

Pupil Premium Strategy 2018/2019 – Perryfields Primary PRU



At Perryfields Primary PRU Leadership and Management have reviewed our strategy for tackling underperformance of Pupil Premium children. We aim to for our pupils to maximise their academic and social, emotional and behavioural potential in order for them to have high aspirations and a love of lifelong learning. We have a duty to ensure best value for money and our strategy is reflective of this.

Summary:

Academic Year	2018/2019
Total Number of Pupils	17
Total Number of Pupils Eligible for Pupil Premium	10
Total Proposed Pupil Premium Budget £	12 480
Date of Pupil Premium Strategy	September 2018
Date of next Pupil Premium Strategy Review	September 2019

2017/2018 Impact Analysis:

Context:

Year	% of Pupil Premium
2015/2016	45
2016/2017	57
2017/2018	59

The trend is a rise in the number of pupils in receipt of Pupil Premium over the last three years although this appears to be stabilising. It is worth noting that in 2017/2018 twelve out of forty two pupils were from KS1 and only one of those was Pupil Premium. This is possibly not reflective as parents have no need to claim Free School Meals until Year 3.

Attendance Figures 2017/2018:

	Average attendance at mainstream school %	Average attendance at Perryfields %	Difference +/-
All Pupils	79	92	+13
Pupil Premium	77	94	+17

KS2 Y6 SATS 2017/2018: 2 pupils

	PP % @ Expected School	All Pupils % @ Expected National	PP % @ Higher Standard School	All Pupils % @ Higher Standard National	PP Average Scaled Score School	All Pupils Average Scaled Score National
Reading	100	75	100	28	112	105
Writing	50	78	0	20		
SPAG	100	78	0	34	102	106
Maths	50	76	0	24	101	104
Reading, Writing and Maths	50	63	0	9		

	PP % School
% Making Progress in Reading	100
% Making Progress in Writing	100
% Making Progress in Maths	100

Whole School:

Progress in All Subjects – Comparing All Pupils and Pupil Premium:

Expected Progress is 6 Points.

	Average Points Progress – All Pupils	% Making Expected Progress – All Pupils	Average Points Progress – Pupil Premium	% Making Expected Progress - Pupil Premium
Mathematics	6.45	91	6.5	90
Writing	6.45	91	6.5	90
Reading	6.55	82	6.7	90
Science	7.1	91	6.8	90
Geography	6.55	91	6.4	90
History	6.64	91	6.6	90
ICT	6.64	91	6.7	90
Music	6.81	91	6.7	90
PE	6.55	91	6.4	90
Art	6.55	91	6.6	90
DT	6.82	91	6.8	90
MFL	5.91	82	6.1	80
RE	6.73	82	7.0	90
PHSCE	6.55	91	6.6	90

The figures indicate that Pupil Premium children are generally making as much progress as All Pupils. This is a positive picture when comparing with the National trend and demonstrates that the strategies are having a significant impact on closing the gap for these pupils. Perryfields has looked at all subjects as the objective is to provide the pupils with a broad, deep and balanced curriculum that will enable them to be ready for the next stage of their education and identify potential talents/interests for lifelong learning.

Pupils make accelerated progress during their time at Perryfields as the curriculum is personalised to their needs and teaching is outstanding.

Quality First Teaching is the school's priority and PP children are supported individually by teachers and teaching assistants when completing IEP work and in the wider curriculum. This leads to excellent outcomes.

Targeted teaching in small groups/on an individual basis meets the children's academic, social, emotional and behavioural needs leading to excellent engagement in learning and strong achievement outcomes.

Pupils are provided with a comprehensive range of extra enrichment opportunities that they may not access at home or in mainstream education. This has obvious benefits to pupil achievement in core and other subjects as gaps in their learning experiences are filled.

2018/2019 Strategy

We have identified our Pupil Premium children as having the following barriers to future attainment:

- Additional SEND needs such as moderate or specific learning needs;
- Complex family circumstances having an impact on pupil welfare – E.g. LAC, Child in Need, Family Support, Child Protection;
- Attendance issues from previous mainstream school;
- Parental engagement with school from previous mainstream school – especially regarding access to supporting learning at home;
- Behaviour – pupils with specific social and emotional needs which affect their learning;
- Self esteem and independence.

These are the most common but should any other barriers be present then individual needs will be catered for.

Desired outcomes (for pupils eligible for PP, including high ability):

- A. To prepare pupils to return to mainstream school by improving social, emotional and behavioural aspects of learning;
- B. To develop the pupil's interests in a wide variety of curriculum areas in order to recognise talent and maximise their potential;
- C. Increased Progress and Attainment for Pupil Premium children across the school – the focus is on pupils matching their historical exceptional achievement in Reading in Writing, SPAG and Maths;
- D. To improve the attendance rates of Pupil Premium children compared to Non Pupil Premium children.

