

Townley School Pupil Premium Strategy 2018 - 2019

1. Summary information					
Total number of pupils	96	Total PP budget	£27,720	Date of most recent PP Review	
Number of pupils eligible for PP	21	Number of pupils eligible for PP Forces	0	Date for next internal review of this strategy	

2. Current attainment	
	<i>Pupils eligible for PP (your school)</i>
% achieving expected standard or above in reading, writing & maths	N/A as no pupils in receipt of PPG 2017/18 SATS

3. 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>)	
3a.	Inconsistencies in the quality of teaching and learning.
3b.	Lack of engagement, resilience, self-confidence and co-operation when approaching work by some children; affects their academic progress.
3c.	Poor spelling and phonics development has a negative impact on children's writing ability across the school.
3d.	Parental engagement for some PP children has proven difficult; hence home/school support is not as strong as it should be; low expectations of child by family.
Additional barriers (<i>including issues which also require action outside school, such as low attendance rates</i>)	
3e.	Attendance and Punctuality for PP children showed that some PP had attendance below 96% and were persistent absentees.
3f.	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.
3g.	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.
3h.	A number of children in receipt of PP also have child protection concerns.

3i.	Children eligible for PP have high mobility.	
3j.	Some children eligible for PP have limited access to opportunities outside of such as music lessons, clubs, visits and real life experiences due to poverty at home, and limited access to transport.	
4. Intended outcomes (<i>specific outcomes and how they will be</i>		Success criteria
4a	Improve reading skills of children eligible for PP	Outcomes for all year groups are in line with PP children nationally. Reading, children make 6 steps reading progress in target tracker.
4b	Accelerate progress of children eligible for PP	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 50% of cases progress will be accelerated: 6 steps on target tracker over the academic year. (Usual progress 5 steps).
4c	Improve attendance and punctuality of children eligible for PP	Continue with targeting children as soon as attendance and punctuality falls.
4d	Increase the number of children eligible for PP reaching the higher 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.
4e	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.
4f	For children eligible for PP to achieve the same as non PP children in phonics.	For 80% of year 1 PP children to pass the phonics test in 2019.
4g	Increase parental engagement through workshops and FOTS role	High attendance at parent workshops, PTA Functions and parents evening. Increase in the number of parents attending; monitor numbers over 2018/19.

5. Review of expenditure

Previous Academic Year 2017/18

Item/project	Cost	Objective	Outcome
TA support in class to run interventions and to provide additional support to pupils in receipt of PP during lesson time.	£8000	To ensure that progress of pupils in receipt of PP is accelerated.	Due to small cohorts of children, the progress of pupils is too variable across the school to generalise. A detailed breakdown is available in school.
Additional interventions and resources to support with behaviour, social and emotional needs in EYFS and KS2	£2000	To support pupils in receipt of PP with their behavioural, social and emotional needs	<p>There were significantly fewer behaviour incidents recorded for children in receipt of PP in Y5/6. These children can speak at length about the improvements in their own behaviour and interactions. There have been no exclusions of children eligible for PP.</p> <p>The children in EYFS and Y3/4, were able to stay in school and be supported without the need for exclusion as additional support was put in place for break times to improve social needs.</p>
To improve the behaviour of pupils in receipt of PP during lesson time, through increased engagement in lessons, by using practical resources	£800	To ensure pupils are able to participate in lessons, in particular maths, by having visual/practical resources to enable improved	Behaviour incidents in KS1 and 2 have seen a reduction as children are engaged in lessons, particularly in maths. In EYFS where children in

to support learning.		progress.	receipt of PP don't have SEND they have been engaged in lessons.
Maths interventions targeted at pupils in receipt of PP, including purchase of Numicon intervention materials.	£3000	To ensure that maths progress of pupils in receipt of PP is accelerated.	Numicon resources have boosted the progress of pupils in receipt of PP who also have SEND. Due to small cohorts of children, the progress of pupils is too variable across the school to generalise. A detailed breakdown is available in school.
Additional reading materials for children in receipt of PP regardless of ability.	£250	To ensure that all children in receipt of PP are able to maintain progress in reading, through reading for pleasure.	Targeted more able children in receipt of PP have made progress with reading. Pupil voice reports that they are enjoying reading and are reading more at home. These Children have even signed up for the summer reading challenge at the library.
Free lunchtime sports clubs to support behaviour and skill/interests of boys in receipt of PP	£1800	To reduce incidents of bad behaviour during lunchtimes of boys in receipt of PP ensuring they are in the best possible place to start lessons in the afternoon.	Lunchtimes have seen a reduction in behaviour incidents for all but one pupil. The children reported that they would like these to remain, with the addition of a lunchtime football club! Teachers report that the behaviour of these targeted children has also improved greatly in the afternoon.

