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| **Pineham Barns Primary School Pupil Premium Strategy** | | | | | | |
| **Academic Year –** 2019 / 2020 | | | Total Pupil Premium Budget - £25,080 | | | |
| **Total Number of Pupils -** 165 | | | Proposed internal review of this strategy – February 2020 | | | |
| Number of pupils eligible for Pupil Premium (including Ever Six) – 19 pupils – 12% Pupil Premium | | |  | | | |
| To ensure that pupils who receive pupil premium funding make accelerated progress in at least one area of reading, writing and maths.  Rationale: To ensure that there is no difference between children receiving the pupil premium funding and others in our school and that children make accelerated progress. | | | | | | |
| Success Criteria:  In Reception, children who receive pupil funding make at least good progress from their different starting points and reach GLD. | | | | | | |
| **In School Barriers** | | | **External Barriers** | | | |
| * Ensure provision meets children’s needs effectively to be able to make accelerated progress. | | | * Equipping parents with the knowledge and information to be able to support their child at home. | | | |
| Actions   * Regular 1:1 Reading to support reading progress of our pupil premium children. * Additional interventions to support specific children in certain areas. * Regular monitoring of progress throughout the year, to target children effectively to ensure they are on track. Staff Pupil Progress meetings six times a year to ensure children are being targeted and are on track to make accelerated progress. | | | Actions   * Offer parent workshops to be able to support their child at home in specific area: handwriting, reading, phonics and maths. * Ensure the engagement of parents is high through personalised specific strategies to support their child at home with reading. Eg: Parental workshops, regular teacher meetings. * When engagement is not sufficient, provide additional support for some families on a termly basis to work in partnership to support the child to make more rapid progress towards their targets. | | | |
| To ensure that children who receive pupil premium funding in year one pass the Phonics Screen Check and apply this knowledge to be confident readers. This includes pupils who are required to resit the phonics screening check in year two. Rationale: That we have high aspirations for all children and we are striving to narrow the gap between pupil premium funding and others. | | | | | | |
| Success Criteria: Children meet the expected standard for the phonics screening check. The gap between the achievement of pupil premium children and other children is narrowing. | | | | | | |
| Actions   * Additional interventions to support specific children with phonics for those identified. * Regular monitoring of progress throughout the year, to target children effectively and to ensure they are on track. Staff Pupil Progress meetings at every phonics assessment. * Additional adult support to provide more targeted support both in class and outside of lessons. | | | Actions   * Offer parent workshops to be able to support their child at home in specific area: phonics and reading * Ensure the engagement of parents is high through personalised specific strategies to support their child at home with reading. Eg: Parental workshops, regular teacher meetings. * When engagement is not sufficient, provide additional support for some families on a termly basis to work in partnership to support the child to make more rapid progress towards their targets. | | | |
| To ensure children in Year Three are securely working at the expected standard and continue to progress.  Rationale: The children will securely be working at the expected standard as expectations increase with the demands of the curriculum and to ensure they continue to make progress. | | | | | | |
| Success Criteria: Children who receive the pupil premium funding in Year Three continue to securely be working at the expected standard. | | | | | | |
| Actions   * Additional interventions to support children with specific areas of the curriculum. * Regular monitoring of progress throughout the year, to target children effectively and to ensure they are on track. * Staff Pupil Progress meetings every half term to discuss the progress of the children. * Release teacher to work with children who receive the pupil premium funding on reading, writing or maths targets. | | | Actions   * Offer parent workshops to be able to support their child at home with reading, writing and maths. * Share individual targets with parents so they can support at home. * Discuss progress throughout the year with parents. | | | |
| To provide children who receive pupil premium funding with support to participate in additional opportunities to enrich their curriculum.  Rationale: That all children have the same opportunities and are able to access all opportunities provided by the school both internally and externally. | | | | | | |
| Success Criteria: All children who receive pupil premium funding have the opportunity to attend additional enrichment activities. | | | | | | |
| Actions   * Monitor participation of pupil children in all enrichment activities on offer. * Support families with the cost of external clubs. * Support families with uniform costs. * Provide funding to cover the costs of school trips. | | | Actions   * Families are able to support club participation around busy family life. | | | |
| **Desired Outcomes** | | | | | | |
| **Desired Outcome** | **Success Criteria** | | **How will you ensure it is implemented well?** | **Staff Lead** | **Review** | **Cost** |
| To ensure that pupils who receive pupil premium funding make accelerated progress in at least one area of reading, writing and maths. | Children make accelerated progress in at least one area.  . | | * Track progress from Baseline assessment. * Moderate data. * Monitoring interventions * Governor monitoring. | HR and Pupil premium children Governor | January 2020 |  |