Our strategy is based on providing support via quality teaching for all, targeted support and using other approaches for pupils with specific needs. We have used the DfE recommended Education Endowment Federation (EEF) Toolkit to inform us of strategies of support that will have the maximum amount of impact on the learning outcomes for our Pupil Premium children. As part of this process we are now aware of best value for money in relation to cost and the suggestion of impact from research. As part of the review process we will assess impact on the pupils in our unique school setting to check whether this is different to the Toolkit analysis. Ongoing Review of impact takes place termly using a variety of monitoring activities such as: Pupil Progress Meetings, Book Scrutiny, Data Analysis, Learning Walks, SEND Assessment, Lesson Observations and Pupil Voice. This data is used to inform our future Pupil Premium Strategy.

Quality Teaching for All:

Desired Outcomes	Chosen Action/Approach	Rationale for Choice	Staff Lead
<p>To prepare pupils to return to mainstream school by improving social, emotional and behavioural aspects of learning;</p> <p>To develop the pupil’s interests in a wide variety of curriculum areas in order to recognise talent and maximise their potential;</p> <p>Increased Progress and Attainment for Pupil Premium children across the school – the focus is on Reading and Handwriting;</p>	<p>Collaborative Learning - learning activities where students work together in a group small enough for everyone to participate. This can be where group members do different aspects of the task but contribute to a common overall outcome, or a shared task where group members work together throughout the activity.</p> <p>Feedback – information is given to the learner about their performance relative to learning goals. It can be verbal or written. The school uses teacher assessment and encourage pupils to self and peer assess.</p> <p>Meta-cognition and self-regulation - This is usually by teaching pupils specific strategies to set goals, and monitor and evaluate their own academic development. Self regulation means managing one’s own motivation towards learning.</p> <p>Mastery Learning – Learning content is split into units with clearly specified objectives which are</p>	<p>Pupils learn together recognising one another’s skills and providing role models. The ability to work together, recognise points of view, empathise and discuss tasks to deepen learning are important lifelong skills.</p> <p>It will produce improvement in students’ learning. Feedback leads to pupils achieving the next steps in their learning.</p> <p>The intention is to give pupils a repertoire of strategies to choose from during learning activities. These ‘learning to learn’ approaches help learners think about their own learning more explicitly. They will be ready for High School challenges.</p> <p>Learners work through each block of content in a series of sequential</p>	<p>Headteacher Deputy Headteacher Classteachers</p>

	<p>pursued until they are achieved. Pupils must demonstrate a high level of success on before progressing to new content. Those who do not reach the required level are provided with additional targeted support.</p> <p>Peer Tutoring - Learners work in pairs or small groups to provide each other with explicit teaching support. The common characteristic is that learners take on responsibility for aspects of teaching and for evaluating their success.</p> <p>Phonics - an approach to teaching reading, and some aspects of writing, by developing learners' phonemic awareness. This involves the skills of hearing, identifying and using sound patterns.</p> <p>Reading Comprehension Strategies - improving learners' understanding of text. They teach a range of techniques that enable pupils to remember, understand, apply, analyse, evaluate and create when reading.</p>	<p>steps, thus clarifying learning. Teachers will avoid unnecessary repetition by regularly assessing knowledge and skills, ensuring accelerated progress.</p> <p>Peer assessment involves the peer tutor providing feedback to children relating to their performance and can have different forms such as reinforcing or correcting aspects of learning. This enables all pupils to recognise the next steps in their learning.</p> <p>Phonics emphasises the skills of decoding new words by sounding them out and combining or 'blending' the sound-spelling patterns. Children will improve attainment in Reading, Spelling and Writing.</p> <p>Raised attainment and improved progression in Reading which will prepare pupils to achieve across the whole curriculum.</p>	
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Targeted Support:

Desired Outcomes	Chosen Action/Approach	Rationale for Choice	Staff Lead
<p>To prepare pupils to return to mainstream school by improving social, emotional and behavioural aspects of learning;</p> <p>To develop the pupil’s interests in a wide variety of curriculum areas in order to recognise talent and maximise their potential;</p> <p>Increased Progress and Attainment for Pupil Premium children across the school – the focus is across all subjects;</p>	<p>Behaviour Intervention - This covers interventions aimed at reducing a variety of behaviours, from low-level disruption to general anti-social activities, aggression and bullying. The interventions themselves can be split into three broad categories:</p> <ol style="list-style-type: none"> 1. Approaches to developing a positive ethos across the whole school which also aim to support greater engagement in learning. 2. Universal programmes which seek to improve behaviour and generally take place in the classroom. 3. More specialised programmes which are targeted at students with specific behavioural issues. <p>Digital Technology - The use of digital technologies to support learning. Approaches in this area are very varied, but a simple split can be made between:</p>	<p>Improved student engagement and promoting positive aspirations for all pupils, to enable them to overcome any social, emotional or behavioural barriers to learning. This will give them a greater access to the curriculum and raise attainment and self esteem.</p> <p>The school ethos is one of developing independent learners who have the skills required for the next stage in their learning at High School. We aim to use the most relevant resources available to</p>	<p>Headteacher Deputy Headteacher Outreach Team Manager</p>

