

Townley School Pupil Premium Strategy 2019 - 20

1. Summary information					
Total number of pupils	96	Total PP budget	£25,080	Date of most recent PP Review	
Number of pupils eligible for PP	19	Number of pupils eligible for PP Forces	0	Date for next internal review of this strategy	December 19

2. Strategy Statement
<p>The Pupil Premium Allocation is currently calculated on the number of pupils on roll in receipt of free school meals and from 2012–13 the government also included the funding for any child attending who had ever been on (Ever 6), Looked After Children and Service children on the date of the School Census.</p> <p>The aim of the Pupil Premium is to enable the School to target pupil attainment and ensure that they achieve their maximum potential. In order to ensure that the additional monies have the maximum impact on the targeted pupils, thorough analysis is carried out of the children’s academic progress against other pupil groupings in school and national data.</p> <p>The funding is not spent on one particular item but is used as part of our budget to support a number of areas in school. This list is not exhaustive but gives an outline of the main areas in which monies will be spent.</p> <p>Monitoring of pupil progress and the impact of expenditure takes place as outlined below. Needs are reviewed and next steps identified in parent, teacher and support staff meetings and based on children’s needs so that we can prepare our children for the future.</p>

3. Current attainment

EYFS			
	Pupils eligible for pupil premium (PP)	Pupils not eligible for PP	
		School Average	National average
<i>There were no EYFS pupils in receipt of PP 2018/19</i>			
Good level of development (GLD)			

YEAR 1 PHONICS SCREENING CHECK

	Pupils eligible for PP	All Pupils	
2 pupils in receipt of PP, cohort size 8		School Average	National average
	100%	75%	81%

END OF KS1

	Pupils eligible for PP	All Pupils	
4 pupils in receipt of PP, cohort size 13		School average	National average
% achieving expected standard or above in reading, writing and maths	25%		
% making expected progress in reading	50%	61.5%	74.9%
% making expected progress in writing	25%	53.8%	69.2%
% making expected progress in maths	75%	76.9%	75.6%

END OF KS2

	Pupils eligible for PP	All Pupils	
7 pupils in receipt of PP, cohort size 11, 10 took tests, 1 of 7 disapplied		School average	National average
% achieving expected standard or above in reading, writing and maths	33.3%	45.5%	64.8%
% making expected progress in reading	50%	54.5%	73.2%

END OF KS2

% making expected progress in writing	100%	81.8%	78.5%
% making expected progress in maths	100%	63.6%	78.7%

4. Barriers to future attainment (for pupils eligible for PP)	
Academic barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>	
A.	Inconsistencies in the quality of teaching and learning across the school.
B.	receptive and expressive vocabulary is poor
C.	The teaching of reading is inconsistent across the school, this particularly impacts on PP as a high number of these children do not receive help with reading at home.
D.	The nature of Special Educational Needs has become more complex in the last three years; in addition, the school has noticed an increase in the number of children presenting with mental health needs.
C.	Pupils not being 'ready to learn' in class (pupils are not in a secure place mentally/emotionally) and demonstrate poor learning skills such as difficulties with organisation, commitment and resilience.
D.	Parental engagement for some PP children has proven difficult; some have low expectations of child by family, others have reluctance to send children to school.
Additional barriers <i>(including issues which also require action outside school, such as low attendance rates)</i>	
E	Attendance for PP children (or children in receipt of free school meals) showed that some PP had attendance below 96% and were persistent absentees. However, there are some children in receipt of PP who have authorised medical reasons for their absence, in these cases the school needs to develop closer links with the NHS to ensure children attend school regularly where possible.
F.	Parental support weak during the school summer break eg with reading resulting in a dip in performance when children return, and less progress being made because they need to catch up to where they were.
G.	Some home environments have limited reading material, nowhere suitable for a child to be quiet and read or do homework and parental engagement can also be poor.(Possibly due to lack of confidence or poor basic skills of parents)
H.	PP children have high mobility.
5. Intended outcomes <i>(specific outcomes and how they will be</i>	
Success criteria	

