**Pupil Premium Strategy Statement and Review – Term 2 2019-20**

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| **1. SUMMARY INFORMATION** | | | | | | | |
| **School: Mundella Primary School** | | | |  | | | |
| **Academic Year** | **2019/20** | | **Total PP Budget** | **£120,120** | | **Date of most recent PP Review** | T2 2019-20 |
| **Total Number of Pupils** | **193** | | **Number of pupils eligible for PP** | **85 (44.3%)** | | **Date for next internal review of this strategy** | Summer 2020 |
| **2. CURRENT ATTAINMENT (T2 19-20)** | | | | | | | |
| **Year Group** | | **% On Track Achieving Expected**  **R/W/M PP (XPP)** | | **Pupils eligible for PP**  **Total 85** | Pupils not eligible for PP  Total 107 | | |
| **R (18)** | | **50 (31.2)** | | **2** | 16 | | |
| **1 (30)** | | **72.7 (78.9)** | | **11** | 19 | | |
| **2 (29)** | | **33.3 (50)** | | **15** | 14 | | |
| **3 (29)** | | **16.7 (64.7)** | | **12** | 17 | | |
| **4 (28)** | | **30.8 (40)** | | **13** | 15 | | |
| **5 (30)** | | **41.1 (15.4)** | | **17** | 13 | | |
| **6 (28)** | | **53.3 (53.8)** | | **15** | 13 | | |
| **KS2 achieving expected progress Combined W/R/M (*2019/20*)** | | **(71.4%) 15/21**  **(data missing or new to UK)** | |  | |  | |

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| **3. BARRIERS TO FUTURE ATTAINMENT (FOR PUPILS ELIGIBLE FOR PP INCLUDING HIGH ABILITY) and 4. OUTCOMES** | | |
| **In-school barriers (issues to be addressed in school, such as poor literacy skills)** | **Desired outcomes and how they will be measured** | **Success criteria** |
| A. Many pupils have either not attended a pre-school setting or a poor quality provision, meaning pupils are starting at much lower starting points. | Transition into the school will be robust and engaging to ensure pupils and parents are well supported. | Transition will be successful and smooth. |
| B. Many pupils have not had opportunities to build life stories by visiting a range of experiences to enhance learning. | Pupils will engage in a creative curriculum, with opportunities for outdoor learning, and additional provision as required. Pupils can access high quality intervention to diminish the difference. | Children will be in line with non PP peers. |
| C. Many pupils do not have readiness for learning power and are not resilient to take on new challenges and persevere. | Pupils will have a range of strategies to enable them to manage their emotional wellbeing. Increase emotional resilience and readiness to learn and persevere. Introduce wellbeing strategy with Children’s Liaison Officer | Children will be happy learners, with less ‘Red’ behaviour. Emotional check ins will be used by all pupils, and additional provision supported by the pastoral team. |
| **External barriers (issues which also require action outside school, such as low attendance rates)** | **Desired outcomes and how they will be measured** | **Success criteria** |
| D. Attendance can hamper the progress made as the child is not in school to learn. | Pupils will attend school regularly. | Attendance will be above 95% for PP children |
| E. High mobility of children can often mean children are not settled and have been to many schools. | Increased transition and hub working. SLT to be involved in all transitions. | Children will have clearer transition into school to make more rapid progress. |

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| **5. PLANNED EXPENDITURE** | | | |
| **Academic Year:** | **Pupil Premium Projected Expenditure 2018-2019** | | |
|  | | **Total Allocation £120,120** | |
| SLT Member Pupil Premium Attainment (LP/LW) | £18,600 |
| Phonics and Reading Leader & Resources (LB) | £40,300 |
| 1:1 Tuition (various) | £5,000 |
| Beanstalk – Voluntary Readers | £1,200 |
| Lexia Phonics Programme | £3,300 |
| Nurture (FLO/CLO/NTA) Provision Contribution | £17,000 |
| HLTA 1 (EJ) | £8,000 |
| HLTA 2 (MK) | £8,000 |
| Attendance / Behaviour Initiatives | £3,000 |
| Fruit For All | £1,724 |
| Designated Phase Enrichment | £3,000 |
| Individual Enrichment projects | £2,000 |
| Drama Enrichment | £3,000 |
| Contingency (5%) | £6,006 |

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| **Priority 1 - Embed nurture approach and pastoral strategies to ensure all learners can reach their full potential.** | | | | | |
| **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?** |
| Diminish the difference on non PP pupils, and work in line with age related expectations | Employment of highly qualified staffing to include:   * Children’s Liaison Officer * Inclusion Assistant * PP Champion KS2 teacher * RWI/ RR teacher * Nurture support staff. * FLO * TA Targeted interventions * AHT Lead of PP provision | High Quality staff can increase learning opportunities by provided more precisely targeted support. | Teaching and Learning monitoring cycle.  Progress of PP children. | L Wharmby- DHT | July 2020 |
| **Total budgeted cost:** | | | | | £107,396 (over 1 and 2) |

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| **Priority 2 - Targeted Support to make rapid progress.** | | | | | |
| **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?** |
| Children who access nurture, re integrate successfully back into class and maintain readiness for learning. | Increased provision within nurture setting  Subsidised breakfast club places. | Boxall profiles | Teaching and monitoring cycle.  Boxall profile  Red zone behaviour log | Nurture TA and DHT | July 2020 |
| Children will be more confident readers and improve their comprehension and fluency | Reading Recovery/ RWI high quality teaching. | Reading progress on target tracker | Scrutiny of reading progress | DHT and PLs | July 2020 |
| **Total budgeted cost:** | | | | | £107,396 (over 1 and 2) |
| **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?** |
| Children will have more life experiences to enhance learning creatively | Subsidised trips | Ongoing | To see children use new found experiences within their learning. Progress is all subjects. | DHT- L Paez | July 2020 |
| Children will be in school for over 95% of the school year | Attendance Incentives | Project 95 | Over seen by FLO/ DHT and SLO | C Gretton SFLO/ L Wharmby DHT | July 2020 |
| **Total budgeted cost:** | | | | | £12,724 |

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| **6. REVIEW OF EXPENDITURE** | | | | | |
| **Previous Academic Year** | | | 2018/19 | | |
| **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** |
| **Increase of Staff close the gap on Pupil Premium progress.** | Close the gap on non PP pupils, and work in line with age related expectations | Pupils did not close the gap enough on their peers. Whilst attainment has improved there needs to be a more consistent pattern for PP children. | | This will remain a focus with the new leadership team | **£ 101,105** |
| **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** |
| **Targeted Support** | Children who access nurture, re integrate successfully back into class and maintain readiness for learning. | On the whole pupils managed to transition back to class, but academically the gap had widened, due to lost learning time. | | Although nurture has significantly supported improvements in behaviour we need to continue the development of an academically focused nurture support that is based around phases and less out of the classroom in mixed ages. | **£12,000** |