



Houghton St. Giles CE Primary Academy Pupil

Premium Strategy Statement 2019 – 2020

Total Expected PP Budget		£6,600	
Total number of pupils Jan 2019	115	Current number of pupils eligible for PP or Forces (Sept 2019)	5
Total number of pupils Sept 2019	104	Number of PP on SEND register	0

Barriers to attainment and progress for PP pupils

A	PP children do not have the same breadth of experience as non-disadvantaged children and therefore have less to draw on when working creatively.
B	<p>Results for PP children show that:</p> <p>KS2 SATs May 2019: 2 pupils Reading – 100% ARE Writing – 100% ARE Maths – 100% ARE</p> <p>KS1 SATs May 2019: 1 pupil Reading – 100% ARE Writing – 100% ARE Maths – 100% ARE</p> <p>EYFS: 0 pupils</p> <p>Barriers identified: Although KS1 and 2 results do not show issues with attainment of PP pupils. New pupils in the school in other year groups have the barriers identified below. Reading: low vocabulary development leads to difficulties with inference and deduction skills Writing: Quality of content Maths: Level of comprehension when reading limits understanding with problem solving and reasoning</p>
C	Children in receipt of Pupil Premium who are new to the school and assessments are ongoing

Desired Outcomes		Success Criteria
A	Ensure that children are not disadvantaged by the financial income of their family in terms of breadth of experience.	Disadvantaged children are given the opportunity to enjoy the same extra-curricular experiences as non-disadvantaged children.
B	Improve the attainment of PP children to close the gap with their non-PP peers at ARE in core subjects at the end of KS2.	Higher numbers of PP children attain ARE in end of Key Stage assessments. Interventions put in place to address gaps in learning. Learning support, extra reading with an adult, Y6 SATs clubs for PP children.
C	Ensure the accuracy of assessment of new pupils who are PP	Half-termly monitoring of attainment and progress for this group. Intervention records show how gaps in learning will be addressed. A variety of assessment types will inform knowledge and understanding.

Planned expenditure 2019 - 2020

Quality First Teaching

Desired outcome	Chosen action/approach	Evidence/Rationale for approach	How will you ensure it is implemented well?	Staff Lead	Review
Ensure that children are not disadvantaged by the financial income of their family in terms of breadth of experience.	School offer and fund PP pupils taking part in extra-curricular clubs (drama, sport, choir); peripatetic music lessons; and school trips and visits.	PP children do not feel different to their non-PP peers, thus having a positive impact on self-esteem and self-confidence.	Parents are contacted and offered these opportunities rather than waiting for uptake. PP lists updated regularly and staff informed of change in family circumstances.	VH SK	Termly
Improve the attainment of PP children to close the gap with their non-PP peers at ARE in core subjects at the end of KS1 and KS2	Encouragement of reading at home through new Reading Challenges. Support from adult volunteers where necessary. Half-termly data analysis with a focus on this group to track progress and attainment. Staff then identify barriers/gaps and plan to address.	Whole class guided reading lessons; class stories daily; and sustained reading opportunities mean that pupils have much encouragement in school to read and develop their reading comprehension, written responses and broaden vocabulary, thus impacting upon writing content and understanding of maths questions.	Half-termly staff meetings to look at data analysis. Termly meetings with staff to review the teaching of reading and opportunities to develop enjoyment of reading.	VH JW	Half-termly