Improve reading skills for pupils eligible for PP	Outcomes for all year groups are in line with PP children nationally.
Accelerate progress of PP children	Analysis of data and monitoring of PP group will show that these children are making progress at least in line with their peers and in some cases, progress will be accelerated (identified in Pupil Progress Meetings).
Improve attendance of PP children, particularly where absence is not authorised	Continue with targeting of children as soon as attendance and punctuality falls.
Increase the number of PP children reaching the national standard in reading at the end of KS2.	There is an increase in the % age of PP children reaching the higher standard in reading at the end of each KS.
For all children to approach and overcome challenges in a positive way.	Fewer PP children will have difficulty in social situations; This will be monitored through behaviour records.
For PP children to achieve the same as non-PP children at the end of KS1	For PP children to achieve the expected standard at the end of Y2 in 2020
Increase parental engagement.	High attendance at parent workshops, Friends of Townley School events and parents evening. Increase in the number of parents attending; monitor numbers over the year. Positive feedback /comments on parental questionnaires.

6. Planned Expenditure Academic Year 2019/20

Action	Intended Outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
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Quality of teaching for all

<p>100% good or better teaching everyday</p> <p>Continual raising of teachers' expectations of PP pupils and provision of challenge for these children in all lessons [focus of all lesson observations]</p> <p>Relevant training is provided to ensure the provision for our disadvantaged pupils is of high priority and we are up to date with the current programmes.</p>	<p>Every child receives teaching which is good in every classroom every day.</p>	<p>Education Endowment Foundation report 2019 states that "Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils."</p> <p>Slow progress rates made by pupil premium children particularly in key stage 2</p>	<p>Lesson observations identify aspects of good teaching with focus on feedback to improve.</p> <p>CPD/ coaching provided in any areas where this is identified as useful.</p> <p>Half termly book trawls by as outlined in SIDP and termly assessment data analysis shows disadvantaged pupils are either; at least maintaining their previous year/KS1 position; making accelerated progress to at least return to this standard.</p>	<p>HT and SL</p>	<p>½ termly</p>
<p>For teachers to be able to address the needs of children in receipt of PP, regardless of their starting point during lesson time and increased teacher time.</p> <p>Undertake the Powerful Words project.</p>	<p>Provision of teacher led [wherever possible] interventions and small group sessions to ensure disadvantaged pupils keep-up and catch-up.</p> <p>Children identified to achieve GDS, achieve</p>	<p>Education Endowment Foundation report 2019 states that "Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils."</p> <p>Disadvantaged children in our school often have a limited use of vocabulary.</p> <p>Slow progress rates made by</p>	<p>Lesson observations identify aspects of good teaching with focus on feedback to improve.</p> <p>CPD/ coaching provided in any areas where this is identified as useful.</p> <p>Half termly book trawls by as outlined in SIDP</p>	<p>Class Teachers</p>	<p>Termly</p>

<p>Gaps in learning to be addressed.</p> <p>Gaps identified in formative assessment allow for precisely targeted teaching to remedy these.</p> <p>Targeted additional adult support in every classroom.</p>	<p>this in statutory assessment.</p>	<p>pupil premium children particularly in key stage 2</p> <p>Meta-Analysis of research by John Hattie breaks down quality teaching into:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Pupils having clear goals/objectives. <input type="checkbox"/> Teachers providing pupils with modelling/scaffolding/appropriate steps to achieve them. 	<p>and termly assessment data analysis shows disadvantaged pupils are either; at least maintaining their previous year/KS1 position; making accelerated progress to at least return to this standard.</p>		
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Total Allocation: £15,000

Action	Intended Outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
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Targeted support

