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 **Pupil Premium Strategy Statement: Appletree Gardens First School**

 **Report for 2019-2020**

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| 1. **Summary information**
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| **School** | **Appletree Gardens First School** |
| **Academic Year**(figures from Jan ’19 census**)** | 2019-20 | **Total PP budget** | £120,300 (full year) |  |  |
| **Total number of pupils** |  281 (FT) | **No. of pupils eligible for PP** |  FSM Post LAC ServiceR-Y4- 80 5 3 |  |  |

Appletree Gardens ‘Pupil Premium Strategy Statement’ is guided by publications from DfE, John Dunford’s ‘10 points for PP Funding’, the Sutton Trust Social Mobility Report 2017 and published updates and the EEF ‘Toolkit for Teaching and Learning’ and the reviewed Ofsted Sechdule, September 2019

Our families make up a very diverse community- socially, economically and culturally- with children from each IMD decile group. 63% of our children are from households in the IMD range 1 to 5 (Jan19). Average class size is 27 -slightly higher number of boys than girls**.** Larger than average primary. **Pupil Premium**- 28.07%; FSM- 13.8%; BME-13%; SEND-16% ; LAC-0.3%. There is an increased focus on improving outcomes for disadvantaged groups across school with a stronger emphasis on narrowing gaps between all children and PP children.

The % of FSM children is dependent on year group- Sept 2019 **; Rec- 16-28%Y1- 36.2%-21 ; Y2-28.3%- 13; Y3- 35.8%-22 and Y4- 37.7%-23**

**3 Service children; Children with ‘post looked after arrangements’- 5 pupils**

**Attendance –HT-1 to 4 18/19 Whole school- absence = 3.9% Disadvantaged- 4,5% (Nat Pri-5.4%).**

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| 1. **Current attainment**
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| Key Outcomes Summer 2019 | *Pupil eligible for PP funding* | *Pupils not eligible for PP funding* | ***Pupils not eligible for PP******(national average)*** |
| **Achieving a Good Level of Development at the end of the EYFS – FSM** | 73% | 80% | 72%(’18) |
| **Achieving at the expected standard in the Y1 phonics screener** |  64% | 79% | 82%(’18) |
| **End of Key Stage 1** | EXP+ | GDS | EXP+ | GDS | EXP+ |
| **Achieving expected standard or greater depth at the end of KS1: Reading** | 86% | 19% | 84% | 34% | 75% |
| **Achieving expected standard or greater depth at the end of KS1: Writing** | 86% | 14% | 79% | 25% | 69% |
| **Achieving expected standard or greater depth at the end of KS1: Maths** | 76% | 14% | 79% | 23% | 76% |

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| 1. **Barriers to future attainment (for pupils eligible for PP, including high ability)**
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|  **In-school barriers**  |
|  | Wide range of abilities of PP children across school and their diverse needs.- need for differentiation, targeted interventions and support (staffing implications) |
|  | % of pupil premium children have difficulties with literacy including speech, language and communication; some with identified special educational needs |
| **C.** | Low pupil aspirations, self-esteem and resilience. PP children who require additional provision with personal welfare, behaviour and social skills to access learning.  |
| **External barriers**  |
| **D.** | Lack of parental understanding/engagement with school/education for some PP children |
| **E.** | Social barriers - including lack of emotional and social skills; economic barriers including financial’ expenses- uniform, educational experiences such as trips, music lessons and participation in physical activities  |
| 1. **Desired outcomes**
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|  | *Desired outcomes and how they will be measured* | *Success criteria*  |
|  | To improve progress and attainment across school so that the proportion of PP (and other) children reaching age-related expectations or above increases.  | The school’s tracking system will show attainment and progress for each child and the cohort as a whole over the year. Year-end outcomes will be comparable with those of other schools in Reception GLD, Year One (phonics screener) and Year Two (National, and the NTC September Data Pack).  |
|  | Improve reading outcomes for those disadvantaged pupils across school  | SIP- READING including Parent/carers informed of changes to Home School reading and approaches to speaking, reading and writing in school. Increase % of support from home – completing homework, supporting reading at home. etc.  |

