

# Pupil premium strategy statement

1. Summary information						
School	Vernon Park Primary School					
Academic Year	Spring 2018 to Spring 2019	Total PP budget	£119, 380	Date of most recent PP Review	November 2018	
Total number of pupils	324	Number of pupils eligible for PP	101	Date for next internal review of this strategy	January 2019	

## 2. Current attainment

Nursery children achieving 30-50s at the end of Spring 2018	Reading				Writing				Maths			
	Pupils eligible for PP (our school)		Pupils not eligible for PP (our school)		Pupils eligible for PP (our school)		Pupils not eligible for PP (our school)		Pupils eligible for PP (our school)		Pupils not eligible for PP (our school)	
	(%)	(No. of pupils)	(%)	(No. of pupils)	(%)	(No. of pupils)	(%)	(No. of pupils)	(%)	(No. of pupils)	(%)	(No. of pupils)
	0	-	48	-	0	-	47	-	33	-	33	-

Reception children achieving expected standard or above at the end of Spring 2018	Reading				Writing				Number				
	Pupils eligible for PP (our school)		Pupils not eligible for PP (our school)		Pupils eligible for PP (our school)		Pupils not eligible for PP (our school)		Pupils eligible for PP (our school)		Pupils not eligible for PP (our school)		
	(%)	(No. of pupils)	(%)	(No. of pupils)	(%)	(No. of pupils)	(%)	(No. of pupils)	(%)	(No. of pupils)	(%)	(No. of pupils)	
GLD 48% all													
PP 40 %	40	-	55	-	40	-	53	-	40	-	66	-	
Non-PP 50%													

Children achieving Met or above at the end of Spring 2018	Reading				Writing				Maths			
	Pupils eligible for PP (our school)		Pupils not eligible for PP (our school)		Pupils eligible for PP (our school)		Pupils not eligible for PP (our school)		Pupils eligible for PP (our school)		Pupils not eligible for PP (our school)	
	(%)	(No. of pupils)	(%)	(No. of pupils)	(%)	(No. of pupils)	(%)	(No. of pupils)	(%)	(No. of pupils)	(%)	(No. of pupils)
Y1	21	3	52	14	23	3	42	12	46	6	81	25
Y2	33	4	62	16	30	3	30	10	40	4	55	9

	Y3	33	6	73	11	40	6	57	12	33	5	57	12
	Y4	43	3	73	22	50	4	67	22	25	2	70	23
	Y5	53	10	79	15	41	7	68	14	59	10	68	15
	Y6	78	7	73	19	78	7	77	16	89	8	77	20

### 3. Barriers to future attainment (for pupils eligible for PP, including high ability)

#### In-school barriers (issues to be addressed in school, such as poor oral language skills)

- A.** Oral language skills in Reception are low, but are generally lower for pupils eligible for PP than other pupils. This slows literacy progress in subsequent years, particularly reading.
- B.** In KS1, pupils eligible for PP are lower achieving in mathematics than other pupils.
- C.** Across all year groups in school, pupils eligible for PP are more likely to be working below expected standards for reading than other pupils.

#### External barriers (issues which also require action outside school, such as low attendance rates)

- D.** Late marks, absence and persistent absence are significantly higher for children eligible for PP than for other children.

### 4. Desired outcomes

	Desired outcomes and how they will be measured	Success criteria
<b>A.</b>	Increase oral language skills for pupils eligible for PP in reception classes and those still struggling in KS1.	Disadvantaged children's attainment improves in key areas of learning and the gap between disadvantaged and non-disadvantaged children is diminishing.
<b>B.</b>	Higher rates of progress in Mathematics in KS1.	Percentage of children achieving met or above in Mathematics at the end of the academic year has increased and the gap between PP and non-PP is smaller.
<b>C.</b>	Improved achievement in reading for PP children.	The difference in reading attainment between the PP and non-PP children is diminishing.
<b>D.</b>	Increased attendance and fewer late marks for pupils eligible for PP.	Attendance of PP children is monitored regularly and late marks are seen to be reducing for PP children. Attendance is expected to be 95%.

### 5. Planned expenditure

**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.

#### 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? Monitoring impact.	Staff lead	When will you review implementation?
Increase oral language skills for pupils eligible for PP in reception	Collaborative learning approach adopted across school- First quality	Designing well designed tasks using structured approaches which promote	Lesson observations to monitor use of Kagan structures in all areas of the curriculum. Staff meeting time	All staff	Termly pupil progress meetings.

