

Pupil Premium Strategy REVIEW - Preston Grange Primary School

1. Summary information					
School	Preston Grange Primary School				
Academic Year	2019-20	Total Pupil Premium	£43,228	Date of most recent PP Review	Sept 19
Total number of pupils	235 inc Nursery	Number of pupils eligible for PP	34 inc Nursery	Date of internal review of this strategy	Nov 20

1. Barriers to future attainment (for pupils eligible for PP, including high ability)		
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>		
A.	Low starting points/entry attainment	
B.	Poor oracy and vocabulary	
C.	Limited wider cultural experiences	
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>		
D.	Negative parental impressions/associations with education (often based on own experience).	
E.	Socio-economic background and experiences	
2. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Equal proportion of PP children/v non-PP chn will achieve ARE in R W M in Y2 and Y6	PP children in Y2 and Y6 outperform national average in RWM
B.	Speech and language issues will be identified and addressed early	The number of children achieving a GLD in Speaking and Listening at the end of EYFS will increase.
C.	All children will participate in a rich variety of cultural experiences	Opportunities provided for all chn to access a wide range of first hand experiences. Wide range of visits open to all chn to prepare them for life in modern Britain.
D.	Maintain attendance of +96.5% Children have a calm and appropriate start to the school day	Equal proportion of PP children achieve 100% attendance at the end of the school year The Thrive & attendance lead is aware of families who need an extra support to maintain the target attendance
E.	Social and emotional needs are met	PP children requiring it, receive additional pastoral and emotional support from the Thrive practitioner so that they have adequate emotional strategies and don't disproportionately display more emotional needs than non-pp.

3. Planned expenditure		
Academic year	2019-20	
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		
Desired outcome	Chosen action / approach	What has been the impact? <i>School closed to most pupils in March, all actions were impacted by this.</i>
All teaching is consistently good or better and all groups make at least expected progress. Evidence in books indicates a well delivered curriculum tailored to meet the needs of all groups including PP.	Curriculum conference for senior leadership team £600 Read Write Inc training £260 Apprentice teaching assistant salary £3500 Teaching Assistants Reading conference £360 Seven Stories subscription (Hooks into Books) & author events across year £2250 Primary Rocks Reading conference for teachers £40 Rights Respecting Award training for Head & Deputy Head £340 Boosting Reading @ Primary course for one Teaching Assistant £185	The curriculum conference informed our curriculum intent & formed the basis of our curriculum development across the year. In March we went into lockdown and the work on the curriculum continued in the background. Despite the pandemic, teachers developed their skill and provision through home-learning. Technological aptitude has greatly increased. All staff CPD has taken place even during lockdown and has allowed teaching & intervention to be consistently good or better. <i>DUE TO THE PANDEMIC THERE IS NO ATTAINMENT or PROGRESS DATA</i>
Accelerated progress for pupils eligible for PP in all year groups. The % of pupils eligible for PP achieving ARE in reading, writing and maths is at least in line with non PP peers and in line with national ‘all’.	SENDSCO role fully embedded and provision refined Tapestry subscription In Early Years £1500	<i>DUE TO THE PANDEMIC THERE IS NO ATTAINMENT or PROGRESS DATA</i> Interventions and further development of this outcome would have taken place had the pandemic not occurred The SENCO maintained contact with SEN & vulnerable children and their families and ensured home learning was targeted appropriately. Families where an EHA was in place still received support and regular contact.

SEND support enables those children to achieve and attain well for them. They make good progress (in the context of their additional needs). Promote parental engagement throughout school.	Increase workshop opportunities and parental learning BLAST training for 3 Teaching Assistants £165	A limited number of parents attended reading meetings in Autumn term for each year group. Tapestry was used to promote development of basic skills in Early Years both before and during lockdown & to increase parental engagement.
Increased % of PP pupils make expected or better progress and achieve expected standard+ in reading writing and maths in <u>each</u> year group.	Additional teacher salary contribution (sets & intervention) £5330 Beanstalk Reading volunteer in school £1500	Although there were high levels of confidence in this support and the anticipated attainment and progress of each year group, no accurate attainment or progress measure can be made available to judge the intervention by.
		Total budgeted cost £ 16030

ii. Targeted support		
Desired outcome	Chosen action/approach	What has been the impact? <i>School closed to most pupils in March, all actions were impacted by this.</i>
Increased % of PP pupils make expected or better progress and achieve expected standard+ in reading writing and maths in <u>every</u> year group. Targeted intervention is clear and focused on the specific needs of identified children.	Additional Teaching Assistant support in Literacy lessons to accelerate progress and close attainment gap of identified PP/disadvantaged children Reading Recovery CPD £1200	<i>DUE TO THE PANDEMIC THERE IS NO ATTAINMENT DATA</i> Although there were high levels of confidence in this support and the anticipated attainment and progress of each year group, no accurate attainment or progress measure can be made available to judge the intervention by.
Improved attendance and punctuality rates for pupils eligible for PP especially in identified year groups – closing the gap on national all. Reduced number of eligible PP pupils falling below 93% and below 90%. Improved emotional well-being and behaviour for more vulnerable pupils has positive impact on learning behaviours in class and at lunchtime.	HLTA for Wellbeing, Guidance & Support to support pastoral and attendance systems to further improve attendance for vulnerable groups in particular for PP/disadvantaged pupils £15500 HLTA Thrive training update £500	The attendance manager dealt with any minor attendance issues on an ongoing basis using systems already in place prior to lockdown. Attendance of PP children remained a focus throughout the year and additional checks and wellbeing calls were made to these children throughout the school closure period.

	Learning Mentor salary contribution £8000	
		Total budgeted cost £25200

iii. Other approaches		
Desired outcome	Chosen action/approach	What has been the impact? <i>DUE TO THE PANDEMIC THERE IS NO ATTAINMENT DATA</i>
Extend learning opportunities for all - experiences of visits, visitors and specialist teaching.	Notional contribution towards funding curriculum 'enrichment activities' £ 2000	Opportunities for this were identified throughout the year and they were financially supported. Unfortunately, planning further enrichment activities was halted from March due to the pandemic.
		Total budgeted cost £ 2000