<p>Reintroduction of named Pupil Premium Champion on staff.</p> <p>½ termly meetings between advocate and class teacher to identify</p>	<p>Every child eligible for PP has a champion on the staff, enabling decisions to prioritise their needs.</p>	<p>Education Endowment Foundation report 2019 states that "The challenge of implementation means that less is more: selecting a small number of priorities and giving them the best chance of success is a safer bet than</p>	<p>HT and PP governor to monitor progress of PP to ensure children are making progress (as outlined in SIDP). HT to meet with advocate</p>	<p>HT and Kerry Hammond.</p>	<p>Termly</p>
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<p>needs of children and plan next steps for individuals.</p> <p>Monthly meetings between Champion and targeted PP children (as identified in PPM) to provide coaching and mentoring as necessary.</p>		<p>creating a long list of strategies that becomes hard to manage.”</p> <p>Sometimes staff do not always fully see things from the perspective of a disadvantaged child, as many staff have not experienced this themselves.</p>	<p>monthly.</p>		
<p>Opportunities and experiences help to widen children’s horizons and ‘diminish the difference’, providing pupils with experiences that they can discuss and draw upon in their learning.</p> <p>For pupils to access a range of social/cultural/sporting experiences, visits and activities.</p> <p>Paying for music tuition for those children who have an interest but would otherwise be unable to take part</p> <p>Supporting families to ensure children have the</p>	<p>Disadvantaged pupils have aspirations for, and knowledge of, career options; raised awareness of the qualifications and training needed to achieve them; the desire and motivation to achieve personal academic goals.</p>	<p>As a school we feel it is important to support families/pupils to experience a variety of opportunities throughout their school years and know that such experiences can have an impact on a child’s confidence, self-esteem and self-belief.</p> <p>Pupils and their families have a low of aspirations for their futures reducing their motivation and commitment to learning.</p> <p>Planned residential visits that enhance the life skills of pupils and consolidates social skills such as teamwork, leadership and resilience.</p>	<p>End of year questionnaires by year 5 and 6 children show good awareness of future options, children can verbalise their plans for their future including FE options.</p> <p>Each session will be monitored by CT and or advocate.</p> <p>Four case studies provided for governors from a range of children in receipt of PP at the end of the year (one per class)</p>	<p>Headteacher</p>	<p>Yearly</p>

<p>correct kit when representing the school for sporting events, and have access to transport to and from events</p> <p>Pupils' horizons will be broadened, and they will learn more about culture and music.</p>					
<p>Provision of SENCO in school to address specific needs for pupils and work with social care as needed. Release time to enhance and support provision for high need PP pupils, including liaising with outside agencies and parents, completing paperwork and organising finance.</p> <p>Delivery of specific programmes for vulnerable pupils.</p> <p>Partnership working with health, ed. psych, social care for targeted pupils.</p> <p>Provision of teaching</p>	<p>Pupils with identified social, emotional or health needs are supported by school staff so that the needs are removed, or alleviated. Families actively seek support from school to reduce need for social care agency involvement.</p> <p>Families confidentially feedback that they feel well supported during social care issues. Families on support plan are reduced to CIN stage</p> <p>Standards of attainment improve in</p>	<p>Pupils and their families social & emotional difficulties, including medical issues, can be a barrier to school success for some children.</p>	<p>Pupil voice questionnaire.</p> <p>Case studies provided for governors by SENCO of a child in receipt of PP at the end of the year.</p> <p>Group interviews and individual talks with PP children and named Governors.</p>	<p>HT</p>	<p>Termly</p>