| To ensure that children who receive pupil premium funding in year one pass the Phonics Screen Check and apply this knowledge to be confident readers. This includes pupils who are required to resit the phonics screening check in year two. | Children in Year One pass the phonics screening check in June 2020.  Children resitting the phonics screening check in Year Two meet the expected standard. | | * Monitor data at every phonics assessment point. * Monitor phonics interventions. * Governor monitoring. | HR and Pupil premium children Governor | Every half term | Estimates cost of intervention:  £400. |
| To ensure children in Year Three are securely working at the expected standard and continue to progress. | Children in year three leave the year at confidently working ‘at’ the expected standard.  Progress throughout the year is clear. | | * Monitor data at every assessment point. * Monitor interventions. * Governor monitoring | HR and Pupil premium children Governor | Every long term. | Estimated cost of intervention:  £3,500 |
| To provide children who receive pupil premium funding with support to participate in additional opportunities to enrich their curriculum. | All children who receive pupil premium funding have the opportunity to attend additional enrichment activities. | | * Regular monitoring of attendance to additional activities on offer. * Monitor additional support provided. * Governor monitoring. | HR and Pupil premium children Governor. | Termly | £480 for trips  £240 for uniform  £440 for clubs |
| **Review of Strategy February 2020** | | | | | | |
| To ensure that pupils who receive pupil premium funding make accelerated progress in at least one area of reading, writing and maths. | Out of our children who receive the pupil premium funding in Reception, 100% of children in our Reception cohort will make accelerated progress in at least one area from their baseline assessments. If children in reception are not on track to achieve GLD, this is predominately due to personal, social and emotional development. Reading and phonics workshops have been offered to parents, with Early Morning Maths scheduled for next week. Out of the parent workshops offered, some parents of pupil premium children attended. | | | | | |
| To ensure that children who receive pupil premium funding in year one pass the Phonics Screen Check and apply this knowledge to be confident readers. This includes pupils who are required to resit the phonics screening check in year two. | 83% of children who receive the pupil premium children in Year One are on track to pass the phonics screening check. One child is not on track however, is having 1:1 phonics to best support their learning. A child who is resitting the phonics screening check in year two is on track to pass. A Phonics parent workshop has been offered and some parents of pupil premium children attended. | | | | | |
| To ensure children in Year Three are securely working at the expected standard and continue to progress. | Additional adult support has been put into the Year Three / Four classroom to best support the progress of our children in this year group with reading, writing and maths.  50% of children in this cohort are being targeted for accelerated progress. 100% of Year Three pupils have received additional support to ensure they are working securely at the expected standard. This will be monitored again at the Easter data pull.  100% of Year Four children are on track to pass the multiplications check. | | | | | |
| To provide children who receive pupil premium funding with support to participate in additional opportunities to enrich their curriculum. | Additional opportunities include: Violin lessons, Spanish Club, Science Club and a range of sports clubs including running, football, dodgeball, hotshots and gymnastics. At the moment, 58% of pupil premium children attend an extra curricular club.  Other opportunities include sports competitions, rock climbing, trampolining, Zumba and Tae Kwando. School trips are scheduled for the summer term. | | | | | |
| **Final Review July 2020 – Covid Response** | | | | | | |
| To ensure that pupils who receive pupil premium funding make accelerated progress in at least one area of reading, writing and maths. | | All children had a comprehensive home learning timetable on our home learning platform, See Saw. To ensure that all children could engage with the home learning during school closure, ipads were provided for those who could not access. Children had access to reading, writing, maths and phonics activities daily and also curriculum activities covering science, geography, PE, history and wellbeing. | | | | |
| To ensure that children who receive pupil premium funding in year one pass the Phonics Screen Check and apply this knowledge to be confident readers. This includes pupils who are required to resit the phonics screening check in year two. | | Due to school closure in March, the phonics screening check did not take place. However, children will resit the screening check in the Autumn term. Children who receive the pupil premium funding will be a priority next academic year and baseline assessments and interventions will be in place to support their phonics progress and attainment for their phonics screening check. | | | | |
| To ensure children in Year Three are securely working at the expected standard and continue to progress. | | Year Three pupils received high quality online learning during the school closure to support his objective. This year group will undertake baseline assessments in September and interventions will be in place to support the pupils in this year group with their progress and attainment towards age related expectations. They will continue to be a priority next academic year. | | | | |
| To provide children who receive pupil premium funding with support to participate in additional opportunities to enrich their curriculum. | | To fulfil a wider curriculum and provide our children with a variety of experiences, our home schooling on See Saw was as varied and balanced as possible. A virtual sports day was planned to support additional PE curriculum, Spanish took place online via Zoom and See Saw engaged pupils with many fun Art and DT activities to achieve this objective as best we could in this situation. | | | | |