	<ul style="list-style-type: none"> • Programmes for students, where learners use technology in problem solving or more open-ended learning, and • Technology for teachers such as interactive whiteboards <p>Small Group or 1:1 Tuition – Tuition is where a teacher, teaching assistant or other adult gives a pupil or group intensive individual support. It is as a replacement for other lessons by withdrawing the pupil(s) for extra teaching.</p> <p>Speech and Language Intervention – Oral language approaches include:</p> <ul style="list-style-type: none"> • Use of a Speech Therapist for pupils with SEND. • Targeted reading aloud and discussing books with young children. • Explicitly extending pupils' spoken vocabulary. • The use of structured questioning to develop reading comprehension. <p>THRIVE – an approach to improving the social, emotional and</p>	<p>promote active learning and research in order to broaden and deepen the curriculum. This approach will be especially relevant for the Most Able Pupil Premium children.</p> <p>We aim to invest in personalising the learning for our pupils. Any gaps in learning will be targeted on an individual/group basis, in order to bridge attainment differences.</p> <p>Oral language interventions emphasise the importance of spoken language and verbal interaction in the classroom. It is a starting point to improving overall Literacy skills and attainment. There is a high incidence of Speech and Language SEND upon entry to the school.</p> <p>There is a high incidence of the number of pupils entering the school</p>	
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	behavioural responses of pupils when under stress.	with these needs. Having a high number of staff trained in this response strategy will enable children to be given strategies to overcome their difficulties, thus preparing them for coping in mainstream education.	
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Other Approaches:

Desired Outcome	Chosen Action/Approach	Rationale for Choice	Staff Lead
<p>To improve the attendance rates of Pupil Premium children compared to Non Pupil Premium children.</p> <p>To prepare pupils to return to mainstream school by improving social, emotional and behavioural aspects of learning;</p> <p>To develop the pupil's interests in a wide variety of curriculum areas in order to recognise talent and maximise their potential;</p>	<p>Parental Involvement - Parental Involvement covers the active engagement of parents in supporting their children's learning at school. The school monitors all groups attendance and follows up any persistent absenteeism (and late registration) by working with parents on the importance of attendance. This is in the form of face to face meetings, letters and home visits from the Education Welfare Officer. Getting to know the families and brokering positive working relationships will enable teachers to recognise individual needs.</p> <p>Enrichment – Engaging the pupils in a wide variety of activities that will</p>	<p>There is a strong link between attendance and attainment of pupils. Historically, vulnerable groups of pupils have lower attendance than their peers and the school is committed to bridging that gap. The school places great emphasis on pastoral support and effective partnership and sharing of information with parents will enable staff to personalise children's learning and offer support with social and emotional needs.</p> <p>Providing pupils with extra opportunities they may not have</p>	<p>Headteacher Office Manager Deputy Headteacher</p>

	<p>provide aspiration and lifelong skills. These include: martial arts, ukulele, drums, art, cooking, football, community projects and working on a farm.</p> <p>Educational Visits – Providing children with real life experiences and activities that encourage personal development, improve knowledge and understanding and raise spiritual awareness. Visits include: RAF Cosford, Space Centre, West Midlands Safari Park, residentials, outdoor pursuits, Severn Valley Railway...</p> <p>Community Projects – a strategy for promoting citizenship and giving help to people less fortunate than ourselves. Children develop good moral values by working on the gardens for nearby residents and the church.</p>	<p>experienced will lead to higher aspiration and engagement. The activities aid the children’s development socially, morally, spiritually and culturally.</p> <p>It is important for pupils at Perryfields to experience a wide variety of learning strategies. Visits inspire and ensure that children see the purpose of subsequent work.</p> <p>Given the often disadvantaged background of the pupils providing them with memorable moments will increase motivation in school and develop a thirst for learning and exploration of the world around them.</p> <p>Research by Young Minds suggests that pupil’s mental health can be improved significantly by giving them a sense of ‘belonging’ within their community. The projects also encourage citizenship and the need to engage in team activities.</p>	
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Breakdown of Projected Budget for Pupil Premium Provision 2018/2019:

	Total Cost £
Quality Teaching for All <ul style="list-style-type: none"> • Staffing group work – collaboration, meta cognition, peer to peer support, access to mastery learning • Staff CPD – Challenging the Most Able, Mastery, Marking and Feedback, Reading Comprehension Questioning • JC Proportion of Cost • MS Proportion of Cost • TD Proportion of Cost 	1350.00 4800.00 3180.00
TOTAL	9330.00
Targeted Support <ul style="list-style-type: none"> • THRIVE – salary, training, building improvements and resources • TD Proportion of Cost • GR Proportion of Cost 	8000.00 3180.00 1203.00
TOTAL	12383.00
Other Approaches <ul style="list-style-type: none"> • Purchasing of reading books for individual pupils • Purchasing of specific writing resources for individual pupils • Educational Visits (Non Sports/Health Lifestyle Related) 	
TOTAL	1400.00

Total Income for Pupil Premium £	12 480.00
Total Proposed Expenditure for Pupil Premium £	23 113.00