<p>assistants in class to nurture vulnerable children.</p> <p>Pupil Premium mentoring programme with champion, and TAs across school.</p>	<p>KS1 and KS2 SATS in all 3 subjects for PP pupils in 2020 tests</p> <p>Pupil voice questionnaire will show that children feel more supported through mentoring programme.</p>				
<p>Pupils in Y6 receive additional, high quality individual and/or small group support and challenge in English and Maths.</p>	<p>Targeted pupils receive additional support in English and/or Maths by highly qualified teachers, at support staff. Provide additional support within class to offer reinforcement and pre-teaching in English and/or Maths Provide high quality 1:1 tuition for identified pupils in Reading, Writing and/or Maths.</p>	<p>Quality First Teaching and small group tuition (+4) have both been proven to have a positive impact on outcomes</p>	<p>On going monitoring of teaching and learning of PPG children. Outcomes of PPG children linked to teachers' appraisal targets Termly tracking of PPG children show they are making at least 'good' progress</p> <p>Pupil Voice monitoring</p> <p>Clear entry and exit data</p>		<p>Termly and as interventions end</p>
<p>Provide specialist provision to support pupils with emotional, social and/or behavioural difficulties allowing them to maximise their efforts on learning in</p>	<p>Ensure identification of pupils is transparent and recorded. Monitor behaviour and evaluate whether improvements in behaviour translates</p>	<p>Removing barriers to learning is a proven way to improve the educational outcomes of pupils. Using specialist support and targeting individual children with individual needs e.g. anger resolution will allow identified</p>	<p>Teacher and pupil questionnaire at entry and exit points to monitor and evaluate impact.</p> <p>Termly Behaviour</p>	<p>SENDCo</p>	<p>Termly and as interventions end</p>

<p>the classroom.</p> <p>Children with social, emotional and/or behavioural needs will feel supported and be given time to get in the correct mind-set for learning either before school or lunchtimes. Reduced number of playtime 'incidents'</p>	<p>into improved attainment.</p>	<p>pupils to access their learning once barrier is removed. Research highlights the impact of poor mental health on children's overall well-being and how it impacts detrimentally on academic achievement and attainment. We believe that the emotional well-being of some of our PPG pupils is affected as a result of external factors such as anxiety, separation, attachment etc. and that it is beneficial to deal with the root cause to allow pupils the opportunity to concentrate on their learning. Nurture support ensures that children with social, emotional and/or behaviour needs are supported and given the time needed to calm or talk through concerns to ensure they are ready and able to learn.</p>	<p>reports to FGB.</p>		
<p>Total Allocation: £10,000</p>					
<p>Other approaches</p>					

<p>Maintain attendance officer role, to continue to monitor weekly, following the three letter procedure. Parents made aware of expected attendance levels when they fall below 90%.</p> <p>Maintain partnership working with EWO and cluster attendance leads.</p>	<p>Low attendance and persistent absenteeism rates are at least in line with national.</p>		<p>Termly attendance (incl persistent absentee of PP pupils) report to governors.</p>		<p>Half termly tracking of attendance data</p>
<p>Total Allocation: £80</p>					

<p>Review of expenditure 2018/19 (£27,720)</p>					
<p>Targeted Group</p>	<p>Action</p>	<p>Cost</p>	<p>Intended outcome</p>	<p>Rationale</p>	<p>Outcomes</p>
<p>KS2 Boys</p>	<p>Free, structured lunchtime sports clubs to support</p>	<p>£1800</p>	<p>To reduce incidents of bad behaviour during lunchtimes of</p>	<p>Last year this was successful, and the</p>	<p>Lunchtimes have maintained a reduction in</p>

	behaviour and skill/interests of boys in receipt of PP		boys in receipt of PP ensuring they are in the best possible place to start lessons in the afternoon.	children have requested this continue, the children in KS2 report they are unable to attend clubs out of school because they can't get to them.	behaviour incidents for all but one pupil. The children love the addition of a lunchtime football club!
Year 6	Introduce the role of Peer Mediators	£500 – supply costs and equipment	To reduce incidents of bad behaviour of children in receipt of PP ensuring they are in the best possible place to learn and provide them with conflict resolution strategies that will support them throughout their lives.	A significant proportion of children in receipt of PP have also lived with domestic violence, and/or parental mental health they therefore have a limited range of tools in their experience to draw on when confronted with conflict.	Peer mediators have been highly successful in reducing conflict across the school. Lessons in the afternoon now generally being harmonious and on time! The lunchtime staff have spent far less time dealing with negative behaviour, with children resolving conflict themselves before matters escalate.
Whole School	Subsidised Start Active club before school daily.	£1440	Places provided in Start Active club will help improve attendance, punctuality and social skills as well as raising aspirations.	Start Active has been successful over the past two years, ensuring children attend school regularly as well as ensuring parents can return to work. Parents report that they really value this, especially as there is no longer a child	The children who use Start Active have seen a significant improvement in attendance and are in school before the start of the main school day. However those children who did not attend start active have continued to have issues with attendance, the school has taken robust action to