<p>classes and those still struggling in KS1.</p>	<p>teaching. All staff trained in the use of Kagan structures in the classroom.</p> <p>RWI scheme adopted across the school- First quality teaching. All staff trained to teach RWI. Children streamed to differentiate teaching.</p>	<p>talk and interaction in lessons has been found to lead to greatest learning. Low baseline scores.</p> <p>Teaching of phonics is more effective in the development of early literacy skills than other approaches. Low baseline scores.</p>	<p>given to sharing how Kagan structures are used and sharing new ideas amongst staff. Pupil progress meetings-discuss impact of Kagan on children's learning.</p> <p>Lesson observations. Ongoing training for staff. Pupil progress meetings. Half-termly assessment of children. Shadowing Half-termly development days</p>	<p>KE, CL. All staff</p>	<p>Termly lesson observations.</p> <p>SLT meetings/ school development review.</p>
<p>Higher rates of progress in Mathematics in KS1</p>	<p>Teaching assistant support in maths lessons.</p> <p>Teaching assistant pull-backs (one-to-one/ small group) as immediate response to needs of children.</p> <p>Subscription to Mathletics to raise basic numeracy skills and encourage home/school links.</p>	<p>Differentiation of activities in lessons- small group work with immediate response to errors and misconceptions. Evidence suggests that TAs can have a positive impact on academic achievement. There is also evidence that working with TAs can lead to improvements in pupils' attitudes, and also to positive effects in terms of teacher morale and reduced stress.</p> <p>Teacher and TA work closely together to provide extra support to respond to children's needs from daily maths lesson. As above.</p> <p>Use of digital technology to support children's recall of basic maths facts. Motivational to encourage children to practice more and use at home will encourage parental involvement with children's learning. There is some evidence that when homework is used as a short and focused intervention it can be effective in improving students' attainment.</p>	<p>Lesson observations. Evidence of feedback in books. Teacher appraisal meetings. Assessments.</p> <p>Evidence of feedback and support in books. Assessments.</p> <p>Pupil voice. Certificates shared in celebration assembly. Maths assessments.</p>	<p>All staff. DP/EG (maths subject leaders)</p> <p>All staff</p> <p>All staff</p>	<p>SLT meetings</p>

	Key assessment phases (KS1 and UKS2) to be streamed for Maths to enable greater differentiation of work and smaller classes.	Use of PP Champion as additional teacher in these phases will allow for smaller group sizes and finer differentiation of work to target the children's needs and address any gaps in their knowledge.	Liaison between the Phase teachers and the PP Champion, ongoing informal assessment, termly formal assessment, end of year assessments, lesson observations and book looks, statutory assessment data.	MT, YS, KE, SD, MP, DT, EG, RI	SLT meetings/ school development review/ ongoing.
Improved achievement in reading across all year groups.	RWI scheme adopted across the school- First quality teaching. All staff trained to teach RWI. Children streamed to differentiate teaching.	Teaching of phonics is more effective in the development of literacy skills than other approaches. Scheme will provide differentiated and smaller group work.	Lesson observations. Ongoing training for staff. Pupil progress meetings. Termly assessment of children. Shadowing. Model lessons.	KE, CL. All staff	SLT meetings/ school development review.
	Extra adults deployed for guided reading sessions to teach reading comprehension strategies.	Smaller group work to allow for more children to be listened to read and to discuss books with an adult. On average, reading comprehension approaches deliver an additional six months' progress. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.	Book looks/planning monitoring in staff meeting. Coordinator time to monitor/ pupil voice. TA/ teacher training led by subject leader.	EG. All staff	Subject annual review.
Increased attendance across the school.	Rigorous monitoring of attendance by School Mentor and Headteacher.  Raise the profile of attendance issues across school. E.g. assembly mentions, posters at parent evenings, celebrations of good attendance.	Rigorous monitoring and sharing of information among the staff team allows unnecessary absences to be tackled.  See attendance action plan.	Regular attendance and Team Around the School meetings. Weekly attendance updates text to parents. Pupil progress meetings.  See attendance action plan.	AB, CL, all staff.	Regular attendance and Team Around the School meetings.
<b>Total budgeted cost</b>					£60,000
<b>ii. Targeted support</b>					

Desired outcome	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?
<p>Increase oral language skills for pupils eligible for PP in reception classes and those still struggling in KS1.</p>	<p>Oral language interventions: Language Link and narrative interventions to deliver individualised programmes of work to children in need of intervention.</p>	<p>Advice from speech therapist. Early intervention will support learning in all curriculum areas. Low baseline shows high level of children requiring intervention.</p>	<p>Evidence kept from interventions and continued assessment. Pupil Progress meetings.</p> <p>PP Champion to release staff to deliver interventions in Reception weekly.</p>	<p>EYFS team, KE, EG</p> <p>SD</p>	<p>Termly pupil progress meetings.</p>
<p>Gap between PP and non-PP children in Mathematics is diminishing.</p>	<p>PP champion to support teachers to provide targeted quality first teaching. Streaming for Maths in KS2.</p>	<p>Evidence of misconceptions and low assessments. PP champion used to provide targeted small group work to address need or to allow teacher to provide support and address areas of need. Reducing class size appears to result in around 3 months additional progress for pupils, on average. Some evidence suggests slightly larger effects are documented for lower achievers and, for very young pupils, those with lower socio-economic status.</p>	<p>Evidence from interventions on Seesaw. Termly assessments. Pupil voice. Book scrutiny. Lesson observations.</p> <p>PP Champion to release staff to deliver interventions in Reception and LKS2 weekly.</p>	<p>SD, KS2 team</p>	<p>Ongoing review. Termly pupil progress meetings.</p>

