes embedded. Gaps between PP and non-PP pupils narrow in Maths assessments.	Pupils achieve (or exceed) expected levels in maths and make (or exceed) expected progress. The difference between PP and non-PP scaled scores to be narrowed through accelerated progress of PP children.
E.	Gaps in learning identified and targeted teaching/interventions to reduce the gaps. First quality teaching is developed through effective use of AfL	Formative and summative assessments used effectively to address the gaps with PP children making progress to close the gap between PP and non-PP pupils.
F.	Pupils' can access learning because their needs are being met mentally and emotionally.	Pupils are ready to learn in class without the need for SEMH intervention. The number of interventions to ensure pupils are ready to learn are reduced.
G.	Disadvantaged pupils' attendance and punctuality to improve	Disadvantaged pupils' attendance to match or exceed the attendance of non-disadvantaged pupils.
H.	Pupils are exposed to a wide range of social/cultural and sporting experiences.	Pupils attend events/visit places they would not usually be exposed to.

3. Planned expenditure				
Academic year	2019/20			
i. Quality of teaching for all				
Desired Outcome	Action/Approach	What is the evidence and rationale for this choice?	Lead	Monitoring/Review – How and When
To improve the quality of teaching for all.	<ul style="list-style-type: none"> 📌 Provision of training and continuous development to improve the quality of all teaching through in school monitoring and feedback alongside accessing support provided by the LAAT and supplemented by other providers. 📌 Costs for CPD and cover to be able to observe good practice within school and across the LAAT schools as well as provide support by SLT. 📌 Teachers within their first 5 years of teaching to access the Accelerate Programme. 📌 Peer observations to be completed by all staff so all staff observe good or better practice. 📌 Phase Leaders to become PP Champions for their phase. 📌 Phase PP Champions to ensure that professional conversations when analysing impact of teaching interventions on pupil understanding and progress has a clear 'disadvantaged first' ethos. 📌 School PP Champion to oversee and support Phase Champions. 📌 Assistant Headteacher to be the school PP Champion who also has the responsibility to oversee and develop the teaching and learning across school. Cost: £13500 	<ul style="list-style-type: none"> 📌 Quality of teaching across Key Stage 1 and Key Stage 2 judged to be inadequate at most recent inspection in November 2018 📌 The EEF guide to Pupil Premium states that "using PP funding to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium." It also states that "Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending." 	AHT SLT	The school MER cycle will continuously evaluate provision. PP Governor to meet with the PP Champion after each data capture to monitor and evaluate progress.

