



Paganel Pupil Premium Strategy 2018-19



Summary of the barriers to learning:

Deprivation: The school serves a community which reflects extreme social and economic challenges. 56% of children eligible for free school meals, this is significantly higher than the national average of 25.2%. The school's deprivation indicator is 0.37, which is significantly higher than the national average of 0.21.

Social Care needs: 22% of families supported historically or currently by Social Care, which is a nationally exceptional figure. Parents need support from school to help them to address their needs and to support their children's learning.

Behavioural, Mental and Social health and wellbeing needs: Many of our children and families have challenges with routines, parenting capacity, mental health, and managing emotions.

Start Points: Assessment on entry to the foundation stage, show many children have poorly developed communication skills, poor English and Maths skills, poor personal, social and emotional development. Attainment on entry is substantially below developmental milestones for the majority of children. In 2016 baseline in to Reception showed 70% of children came in below or significantly below age related expectations in prime areas.

Mobility: The school has increasing mobility issues late into reception no schooling etc. Stability at Paganel in 2016-17 was 79% compared to national 85.7%. (50% of our current year 3 have been new to the school since the beginning of year 1.)

1. Summary information					
School	Paganel Primary School				
Academic Year	2018-19	Total PP budget	£290,40	Date of most recent PP Review	March 2018
Total number of pupils	410	Number of pupils eligible for PP	220 (54%)	Date for next internal review of this strategy	December 2018
2. Barriers to future attainment (for pupils eligible for PP, including high ability)					
In-school barriers (issues to be addressed in school, such as poor oral language skills)					
A.	The progress of Pupil Premium children in maths, writing and reading . This impacts on the percentage of children achieving the combined expected standard in Early years, KS1 and KS2.				
B.	Pupil premium children achieving greater depth is lower than non-pupil premium				
C.	Supporting children to access learning by supporting their emotional and behavioural needs				
External barriers (issues which also require action outside school, such as low attendance rates)					
D.	Attendance for Pupil Premium children is 93.65%. This reduces their school hours and causes them to fall behind their peers.				
E.	Education is not given a high priority by some of our families				
F.	Mobility of children is higher than national				
3. Desired outcomes					
	<i>Desired outcomes and how they will be measured</i>			<i>Success criteria</i>	
A.	Improved attainment and progress for PP children compared to National			Pupils eligible for pupil premium make accelerated progress in maths and reading. Measured from reception – year 6 by teacher assessments and successful moderation practices established across school.	
B.	For children with emotional and behavioural difficulties to receive targeted intervention to ensure they can access and ultimately make progress in their learning.			PP children to make progress in their learning and have strategies to deal with their emotional difficulties	
C.	To close the gap between Paganel PP children and all children nationally;			PP children identified in class and their barriers to learning recognised. Interventions in place. Regular discussions to monitor PP progress against ARE. Y2, Y5 Y6 targets for PP	
D.	Increase attendance rates for pupils who are eligible for Pupil Premium.			Reduce the number of persistent absentees among pupils eligible for PP to below 10% (11.51 17-18). Overall PP attendance improves so that it is in line with other pupils. Increase the attendance figure for PP. 17-18 PP attendance was 93.24 (268 children) compared to 95.03 (205 children)	

4. Planned expenditure

Academic year

2018/19

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: teachers delivering effective strategies to accelerate progress and using strategies to overcome barriers to learning.

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead / Cost	When will you review implementation?
A The progress of Pupil Premium children in maths, writing and reading . will accelerate and the gap between PP and non PP will close: Year 5 and 6 for the gap to be below 9%, Year 1 -4 to be below 5%	To support the teaching and learning by supporting children in smaller teaching groups in year 6	Data showed weakness in reading, writing and maths particularly in disadvantaged groups some also LA or SEND.	As part of PP meetings and Y6 data checks (every 2 weeks) PP children analysed as a group and compared with data for all children in Year and all children Nationally.	TB £22,693	Half termly

<p>C To close the gap between Paganel PP children and all children nationally;</p>	<p>To target identified year groups to close the gap between PP and National All</p>	<p><i>Year 2, Year 5 and year 6 gap between PP and all in summer 2018 was:</i></p> <ul style="list-style-type: none"> • Year 2: 18% difference in reading and 22% in writing. • Year 5: 41% difference in reading and 47% in writing and 38% in maths. • Year 6: attainment of all is low in year 6 	<p>As part of PP meetings and Y2 and Y6 data checks (every 2 weeks) PP children analysed as a group and compared with data for all children in Year and all children Nationally. Intervention groups will then be adjusted as needed, to ensure the correct children are in the group.</p>	<p>VS TB £37,966 £28,969</p>	<p>Half termly</p>
	<p>To increase the number of children at ARE in reading. After success of RWI phonics this year now to introduce RWI Reading in Early years and KS1.</p>	<p>RWI project..... Target to improve KS1 reading result. Resources to support delivery and CPD for identified staff</p>	<p>Monitored daily by Reading leader CH. Monthly development session with RWI external advisor Half termly data should show accelerated progress for children in reading in year 2 and year 1</p>	<p>CH</p>	<p>Half termly Cost £8,300</p>