<p>Raise the reading attainment of pupils eligible for PP closer to that of other children.</p>	<p>PP champion to support teachers to provide targeted quality first teaching. Steaming in UKS2.</p>	<p>Children generally have low baseline. Children's lack of experiences and poor reading diet mean they have lack of general knowledge and understanding and so little to write about. Small group work immerses children in a topic and inspires them to discuss and write. See above for rationale.</p>	<p>Evidence from interventions on Seesaw. Termly assessments. Pupil voice. Book scrutiny. Lesson observation.</p> <p>PP Champion to release staff to deliver interventions in Reception and LKS2 weekly.</p>	<p>SD/ KS2 staff</p>	<p>Ongoing review. . Termly pupil progress meetings.</p>
<p>Increased attendance and fewer late marks for pupils eligible for PP.</p>	<p>Rigorous monitoring of attendance by School Mentor and Head teacher. Termly attendance reviews shared for those children identified as requiring attendance intervention. Targeted school support to support families. Parent contracts, LA support and intervention when necessary.</p> <p>Nurture groups for children identified as having just below 95% attendance.</p>	<p>Some disadvantaged families require support with getting children into school and on time. If children are not in school, they fall behind in their learning.</p> <p>See attendance policy.</p> <p>By discussing the importance of attendance with these children in a small group setting and raising self-esteem, these children will pressure their parents to raise their attendance.</p>	<p>Regular attendance and Team Around the School meetings. Weekly monitoring of attendance data.</p> <p>See attendance policy.</p> <p>Monitoring of attendance / late mark percentages before intervention and after intervention.</p>	<p>AB, CL</p> <p>SD/EB</p>	<p>Regular attendance and Team Around the School meetings.</p> <p>Regular informal meetings between EB/SD. Pupil progress meetings.</p>
<p>All staff aware of barriers facing PP children and working toward reducing barriers where possible.</p>	<p>Barriers for learning documents updated for all PP children.</p>	<p>Collating all information held by class teacher, PP champion, Learning Mentor and head teacher to build a clear picture of barriers facing children so actions can be taken to reduce barriers where possible.</p>	<p>Regular review of documents. Updating and meetings with CL/ AB to discuss children's needs.</p> <p>Groups for support identified from document.</p> <p>Evidence of barriers reducing.</p>	<p>SD/AB/CL/ All staff</p>	<p>Half termly meetings to review attendance/ situations/ collate information.</p> <p>Regular informal discussions.</p>

All staff have a thorough knowledge of their PP children and understand their needs. Individual interventions for these children are delivered.	PP Champion to release teachers whilst they deliver individual interventions.	Discussions with class teachers. PP children coverage records. Pupil progress meetings. Assessment data. Discussions with children.	PP Champion/JC will monitor interventions by covering class whilst they are delivered.  Coverage of interventions monitored through tick sheets, which will be collected in by PP Champion at the end of each block of interventions.	SD/LC/All staff	Ongoing discussions with class teachers. Review structure with Head teacher when strategy is reviewed.
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<b>Total budgeted cost</b>					£50,000
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### 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	When will you review implementation?
Increased motivation and enjoyment of school life will lead to higher attendance and fewer late marks for pupils.	Circle work- social and emotional learning and behaviour interventions. All staff trained in Restorative Approaches and the use of circles with children.	SEL interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself. Disadvantaged pupils have been shown to benefit more than other pupils.	Circle observations. Staff meetings and regular staff training updates. Sharing good practice.	HF/ CL	Staff meetings and end of year review.
	Forest Schools- Outdoor adventure learning. Provide Forest Schools Practitioner one day per week.	Overall, studies of adventure learning interventions consistently show positive benefits on academic learning. Activities involve higher order thinking strategies and a great deal of enjoyment and self-motivation.	Pupil voice. Small group work to ensure high adult ratio. Baseline assessment of small sample of children and comparison to final assessment. Responding to children's needs and interests.	VS/JS/KF	End of each sequence of sessions.
	Increased school events- Parental involvement.	Encourage parents to support their children has been proven to raise both attainment and engagement with school. We have several families who do not engage with school events. By creating more opportunities for family members to become involved in school life we hope that they will be encouraged to attend events such as parents' evening. By involving parents in school events it is hoped that they will support the school with attendance.	Parent feedback. Monitoring attendance at parent's evening, particularly for disadvantaged pupils.	CL/SD	After events and end of year review. Parents' Evening monitoring.

<b>Total budgeted cost</b>					£10,000
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**6. Review of expenditure (To be completed March 2019)**

<b>6. Review of expenditure (To be completed March 2019)</b>				
<b>i. Quality of teaching for all</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
<b>ii. Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
<b>iii. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>

**7. Additional detail**

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