**Pupil premium strategy statement Sandringham and West Newton CE VA School 2019-2020**

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| 1. **Summary information** | | | | | |
| **School** | Sandringham and West Newton Primary Academy | | | | |
| **Academic Year** | 2019-2020 | **Total PP budget** | £13,200 | **Date of most recent PP Review** | 18/09/2019 |
| **Total number of pupils** | 81 | **Number of pupils eligible for PP** | 10 (12%) | **Date for next internal review of this strategy** | termly |

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| 1. **Current attainment** | | |
|  | *Pupils eligible for PP (your school)* | *Pupils not eligible for PP (national average) end KS2 2019* |
| **% achieving in reading, writing and maths** | 66% | 65% |
| **% making progress in reading** | 66% | 73% |
| **% making progress in writing** | 77% | 78% |
| **% making progress in maths** | 66% | 79% |

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| 1. **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)* | | | | | | | | |
|  | | Behavioural and emotional needs ( Senco support, Thrive support from partner school if needed, ) – in addition develop social interaction through Cooperative learning rollout in all classes. Pivotal behaviour systems in place for all pupils, additional extra support needed for identified pupils. | | | | | | |
|  | | Attendance (in school support for family and Early help where needed) plus support from Attendance officer. | | | | | | |
| **C.** | | Pupil premium focus 1:1 and small group support from dedicated TA, specialist hours and activities, monitored by SENCO and HT – use of PIXl to identify gap and plug gap. | | | | | | |
| **External barriers** *(issues which also require action outside school, such as low attendance rates)* | | | | | | | | |
| **D.** | | Attendance for one family | | | | | | |
| 1. **Desired outcomes** | | | | | | | | |
|  | *Desired outcomes and how they will be measured* | | | | | *Success criteria* | | |
|  | Behavioural and mental health needs of pupils met | | | | | Fewer incidences of behaviour. Learning can take place. Self esteem improves. | | |
|  | Attendance improves | | | | | Pupils are in school and able to take opportunities for learning | | |
|  | Tracked activities with clear start and exit entry points – monitored data tracking half termly. Use of PIXL to identify gap and plug gap. | | | | | Tailored support to close gaps swiftly. Attainment and progress improves to in line with non-pp pupils. | | |
|  | Attendance closely monitored – regularly liaison with family | | | | | Pupils above 90 criteria for PA. | | |
| 1. **Planned expenditure** | | | | | | | | |
| **Academic year** | | | **2019-2020** | | | | | |
| 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** | | | | | | | | |
| **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?** |
| Tracked activities with clear start and exit entry points – monitored data tracking half termly. | | | Supportive intervention based on PIXl analysis | Additional well targeted support to close gaps, especially for those whose previous attendance had been poor. | Half termly assessment and monitoring by class teacher/Senco | | **CT/HT** | **Termly** |
| Quality first teaching in class | | | All teachers to be aware of PP pupils in their classes/ cohort lists reviewed regularly | Quality first teaching with PP pupils as focus pupils to ensure gaps closed. | Through regular monitoring/ lesson obs and work scrutiny | | HT | **Termly – plus Learning walks/Obs** |
| Cooperative learning project for all pupils, with a specific focus on pupils from disadvantaged backgrounds. | | | Continue cooperative learning projects across foundation subjects to support curriculum. | EEF toolkit – high % impact of modelling and quality feedback. | As part of whole school project – developing CL across curriculum and across foundation subjects.  Pupil voice and surveys. | | EHT/HOS | **Half termly** |
| **Total budgeted cost** | | | | | | | | £8800 |
| 1. **Targeted support** | | | | | | | | |
| **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?** |
| Behavioural and mental health needs of pupils met | | | Feelings and wishes/small 1:1 support where needed | Ensuring emotional well-being to allow for improvement in self esteem | Regular monitoring and liaison with family/pupil. | | HT/CT | Half termly |
| Attendance improves | | | Support of various agencies/attendance officer / FSP | Attendance in school ensure learning gaps can be closed. | Regular monitoring | | HT | Half termly |
| **Total budgeted cost** | | | | | | | | In house |
| 1. **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?** |
| Music fees and covering costs of educational visits and residential  Breakfast and after school clubs covered to support families and encourage friendships. | | | Ensure no pupil is unable to attend through financial constraints | Improved self-esteem/ opportunities provided for wider educational experience | Ensure information is available and funding used appropriately. | | CT/HT | Termly |
| **Total budgeted cost** | | | | | | | | £4439 |

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| 1. **Review of expenditure** | | | | |
| **Previous Academic Year** | | **Review of academic year 2018-2019** | | |
| 1. **Quality of teaching for all** | | | | |
| **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** |
| Tracked activities with clear start and exit entry points – monitored data tracking half termly. | Supportive intervention based on PIXl analysis | 100% of Pupil premium legible pupils achieved expectd standard in Reading/Writing and Maths. | Pixl analysis ensured pupils were tracked individually and supported where needed in KS2. Rolling this out to KS1 this year. We are continuing with the PIXL approach across the school for all pupils not just PP eligible. | £5270 |
| 1. **Targeted support** | | | | |
| **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** |
| Attendance improves | Support of various agencies/attendance officer / FSP | Targeted support for one family was not successful. Family withdrew pupil for home schooling. | This was a very specific situation and much multiagency support was needed. Although it did not work with this family the approaches for support would be sued again in other circumstances. | In house |
| 1. **Other approaches** | | | | |
| **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** |
| Music fees and covering costs of educational visits and residential | Ensure no pupil is unable to attend through financial constraints | All pupils who wish to take up and musical instrument have done and all trips and residential costs covered. No child has been penalised by financial constraints of family circumstances. | We would continue to support in this way as we have seen the impact on self-esteem especially of pupils’ engagement with music especially. | £1280 |

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| 1. **Additional detail** |
| In this section you can annex or refer to **additional** information which you have used to inform the statement above.  Our full strategy document can be found online at: www.aschool.sch.uk  See full Pupil Premium analysis by pupil – overall results for END of year Maths 66% expected, Reading 66% expected and writing 77% expected. No GDS except 1 pupil in Reading, this will need to be a focus area for development ion 2019-202 and monitoring.  Attendance much improved – 99% as a whole group for YTD.  Behaviour improved through Pivotal learning. 2 pupils continue to learn a musical instruments.  All pupils received support to attend day trips and residentials. |