<p>Security in phonics knowledge</p>	<ul style="list-style-type: none"> 🔥 Phonics and key word assessment booklets to be completed by all KS1 classes to assess progress and identify gaps which will inform provision maps. 🔥 Intervention groups to be informed by assessment booklets with tight entry and exit data. 🔥 PP pupils to be heard read at least 3 times a week with a focus on phonics where needed. 🔥 In school phonics CPD to be delivered. 🔥 Key TAs to be trained in Wellcomm and targeted FS2 children to be Wellcomm screened to inform planning and intervention. <p>Cost: £13896</p>	<ul style="list-style-type: none"> 🔥 In 2019, the proportion of pupils who met the expected standard in Phonics in Year 1 was significantly below national. Out of the 19 children that did not meet the expected standard the average mark was 11. 🔥 The mobility of pupils in Year 1 impacted this data with children starting mid year with EAL. 	<p>SLT AC</p>	<p>Phonics assessments and tracking sheets to be completed termly in EYFS and KS1. Also for pupils in KS2 still working below Phase 6.</p> <p>English Performance Team, led by AC to monitor teaching of phonics with in discrete lessons and throughout the rest of the curriculum.</p> <p>Pupils Progress meetings to ensure a focus is on the impact of interventions.</p>
<p>To improve the attainment and progress made by children in reading. To narrow the gap in reading attainment between PP and non-PP pupils</p>	<ul style="list-style-type: none"> 🔥 Scarborough Reading Rope to be used to produce detailed gaps analysis for all PP pupils to ensure that future planning closely meets the needs of the pupils. 🔥 Reading ages to be used to ensure that PP pupils with a gap greater than 6 months are heard at least 3 times a week. 🔥 Whole School CPD linked to Herts Reading Fluency Project. (Echo reading, Paired reading and Vocabulary) 🔥 Follow up session to deliver a modelled Fluency reading group and to be able to further support staff. 🔥 PP Book Café to be run by TAs for PP children to have quality time to share a book in the library and develop a love for reading with a focus on exploring vocabulary. (30 mins per year group) 🔥 Member of staff to complete the ELKLAN training. <p>Cost: £1917</p>	<ul style="list-style-type: none"> 🔥 KS2 outcomes show 71.7% of children achieved the expected level or above however the school's three year average reading attainment score is 102.0 which puts the school in the lower 20% 🔥 Continuation of work from the LEAP project based on EEF research 🔥 Pupil Premium pupils that took part in the Hertfordshire Fluency Reading Project made an average of 31 month progress. They typically made the following change reading behaviour: <ul style="list-style-type: none"> 🔥 increased stamina – able to read more text for a longer period whilst retaining understanding 🔥 increased accuracy – children make less substitutions, omissions, mispronunciations, additions when reading a 'cold' text 🔥 increased enjoyment – pupils read more and are more willing to explore a wider range of literature 🔥 increased confidence – pupils tackle challenging texts with greater willingness and 	<p>SLT AC</p>	<p>Termly pupil progress meetings. Judgements to be backed up with summative assessment information.</p> <p>Observations of reading lessons.</p> <p>Detailed gaps analysis of PP children to be monitored and evaluated.</p>

<p>To narrow the gap in maths attainment between PP and non-PP pupils</p>	<ul style="list-style-type: none"> 🔥 Arithmetic papers to be introduced, administered and analysed to inform planning. 🔥 '4 calculations a day' to be completed in Y6 with PP pupils marking with teacher to ensure immediate and effective feedback is given. 🔥 Times Table RockStars to be embedded with progress grids completed with PP specific analysis and further support given where needed. (e.g. lunchtime timestable club) 🔥 Third Space Learning online learning platform used to support Maths gaps in Year 6. Cost:£8700 	<ul style="list-style-type: none"> 🔥 Based on weighting of arithmetic scores to be able to achieve expected. (based on analysis of 2017/18 papers, all pupils with an arithmetic score of 30+ marks achieved expected) 🔥 Based on gaps analysis of assessment papers last academic year (2017/2018) showing lower scores than expected. 🔥 A review of Third Space Learning by Rising Stars showed that pupils made an average of 7 months progress in just 14 weeks by using Third Space Learning's interventions. 	<p>SLT KR</p>	<p>Termly Pupil Progress meetings</p>
<p>Total budgeted cost: £37653</p>				