	<p>To use TA support for PP SEND & EAL children To support English and maths, working 1:1 or 1:2-1:4 groups To fund 15% of Teaching Assistants in the Early Years , KS1 and KS2 to carry out specialised interventions for reading, maths and communication and language.</p>	<p>Summer 2018 data shows gaps between PP and National (76% of our PP children are SEN)</p> <p>The EEF toolkit suggests early intervention for children at a young age can add +5 months to progress. This will allow children to enter KS1 with the ability to cope with the demands of the curriculum in reading and maths.</p>	<p>Targeted children based on data and TA. Reviewed half termly Discussions and evaluations through Pupil Progress Meetings</p> <p>Targeted children will be in small groups with a teaching assistant/teacher working on their next steps through a rolling programme. This provision will be systematically timetabled and rigorous monitoring that it is being carried out.</p>	<p>VS £85,994</p>	<p>PP meetings half termly</p>
Total budgeted cost					<p>£182,222</p>

ii. Targeted support /Pastoral

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>B. For children with emotional and behavioural difficulties to receive targeted intervention to reduce behavioural incidents and to ensure they make progress in their learning</p> <p>D. Increase attendance rates for pupils who are eligible for Pupil Premium.</p>	<p>To fund 80% of pastoral team (Learning Mentor, and Pastoral Manager) to develop and support children's social, emotional and behavioural needs. The Learning Mentor develops targeted behavioural interventions for specifically identified, pupil premium children. The Learning Mentor will also organise parental workshops.</p>	<p>Behaviour interventions seek to reduce challenging behaviour in the classroom. Our experience has shown parents value the work that the Learning Mentor carries out with their children.</p> <p>The EEF toolkit and the Ofsted Report, 2013 on Pupil Premium spending suggests that targeted interventions matched to specific needs of behaviour can be effective. This will allow academic attainment to rise.</p> <p>We can't improve attainment for children if they aren't actually attending school. NFER briefing for school leaders identifies addressing attendance as a key step.</p>	<p>Weekly pastoral meetings with DHT will be held to analyse and put into place actions for key individuals. Observations of behaviour for identified pupils will be carried out through learning walks. The Learning Mentor will compile case studies of pupils that they work with. Interventions will be driven through liaison with external agencies to ensure interventions best meet the needs of the child.</p> <p>Family support worker to work with identified PP families to identify strategies to improve attendance.</p>	<p>Head teacher</p>	<p>Termly</p> <p>Cost: £55,466</p>
<p>B. For children with emotional and behavioural difficulties to receive targeted intervention to reduce behavioural incidents and to ensure they make progress in their learning.</p>	<p>Family Support and Pupil Mentoring</p>	<p>We need to continue to tackle the underlying social and emotional needs of identified pupil premium children. The interventions we employ seek to improve attainment by improving the social and emotional dimensions of learning instead of tackling with the academic element of learning. When these issues have been tackled, the EEF Toolkit suggests a gain +4 months on attainment. To do this, we will use external agencies to tackle the root causes of the social, emotional and behavioural needs of Pupil Premium children.</p>	<p>We will identify children and families with social and emotional issues. We will hold regular meetings to analyse and put into place actions for key individuals through liaison with the external agencies. Observations of behaviour of identified pupils will take place through learning walks. Case studies of pupils put onto this programme will be carried out.</p>	<p>Head teacher Pastoral team</p>	<p>Half termly</p> <p>Cost: £11,070</p>
Total budgeted cost					<p>£66,536</p>

iii. Other approaches: Curriculum

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?
A Improved attainment and progress for PP children compared to National	To use the International Primary Curriculum across school.	To continue to enrich the children's learning, excite children and for them to be fully engaged in learning. Extending their vocabulary, spoken English resulting in an impact on their written work. Effective collaborative learning requires much more than just sitting pupils together and asking them to work together; structured approaches with well-designed tasks lead to the greatest learning gains. EEF	Regular CPD for staff Pupil voice Learning walks Pupil data	VS	Half termly Cost £3000
B For children with emotional and behavioural difficulties to receive targeted intervention to ensure they can access and ultimately make progress in their learning.	Domestic role play in early years	Domestic role-play provides many learning opportunities for children in the Early Years. Most families have a 'kitchen' or 'living room area' and this allows children to recreate familiar, real-life scenarios; being a family, being mum, dad, siblings, pets. Language plays a fundamental role within the role-play area, children will be constantly talking about what they are doing, describing their actions, what they see happening, sharing their ideas, linked to language for thinking. Due to the nature of role play, and how it links so closely to children's home lives, children will feel empowered to display their literacy and mathematical understanding as it will have meaning and purpose within their play	Learning walks All Prime to increase 85% (71% previous academic year) GLD to increase to 68% (63%) PP - reduce PP/Non PP Prime GLD gap GLD to increase to 63% (56%)	CB	£600
C To close the gap between Paganel PP children and all children nationally;	To use Third space (1:1 maths intervention) in year 6	Maths: 36% PP current year 6 (summer 2018 data) "Research has shown that 1-to-1 is one of the most effective ways of improving pupils' attainment and confidence in maths." 3 rd Space learning	As part of PP meetings and Y6 data checks (every 2 weeks) PP children analysed as a group and compared with data for all children in Year and all children Nationally.	TB	£6757

		<p>“One to one tuition is very effective in helping learners catch up” EEF</p> <p>“Tuition is more likely to make an impact if it is additional to normal lessons.” EEF</p> <p>“one to one tuition enables learners to catch up with their peers” EEF</p>			
<p>A.Improved attainment and progress for PP children compared to National</p> <p>B. For children with emotional and behavioural difficulties to receive targeted intervention to reduce behavioural incidents and to ensure they make progress in their learning.</p>	Peacemakers to be embedded across school to aid behaviour	Restorative approach to solve conflict in a peaceful way. Developing strategies for independence and how to solve problems. To develop characteristics of learning. Interventions which target social and emotional learning (SEL) seek to improve attainment by improving the social and emotional dimensions of learning, as opposed to focusing directly on the academic or cognitive elements of learning EEF	Reflective journal Evidence of strategies being used in lessons and on playground. Evaluation working with Peacemaker consultant	EL and SW	Half termly £3000
Total budgeted cost					£13,357
OVERALL SPEND:£270,862					

Remaining: £25,626