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|  | Improve PP pupils’ Personal Development social/emotional/mental development. | All PP children social/emotional/mental needs identified and monitored over the year.A highly trained team of Senco and TA’s will to work effectively with pupils, parent/carers over the year to identify and support individual social and emotional needs. We will react to individual cases and support where needed. Improve and extend provision – whole school scheme ‘Jigsaw – Mindful approach to PSHE’. Introduction of Calm Time; Thrive Groups supported by trained staff. Counsellor employed for 1:1 support |
|  | Mental Health and Wellbeing – Enrichment within and beyond the curriculum Physical including Outdoor Learning, Food and Healthy Eating. | SIP priority- develop school grounds through OPAL. Increase opportunities for both ‘free and structured apparatus. Develop creativity, imagination and stimulate pupils to increase learning. |
| 1. **Planned expenditure**
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| **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.  |
| 1. **Quality of teaching for all – NB This is only a small selection of our teaching & learning strategies funded from our main school budget**
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| **Strategy Objective** | **Specific Action /** **approach** | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** | **Monitoring** | **Cost** |
| To improve progress and attainment across school so that the proportion of PP (and other) children reaching age-related expectations or above increases. | 2 teachers per year group Y1 to Y4 – for Literacy and Numeracy .In class support from L3 Teaching assistant each am. | All PP children will benefit from additional adult support within for literacy and numeracy lessons. | Progress and attainment of all PP children monitored through work scrutiny, PP meetings, discussion between staff, movement between classes/sets, discussion with parent/carers. | HT Intervention LeadTA SENCO | Review each PP child, each half term. | £60,000 per annum |
| 3 additional part- time TA’s deployed to provide in class support and deliver appropriate interventions for children with EHCP plans | Whole class teaching of PWP with additional TA support in class.Improved teaching of RWinc Phonics | Achievement and attainment will be monitored on a weekly basis during liaison time (FRI) -TA and TeacherTargets will be adjusted to support individuals. | HT SMTLit Lead Intervention Lead | Weekly discussions between TA and Class teacher  | 3 pt additional TA’s |
| Regular staff training on improving practise- particularly on feedback and self regulation.Specific training RWInc and Guided reading Strategies. Increase staff awareness of all PP children across each year group in each class/set. | ALL pupils across school will benefit from teachers’ increased knowledge & skill.All PP children identified through plans and other discreet methods so able to access maximum teacher/TA support and input. | Monitoring and evaluation of impact through- teaching observations, planning & book scrutinies.Discussions with pupils, parents/carers & staff.  | HTSMTSENCOs | On an ongoing basis & following evaluation of data at the end of each half term | Staff release time £5,000Specific Training packages£2,000 |
| Improve reading attainment and progress across school  | RWinc Phonics taught daily in Rec, Y1 and Y2. Taught to Y3 and Y4 pupils who need support10 staff deployed to teach, assess and implement  | Daily Phonics teaching supported by Ofsted . Lowest 20% of pupils will benefit from a phonice based system of teaching of reading.  | Staff training.- all staff receive LA training /revision of RWInc teaching of phonics Sept. Staff matched to groups size/ experience etc.Further training and support from English Lead during the year. Monitoring of progress across the year.  |  HTSMTEng Lead (JT) | Class monitoringenvironment | £3,000Inc resources provision |
| Good and outstanding first quality teaching. Every lesson will impact directly on PP. | Improve and extend provision - ‘Jigsaw – Mindful approach to PSHE’.2 Staff trained in ‘Thrive’ (Jan 18) and scheme implemented across school.Friendship/ Nurture groups, individual counselling initiated on child need.Whole school CPD termly basis. Parent/carers informed | Evidence from EEF that increased self esteem, improved mental health and building resilience can help improve a child’s Se4lf Esteem emphasised across the curriculum.ie Careers Benchmarking. | All children assessed before and after SME intervention. Senco monitors delivery of intervention.Senco monitors data results.Groups of children changed half termly. | SENCOInterventionLead HT | Assessment of pupils SME needs.Discussion at PP meetings half termly | TA release Approx. £5,000SENCo additional hours £4,0002x 0.5 sessions from trained (Counsellor £4,000 |
| Development of Thinking Skills Curriculum. | Continue OPAL Primary Programme-2 year plan for development of school grounds. | Improved play opportunities contribute positively to children’s Personal development SEMH and physical health. | Development Group working with OPAL consultant lead whole school change to outdoor play /area. | OPAL consultantHTDevelopment Group. Staff training, Parent/Carer contribution. | 8 workshops and training across 1 or 2 years. | £2,150Resources £2,000 |
| Improve PP pupils’ social/emotional/mental health and physical development. | Adopt the OPAL Primary ProgrammeIntroduction of 2 year plan for development of school grounds. | Improved play opportunities contribute positively to children’s SEM and physical health. | Development Group working with OPAL consultant lead whole school change to outdoor play /area. | OPAL consultantHTDevelopment Group. Staff training, Parent/Carer contribution. | 8 workshops and training across 1 or 2 years. | £2,150Resources £2,000 |
| Wellbeing – Enrichment within and beyond the curriculum Physical including Outdoor Learning, Food and Healthy Eating. | **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?** |  |
| **1.Targeted support** |  |  |  |  | Ongoing & at half termly meetings pupil progress meetingsAdditional TA support for pupils:- review through Performance Management  |
| **Desired outcome** | Tailored interventions to ensure targeted, focused and challenging input for PP pupils, based on their current needs & updated regularly..Close monitoring of progress of PP pupils  | Pupils benefiting from one to one or group work sessions from well-trained TA’s have attained well & made good progress in relation to their starting points. Class teachers & TAs will liaise regularly and share outcomes and programmes in regular staff meetings & on a daily basis. Use research-based interventions to impact on pupils’ knowledge and skills. | Monitor interventions and levels of progress to ensure effectiveness of input. Members of staff work together to provide opportunities to share progress, problems, ideas, etc.Half-termly data scrutiny and Progress meetings. | Intervention Co-ordinator (CC) with Senco and DHT | Ongoing & at half termly meetings pupil progress meetingsAdditional TA support for pupils:- review through Performance Management Each half termFull review of impact- end of academic year  |
|  | Early identification of potential and MA PP’s.MA PPs provided with targeted support and opportunities to challenge and raise expectations  | Smaller % of PP children reach Greater Depth and/or S+ levels in Target Tracker for writing | Monitor interventions and levels of progress to ensure effectiveness of input. Members of staff work together to provide opportunities to share progress, problems, ideas, etc.Half-termly data scrutiny and Progress meetings. | MA Lead teacher and DHT | Ongoing & at half termly meetings pupil progress meetingsAdditional TA support for pupils:- review through Performance Management Each half termFull review of impact- end of academic year  |

