

Pupil premium strategy statement (primary)

1. Summary information	Snettisham Primary School		19/20 allocation is £ 45,100	
Academic Year	2019/2020	Total PP budget	£	Date of most recent PP Review July 2019
Total number of pupils	100	Number of pupils eligible for PP	27 27%	Date for next internal review of this strategy Feb 2020

1. Current attainment KS1			
	<i>Pupils eligible for PP (your school)</i>	<i>National 2019</i>	<i>National PP</i>
% attaining in reading	66% 2/3	75.00%	62
% attaining in writing	66.00% 2/3	69.00%	55
% attaining in maths	100.00% 3/3	76 .00%	63
2. Current attainment KS2			
	<i>Pupils eligible for PP (your school)</i>	<i>National 2019</i>	<i>National PP</i>
% attaining in reading	75%	73%	62%
% attaining in writing	75%	78%	68%
% attaining in maths	50%	79%	67%

2. 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.	Pupils in disadvantaged group (but not exclusively disadvantaged pupils) are coming to school with low levels of language, attention
B.	Pupils currently in Y2 performed below national average in phonics 2019 and contains complex cohort with 50% SEN/FSM
C.	A few children have social and emotional mental health difficulties because they have not experienced much beyond the home to make them grow in confidence.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	We have had an increase in incidence of families that struggle to engage with their children's learning – barriers include ability to manage time, money, boundaries and pressures of parenting – families may need help with supervising and stimulating children to support their learning
3. Desired outcomes	
A. The quality of teaching from YR-Y6 will embed policies and techniques from focus CPD. Our knowledge rich approach will teach explicitly new vocabulary which is identified on midterm plans. This will facilitate increased language learnt and used by pupils, increase attention.	
B. Targeted children in YR Y1 and Y2 will learn and use systematic phonics through quality teaching using RW inc and pupils will attain in line with national averages in 2020 phonics tests. Pixl will be used to assess gaps for all children and to implement precision teaching to increase knowledge and ability	
C. All children will be able to participate in trips, experiences and clubs from our enrichment map and club provision. Time taken to talk with these children will demonstrate increased confidence and less anxiety.	

D. Parents will benefit from invitations into school, workshops, forest school, learning cafés and communication friendly spaces – these experiences will give them tools to understand how to support their children

4. Planned expenditure				
Academic year		2019/2020		
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 is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead
The new knowledge rich curriculum will teach specific, clear information to everyone which explicitly identifies new vocabulary in order to give our pupils access to more words <u>and</u> quality words.	<p>Mastery Learning + 5 EEF CPD for staff to understand effective teaching and feedback to children - Writing and delivering a clear, specific mastery curriculum influenced by West London Free School pilot materials to enhance children's learning and talking.</p> <p>Feedback toolkit +8 EEF Using live marking and pupil conferencing to give feedback on learning</p>	<p>Research based success demonstrated by Education Endowment Foundation which shows that traditional teaching of mastery breaks learning into specific units to clarify information. This is represented in our Knowledge Rich Approach and is backed up through research on vocabulary – Closing the vocab gap and Unlocking talent and fulfilling potential</p> <p>A knowledge curriculum that moves to discrete subject teaching instead of topic will help children to remember what they are learning and make the transition to next stage. Identifying clear facts that can be remembered and connected to help children know more and grow.</p>	<p>Collect teacher feedback from weekly Spotlight CPD sessions to discuss success and impact of new curriculum, CPD for NQT/RQT to support deliver and retain new staff (pre teaching TAs to be included) Organise CPD from quality providers to fill teacher knowledge gaps (Osiris solo taxonomy, questions for depth, Emma Leonard West London Free School, Kate Starling History Heritage, Geography National Geographic lecturer) Ensure time to enable Subject Leader Release - Encourage honest reflective practise to see what barriers there are in delivery for teachers - questionnaires, scaling tools, QLA Ensure time to enable teacher release - Check books frequently to demonstrate learning has quality content and presentation Conduct pupil discussion to show enjoyment, recall and quality presentation.</p>	<p>Subject leads LJ EJ CT CH CD</p> <p>27 pupils £409 per PP child</p>
			£11,500	Total budgeted cost
ii. Targeted support				
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead
Give children who are less skilled in language and have lower vocabulary quality intervention to increase language skills	<p>Oral Language interventions + 5 EEF</p> <p>Train staff from YR in Nuffield Early Language Intervention so that we ensure consistent delivery across school</p>	<p>EFF and much research on word gaps, quantity and quality of words used in home before school . SSIF bid project running through Heacham Infant is demonstrating impact of language intervention</p>	<p>School Strategic Improvement Fund is measuring impact on language in supported schools and we have teachers attending CPD and working to support local schools - they are using own class to model pedagogy</p>	<p>LJ, EH, CD, JM JA 6 YR Specialist staff to deliver program £2000 per PP child £12,000</p>
Refresh phonic programme used in EYFS and KS1 so that all children are able to gain good decoding skills to read sentences fluently Attain national averages in 2020 phonics y1 and y2	<p>Phonic strategies +4 Train staff from YN- Y2 in RW inc so that we ensure consistent delivery across school</p>	<p>Experts identify value of Nursery onward approach to combining systematic phonics alongside reading for pleasure</p>	<p>SLT to observe delivery weekly Termly checks on phonics development through tracking and pupil discussion Involve families</p>	<p>CD JM 8 YR-Y2 £1000 Per PP child set up costs £8000</p>