				minder in the village.	deal with this.
Year 1 -6	To provide PE kit for targeted pupils in receipt of PP.	£100	To ensure pupils in receipt of PP are ready to learn and prepared for lessons.	Children in receipt of PP, often don't have their kit or a change of footwear for active times of day and PE lessons. Parents have reported that they are unable to afford to buy an additional pair of trainers for school, so often the children are under pressure 'Not to lose/ruin/forget' their trainers each day.	All PP children have taken part in PE lessons.

Year 1 - 6	Introducing Power Maths across Y1-6 to ensure all children are provided with QFT, and taught the same skills, with intervention and pre-teaching being delivered outside of the maths lessons.	£3000	To ensure that maths progress of lower ability pupils in receipt of PP is accelerated, ensuring they make progress in line with all other pupils.	Low achieving children in receipt of PP, are often put in low ability groups and taught different things to the rest of the class, meaning the gap continues to widen rather than close.	Maths results across the whole school have improved. All children in Y6 predicted to achieve the national standard in maths achieved it!
Year 1 - 6	Implement Growth Mindsets across the school.	£250	To ensure that all children in receipt of PP, particularly the more able, to accelerate progress by being mentally well, and having the courage to try learning tasks they perceive they may fail at.	Our more able PP children seldom take risks in their learning as they are afraid of failure.	Success evidenced in case study and governor visit notes.
Whole School	Introduce Mindfulness across the whole school	£1000	To ensure that all children in receipt of PP, have strategies to help them stay focussed during stressful and difficult situations, for example when faced with timed tests, or changes during the day. Teaching delivered in small groups by a teacher.	The mental wellbeing of some children in receipt of PP can be difficult when they are faced with challenging situations. They then have few appropriate responses as they tend to use the default response of fight or flight to manage the situation.	As above

Years 2,3,4 and 5	Offer stringed instrument lessons and free instrument loans to all children	£300	To ensure children in receipt of PP can access high quality music tuition which they would otherwise be able to access.	Several non-disadvantaged children access private music tuition outside of school, which is not possible for children in receipt of PP. Funding these lessons will provide equality of opportunity.	Disadvantaged children and their group of peers performed in assembly to the whole school, they were confident to play in front of the school and those in Y6 have signed up for music lessons at their new secondary schools.
KS1	Additional TA support in class to run interventions and to provide additional support to pupils in receipt of PP during lesson time.	£3000	To ensure that progress of pupils in receipt of PP is accelerated.	Children in receipt of PP, in KS 1 have not achieved as well as non-PP children.	All PP children passed the phonics screen check in Y1 and Y2. 3 out of the four children in receipt of PP in Y2 achieved KS1 results in line with FFT target setting.
Y6	Additional TA support in class to provide pre-teaching in the afternoons.	£3400	To ensure that progress of pupils in receipt of PP is accelerated.	High number of pupils in receipt of PP in Y6 (50%) who are at risk of not achieving target set by FFT.	6/7 achieved the expected standard in writing and maths. 3/7 achieved the expected standard in reading. The teaching of reading and improving the quality of teaching is a focus of the SIDP 2019/20.
KS2	Additional TA support in class to enable class teachers to deliver feedback/marking in RWM to individuals where	£7500	To ensure that progress of pupils in receipt of PP is accelerated by having additional support from the	Individual feedback to children was often provide in written format, or provided by	6/7 achieved the expected standard in writing and maths. 3/7 achieved the expected standard in