	Whole school focus on development of a broad vocabulary to support better comprehension when reading in all subjects and better content when writing.				
Ensure the accuracy of assessment of new pupils who are PP	Staff assess regularly and informally to gather evidence of knowledge to inform data. This allows for gaps to be quickly identified.	Gaps in prior learning mean that these pupils cannot always access initial learning.	Half-termly review of data collection	VH Class teachers	Half-termly
Targeted support					
Desired outcome	Chosen action/approach	Evidence/Rationale for approach	How will you ensure it is implemented well?	Staff Lead	Review
Ensure that children are not disadvantaged by the financial income of their family in terms of breadth of experience.	School offer and fund PP pupils taking part in extra-curricular clubs (drama, sport, choir); peripatetic music lessons; and school trips and visits.	Clubs and visits ensure no difference in school experience for PP compared to non-PP.	Monitored by SLT.	VH SK	Termly
Improve the attainment of PP children to close the gap with their non-PP peers at ARE in core subjects at the end of KS1 and KS2.	<p>Encouragement of reading at home through new Reading Challenges. Support from adult volunteers where necessary. Half-termly data analysis with a focus on this group to track progress and attainment. Staff then identify barriers/gaps and plan to address.</p> <p>Whole school focus on development of a broad vocabulary to support better comprehension when reading in all subjects and better content when writing.</p>	<p>One-to-one work with children enables targeted support on identified barriers/gaps. This closes the gap in attainment and progress.</p> <p>Whole class guided reading lessons; class stories daily; and sustained reading opportunities mean that pupils have much encouragement in school to read and develop their reading comprehension, written responses and broaden vocabulary, thus impacting upon writing content and understanding of maths questions.</p>	<p>Class teachers and TAs regularly review intervention and action plans.</p> <p>Half-termly staff meetings to look at data analysis.</p> <p>Termly meetings with staff to review the teaching of reading and opportunities to develop enjoyment of reading.</p>	VH KO JW	Termly

Ensure the accuracy of assessment of new pupils who are PP	Staff assess regularly and informally to gather evidence of knowledge to inform data. This allows for gaps to be quickly identified. 1:1 learning opportunities and intervention	Gaps in prior learning mean that these pupils cannot always access initial learning.	Half termly review of data collection and monitoring of progress.	VH & subject leaders	Half-termly
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Impact of Pupil Premium expenditure 2018 – 19

Quality First Teaching & Targeted Support Outcomes				
Desired outcome	Strategy / intervention	Impact	Next steps	Cost
Behavioural Social & Emotional barriers to learning are addressed so that all children are able to fully access learning. To ensure pupils are not disadvantaged due to the financial circumstances of a their family.	Behaviour policy is consistently implemented; rewards are well used to motivate children and expectations and sanctions are consistent. Continue to support pupils pastorally and with the focus of mindfulness and relaxation, ensuring that their confidence and resilience is developed.	As a school we focussed our reward system on effort rather than achievement, ensuring that all pupils including those disadvantaged learning had the opportunity to be rewarded alongside others. School assisted PP pupils with funding residential visits, school trips and purchase of new school uniform.	This action will need to continue next year due to the admission of new PP pupils to the school.	Approx £735
Improve the % of PP children meeting their attainment target to close the gap between the % of PP children achieving ARE or above for reading, writing and maths.	Embedding of the PEE approach to guided reading, comprehension and in word problems with maths and throughout KS2. Encouragement of more reading and writing at home with new Reading/Writing Challenge and parent workshops. Teaching assistant focus group and 1:1 precision teaching opportunities. Target children to work with Beanstalk volunteer to improve reading fluency, response to texts and the variety of texts they have access to. To build confidence and enjoyment in reading and in responding to texts and improving vocabulary. TA interventions and focus groups, including booster sessions to ensure that timely interventions allow pupils to make the expected progress	100% of PP pupils in KS1 and KS2 SATs tests reached ARE or above in reading, writing, maths and SPAG. Beanstalk pupils made huge progress during the year and developed their confidence and enjoyment of reading.	With a very small number of PP pupils next academic year, we will focus on individual needs of those pupils, ensuring that the work on reading experiences impacting writing and maths becomes a learning focus.	Approx. £6500

Further improve the progress of PP children with SEND and improve the accuracy of assessment for this group	Ensure that assessment of these pupils is completed alongside the SENCO. Staff meetings with the SENCO ensure that interventions and targets are achievable and any further barriers are addressed	Pupils with SEN and PP left the school prior to standardised testing. However, liaising with the SENDCO and creating opportunities for class teachers to draw upon specialist knowledge ensured that strategies could be used for other pupils in future.		Approx. £2,500
			Total expenditure approx.	£9,735