Subsidised Start Active club before school daily.	£1440	To encourage good attendance at school.	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 deal with this. An unintended benefit to Start Active is that the PP child who attend regularly have seen their parents return to work as they have been able to afford childcare.
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.	All PP children have taken part in PE lessons.
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 to Burwell House. All PP children attended school trips. One child has pledged to become an author following a special trip to London.

<p>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.</p>	<p>£500</p>	<p>To enable the school to meet the emerging needs of pupils in receipt of PP.</p>	<p>This was used to boost the phonics teaching of four children, by providing one to one teaching with a TA, three of these who transferred mid-year to ensure they met the required level of phonic and were able to make progress in line with non PP. Three met the level required, but one did not achieve the required level and support and intervention has been identified for follow up to support them to meet the level of the check in Y2.</p>
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Planned expenditure 2018/19

Targeted Group	Action	Cost	Intended outcome	Rationale	Outcomes
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.	
KS1	Additional TA support in class to run interventions (phonics, handwriting, reading) and to provide additional support to pupils in receipt of PP during lesson time.	£4500	To ensure that progress of pupils in receipt of PP is accelerated.	Children in receipt of PP, in KS1 have not achieved as well as non-PP children.	
Y6	Additional TA support in class to provide pre-teaching and intervention 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.	

KS2	Additional TA support in both classes to enable class teachers to deliver feedback/marking in RWM to individuals where they are at risk of not being on track to meet end of year objectives.	£5000	To ensure that progress of pupils in receipt of PP is accelerated by having additional support from the class teacher. Precision teaching, cued spelling.	Individual feedback to children was often provide in written format, or provided by 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.	
Reception and Y1	Specialist Practitioner Support	£2200	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 environment. Evidence of progress through Individual records of involvement and access to the curriculum.	

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 are able to participate in lessons, in particular maths, by having visual/practical resources to enable improved progress.	Children in receipt of PP do not make the same progress in maths as their peers. Teachers report that this is often because they lack the vocabulary or knowledge to apply this.	
Whole School	Provide support for parents and children to collaborate at home with reading, through new books, and story workshops.	£1000	To improve the number of children reading at home so they can make accelerated progress with reading at school.	Children in receipt of PP do not frequently read at home, their progress in reading is not as rapid as those who are sharing books at home with parents.	
Y6	Provide home study books	£560	To ensure children in receipt of PP are able to support their own learning at home.	To ensure children can complete homework at home.	
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.	Learning experiences, especially those involving collaborative learning are shown to have a positive impact on learning, we know from the pupil voice that the children would otherwise miss out on	

				these experiences.	
Year 5/6	To subsidise the cost 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 working and improved social skills	learning experiences, especially those involving collaborative learning are shown to have a positive impact on learning	
Whole School	Introduce Mindfulness across the whole school	£1000	To ensure that all children in receipt of PP, have a 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.	

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 steady progress.	
Reception to Year 6	Reading Challenges to target children as identified at not reading at home.	£250	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 home.	A number of 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.	
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.	

KS2 Boys	Free, structured lunchtime sports clubs to support behaviour and skill/interests of boys in receipt of PP	£1800	To reduce incidents of bad behaviour during lunchtimes of boys in receipt of PP ensuring they are in the best possible place to start lessons in the afternoon.	Last year this was really successful and the children have requested this stay, the children in KS2 report they are unable to attend clubs out of school because they can't get to them.	
Year 5/6	Introduce the role of Peer Mediators	£500	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.	
Whole School	Subsidised Start Active club before school daily.	£1440	Places provided in Start Active club will help improve attendance and punctuality and social skills. As well as raising aspirations.	Start Active has been really 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 n no longer a child minder in the village.	
Year 1 -6	To provide PE kit for targeted pupils in receipt of PP.	£200	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 foot wear 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.	
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, are able to access high quality music tuition, they would be unable to access otherwise.	A number of 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.	
KS2	Offer piano lessons to targeted pupils	£300	To ensure children in receipt of PP, are able to access high quality music tuition, they	A number of non-disadvantaged children access private music	

			would be unable to access otherwise and improve their engagement with learning and behaviour.	tuition outside of school, which is not possible for children in receipt of PP. Funding these lessons will provide equality of opportunity.	
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.	
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 trip).	
				Total	
Additional Actions to be taken in 2018/19					
<p>Speech and Language Therapy training for all staff – a number of our children with poor language acquisition in EYFS are from disadvantaged families.</p> <p>Education Endowment Fund tools used to train staff, about the needs/challenges disadvantaged children</p>					