	they are at risk of not being on track to meet end of year objectives.		class teacher,	inexperienced staff, facilitating the teacher to deliver this feedback should ensure children are on track to achieve the standard at the end of the years.	reading. The teaching of reading and improving the quality of teaching is a focus of the SIDP 2019/20
Whole School	To improve the behaviour of pupils in receipt of PP during lesson time, through increased engagement in lessons, by using practical resources to support learning.	£800	To ensure pupils can participate in lessons, in particularly maths, by having visual/practical resources to enable improved progress.		
Whole School	To subsidise the cost of school trips, including the residential for children in receipt of PP if necessary.	£600	To develop the confidence and independence of pupils in receipt of the PP.		All but one child in receipt of PP went on the residential. All PP children attended school trips. PP children have experienced the same opportunities as their peers.
Year 5/6	To subsidise the cost of the residential for children in receipt of PP if necessary.	£700	Extend life experiences by offering Residential visits in multi activity centres and develop cultural history, geography and citizenship. To develop the resilience, greater independence and raise aspirations of pupils in receipt of the PP. To increase self-confidence, better team	Learning experiences, especially those involving collaborative learning, are shown to have a positive impact on learning	PP children have experienced the same opportunities as their peers. All but one child in receipt of PP went on the residential. All PP children attended school trips.

			working and improved social skills		
Reception and Y1	Specialist Practitioner Support	£1200	Support to target children with challenges such as learning difficulties, social and emotional problems, issues around disability as well as more complex needs to help children overcome who are experiencing problems that hinder their successful learning and participation in school and other activities. These problems can include a range of emotional and social problems or learning difficulties on a one to one basis.	To develop skills required in learning and social environments. Evidence of progress through individual records of involvement and access to the curriculum.	Lego therapy was introduced with the younger children, this has helped the children develop their social skills and therefore be able to access the learning environment. The children in receipt of PP in EY left before the year was finished so we are unable to report on their progress. The other children in Y1 all made expected, age related progress during the year.
Whole School	Contingency fund to meet the emerging needs of children in receipt of PP and the high number of PP pupils who transfer to us mid-year.	£500	To enable the school to meet the emerging needs of pupils in receipt of PP.	There is high mobility of PP, every new in year child in the Autumn term 2017 was eligible for PP. Reserving a contingency was essential last year to meet the needs of new children and the emerging needs of children (E.G. the special	This contingency was used to provide Lego therapy for two children. It was also used to enable to specialist practitioner to work closely with a family to provide access to external support.

				trip).	
New arrivals to school, YR and Y1.	Targeted support for PP children to highlight the early intervention of basic skills for PP children with SEN.	£500	Build on and improve basic literacy and numeracy skills targeted at PP children with SEN.	To ensure PP children will settle well and make good progress, evidence from Learning Journeys, Year 1 & 2 teacher assessment shows rapid progress.	There were no new PP children in EY. There were two children in Y1 in receipt of PP. Both of these children passed the phonics screen check. One of the two received precision teaching to ensure the gap was closed between them and their peers. The other benefited from QFT and did not need additional intervention outside of the class.
Reception to Year 6	Reading Challenges to target children identified as not reading at home.	£112	Raise the profile of reading and increase reading skills Increase attainment in reading so that that all children in receipt of PP, make progress in line with their peers. Through the summer reading challenge special breakfast and film club, reward bookmarks, including Hot Chocolate club and postcards	Several children in receipt of PP do not access home reading, Sumdog or visit the library. By having high value rewards and sharing success with home parental engagement should improve.	All children in receipt of PP came to hot chocolate club at least once during the year. However the reading results of Y6 was disappointing, as only 4/7 made expected progress from their starting point in reading. In years 5/4/3/1 all children in receipt of PP made expected progress in reading. In Y2 2/4 made

			home.		expected or better progress in reading.
Whole School	Office Staff	£1000	To target/support parents to achieve better attendance and punctuality and to ensure children make progress, particularly those from vulnerable groups. Provided by producing data and information to HT/Governors weekly/ various times in the academic year. Ensure attendance issues are dealt with rapidly.	Children who persistently absent in 17/18 were all children in receipt of PP.	The overall attendance figure for the school year was the best it has been in the past 4 years; it would have been slightly higher had it not been for a significant outbreak of chicken pox during the second half of the summer term affecting 14 out of 115 children