ii. Targeted support				
Desired Outcome	Action/Approach	What is the evidence and rationale for this choice?	Lead	Monitoring/Review
For identified gaps in learning to be addressed through targeted academic intervention to support PP pupils to be broadly in line with non-PP pupils.	<ul style="list-style-type: none"> 🔥 Varied interventions (according to need) to be provided in school (and sometimes before school) 🔥 Revised provision maps to be used to ensure that entry and exit data is measureable and that objectives for intervention are clear. 🔥 Intervention monitoring for PP pupils to be listed on the monitoring schedule. 🔥 School and Phase PP Champions to monitor interventions. 🔥 Senco to also monitor interventions with a separate reporting section on pupils that are both PP and SEND. 🔥 AfL CPD delivered to all staff. Monitoring of AfL and use of direct marking sheets having an impact. Monitored with a whole school focus and then a specific PP focus. Cost: £39400	<ul style="list-style-type: none"> 🔥 Approximately a third of Pupil Premium pupils are also SEND 🔥 Gaps identified in formative and summative assessments allow for precisely targeted teaching to remedy these. 🔥 Ofsted 2014 research 'Pupil Premium an update' identifies that a successful school ensures that extra TA time (funded by PP funds) is focussed on small groups, specific goals and is in addition to class teaching. 🔥 High quality additional support to provision in the classroom is used to provided focussed, directed support to identified children with AfL used effectively. 	SLT AHT SENC O	Provision maps to be monitored by Phase Leaders. Progress and attainment to be monitored during termly pupil progress meetings. Termly observations of PP intervention groups with feedback given to TA and class teacher.
For pupils to have basic needs met to ensure they are ready physically, mentally and emotionally ready to learn.	<ul style="list-style-type: none"> 🔥 Behaviour and Welfare Performance Improvement Team to have PP pupils as a standing agenda item to ensure the behaviour and welfare of our PP pupils is monitored. 🔥 Employ staff to support the most vulnerable pupils in school. 🔥 School to complete the National Nurturing Schools Programme. 🔥 Employ staff to run a lunchtime Nurture Club 🔥 Employ a member of staff to run SEMH intervention groups. 🔥 ELSA training 🔥 School to sign up to the PHSE Association to ensure school and staff are up to date in terms of PHSE and SRE education and that a universal, classroom based PHSE programme is in place and effective in supporting pupils SHME needs to reduce the number of pupils requiring additional support. Cost: £26430	<ul style="list-style-type: none"> 🔥 EEF research evidences that on average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment. 🔥 The Welfare and Behaviour Team's Action plan reflects the evidence from EEF: Three broad categories of SEL interventions can be identified: universal programmes which generally take place in the classroom; more specialised programmes which are targeted at students with particular social or emotional needs; and school-level approaches to developing a positive school ethos, which also aim to support greater engagement in learning. 	SLT	Regular Performance Improvement Team meetings to monitor. Weekly lunchtime club registers to be handed to DHT for monitoring. SEMH provision map. PP attainment and progress monitoring in Pupil Progress meetings. 'So what' additional information sheets in Cohort folders.
Total budgeted cost: £65830				

iii. Wider Strategies				
Desired Outcome	Action/Approach	What is the evidence and rationale for this choice?	Lead	Monitoring/Review
For pupils to be in school on a regular basis to have the opportunity to access first quality teaching.	<ul style="list-style-type: none"> 🔥 School Attendance Office and Attendance Lead to monitor attendance of PP pupils. School's policies and procedures to be followed, with prompt action to be taken to address any attendance concerns. 🔥 Additional support to be offered, when required, through the completion of EHAs. 🔥 Parish Pioneers places to be offered and funded to reduce specific attendance barriers. Cost: £5000 	<p>🔥 School attendance Guidance published in September 2018 states: Central to raising standards in education and ensuring all pupils can fulfil their potential is an assumption so widely understood that it is insufficiently stated – pupils need to attend school regularly to benefit from their education. Missing out on lessons leaves children vulnerable to falling behind. Children with poor attendance tend to achieve less in both primary and secondary school.</p>	SB RS LH	Attendance to be monitored weekly by School Attendance Officer. PP attendance to be tracked and analysed on a termly basis in addition to the weekly monitoring. Attendance Action Plan 2019-20
For pupils have the opportunity to access a range of social/cultural/sporting experiences, visits and activities.	<ul style="list-style-type: none"> 🔥 Disadvantaged pupils to be supported to be able to access trips and experiences. 🔥 Curriculum drivers include 'possibilities' and 'growth' to expose children to growth mindset work and the huge range of possibilities the world has to offer. Cost: £3000 	<ul style="list-style-type: none"> 🔥 Pupils benefit from working with others and being introduced to a variety of experiences. 🔥 Pupils' horizons will be broadened. 	AHT	Reviewing programme of trips and attendance. Yearly
Total budgeted cost: £8000				
TOTAL: £111843 (£3817 reserved for any changes in circumstances or needs of the children)				