<p>Use assessment systems precisely to identify gaps in pupil and staff knowledge so that they can be taught and learnt. Progress will be evident</p>	<p>Individual tuition and increased teacher pedagogy +5 Reading comp + 6 Destination reader CPD and resources to structure reading lessons to make strong comprehension teaching and learning</p> <p>SLT attend conferences , meetings for Pixl to ensure pace of teaching and analysis helps pupil progress</p> <p>Increased tch staff in KS2 to 1:1 pupil conference</p>	<p>EEf demonstrates strong impact from teaching of comprehension strategies through providing quality texts and strong teacher understanding of comprehension</p> <p>Sutton trust also develops a positive impact from tuition and feedback following assessment that addresses gaps and misconceptions</p>	<p>English lead to support teaching and provide feedback and guidance to increase consistent application</p> <p>Senior Leaders to host core group meetings and pupil progress conversations with staff Assessment data will indicate progress and attainment improvements</p>	<p>CE LJ CE EH 5 - £2,500 release for pixl, destination reader - £500 per PP child</p> <p>CS £7,500 PA – one day per week across 30 weeks 12 KS2 children £625 Per PP child</p>
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£30,200 Total budgeted cost

iii. Other approaches

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead?
<p>Ensure every child have rich, enjoyable experiences throughout primary education that secure good mental health and</p>	<p>Social and emotional learning +3 (school based approach to raise learning ethos and participation)</p> <p>Implementing an Enrichment map for Trips, Clubs, Workshops and Experiences each term</p>	<p>EEF states that boosting the positive learning ethos and culture of the school has an increased effect size for pupils</p>	<p>SLT to check and encourage trips and experiences to take place each half term</p> <p>Pupil discussions taken by Tch</p>	<p>LJ Tch</p>
<p>Increase opportunities to increase family involvement in the culture of school in order to support and encourage children at school and home</p>	<p>Parental engagement +3 EEF</p> <p>Inviting families to use the space around and in school to enjoy quality time talking, playing, learning with children</p>	<p>EEF acknowledges that parental engagement has an effect on children’s learning. National Literacy Trust and Elizabeth Jarman also promote communication friendly spaces for children and families</p>	<p>SLT to check and encourage trips and experiences to take place each half term</p> <p>Pupil discussions taken by Tch Parental questionnaires</p>	<p>EH Tch</p>
			<p>Total budgeted cost £3750</p>	

Total Spend 19/20



5. Review of expenditure			
Previous Academic Year		2018/2019	
i. Quality of teaching for all			
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)
<p>Consistently good teaching is observed across school with innovative metacognitive strategies used and understood to promote progress</p> <p>CPD delivers reflection, discussion and information to improve teaching and learning across school</p> <p>Maths teaching is consistent across school through robust policies, implementation of Maths Mastery</p>	<p>Metacognition first teaching focused on</p> <p>CPD for teachers are proven by EFF to have above average effect size (John Hattie research) and visible learning is centre of Outstanding Teaching Day and Intervention. It is a proven strategy that will have a positive effect on White Rose children's achievement over time</p>	<p>Following year of Outstanding Teaching courses, teachers worked consistently on implementing elements of metacognitive pit, practice (learning pit, WAGOLL, mistakes were consistently used across schools as a positive approach to research with learning in strength of pedagogy in school . Children improved attainment and small cohorts performed close to national average in Reading 62%, Writing 62% and Maths 71% attainment by EoS. Staff was CPD at Key Stage Disadvantaged pupils attained higher than non-disadvantaged in Read/Write by end of KS2</p> <p>Increased attainment across the school was evident , Pupil attitudes were disadvantaged pupils improved from Summer Term 18 in line with national at 63%</p> <p>Leadership of maths implemented mastery approach to increase use of concrete and pictorial resources- maths help desks improved class environments. Good increase in fluency assessments</p>	<p>Metacognition is powerful, pupils can engage and learn quickly when they develop an understanding of metacognition (learning pit, WAGOLL, marvellous mistakes) to develop confidence and self-motivation</p> <p>Teachers benefit from frequent learning walks</p> <p>Pupils attitudes were key, learning walks demonstrated good effect of metacognition and consistent teaching, where this took place pupils were engaged, eyes were raised and increased enjoyment of schools , however maths mastery requires additional CPD at weekly level and with newly recruited Maths Hub lead will embed in 19/20</p> <p>Continue maths mastery CPD with consistent use of Trust approach</p>
ii. Targeted support			
Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned (and whether you will continue with this approach)
<p>1 : 1 and small group support through teaching assistants and qualified teachers</p>	<p>Nuffield early Language Intervention</p> <p>Sounds discovery</p>	<p>YR pupils attained highly in Communication and Language following intervention, only 1/14 child did not attain in Understanding and speaking- 100% attained in listening Sound discovery with 3 pupils in Y2 was successful as 66% attained EXS in KS1 assessments but strategy and pace need increasing for Y1</p>	<p>Continue Powerful intervention to promote CL and vocabulary</p> <p>Stop Sounds Discovery – develop RWInc</p>
iii. Other approaches			
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)

<p>Children to be emotionally ready for learning.</p>	<p>1 to1 sessions in Thrive to address social and emotional issues.</p> <p>Some children are unable to fully access learning due to emotional stress and emotional issues.</p>	<p>Thrive has shown to make improvements in attendance and progress for those pupils involved. As a result, strong attachments were made to keep a vulnerable child in school – children developed wider emotional awareness and resilience in lessons</p>	<p>Though effective it is just for a small number of pupils- use a restorative approach across the whole curriculum – accessible to all</p>
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6. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.
 Our full strategy document can be found online at: www.aschool.sch.uk