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| 1. **Review of expenditure**
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| **Academic Year** | **2018-2019 allocation (full academic year) £113,080** |
| 1. **Quality of teaching for all**
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| **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) | **Cost** |
| Good and outstanding first quality teaching every lesson will impact directly on PP. Increased staffing to support 3 sets across Y1 to y4 for literacy and numeracy | Staff training on outstanding practice. | All lesson observed were good or outstanding.Impact was positive –EYFS GLD- 2017-74% to 2018- 80% **2019-80%**Y1 Phonics – 2017-84.2% ; 2018- 92% **2019-79%**KS1 SAT’s(All)

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| **Expected** | 2018All | 2019ALL | 2019Dis | Nat% |
| Reading | 74.6% | 86% | 83% | 62% |
| Writing | 60% | 86% | 83% | 55% |
| Maths | 65% | 76% | 72% | 63% |

More Dis children achieved Greater Depth in R&W than previous year,

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| Dis at **GDS** | 2017 | 2018 | 2019 |
| Reading | 27% | 35% | 19% |
| Writing | 9% | 20% | 14% |
| Maths | 18% | 10% | 14% |

 | Increased staff awareness of PP children ensured that the children were supported within lessons and challenged appropriately. Early intervention with targeted groups ie Y1 phonics from January onwardsDyslexia Friendly School Awarded | Staffing-£120 0000Dyslexia Award registration and training £500 |
| Increase in training for research based interventions ie Reading Recovery  | Reading Recovery teacher for Y1 and Y2 PP children  | 6 children were given access to Reading Recovery – 4/6 made more than expected progress in reading. All RR Y1 children passed Phonics screener. (RR was disrupted due to staff absence) | Extend RR teaching to more children outside of the small group targeted. Share RR good practice with all TA’s who can implement  | £5,000Plus staffing costs ; supply cover £1,000 |
| Increased levels of support/ parental contribution to pupil learning outcomes. | Embed good practise of the LLPA award involving parent/carers. | Increased level of parental/carer involvement. High take up of Parent/carer consultations. Increase in % of homework , PE kit etc  | Individual positive 1:1 contact is needed more often to engage parent/carers. They respond well to personal approach. Further analysis of Parent/carer response to school events needed to further . Will continue to embed LPP strategies.  |   |
| **Targeted support**1. **£9,650**
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| **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) | **Cost** |
| All PP children attain well & make good progress in relation to their starting points. | Individual supportFor PP children. | The particular needs of each pupil within these groups were met to a greater degree than before due to the emphasis on support & challenge for PP children.

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| PROGRESSEXP + | Y2 +6 | Y3 +6 | Y4  |
| R | 81% | 95.2% | 50% |
| W | 61.9%% | 75.9% | 51% |
| M | 38.1% | 75.3% | 93.8% |

 | The role of the Interventions lead, SENCo and TAs under the leadership of the PP teacher.  | Staffing £120,000 |