

Pupil premium strategy statement - Old Leake Primary and Nursery School 2019 to 20

1. Summary information					
School	Old Leake Primary School				
Academic Year	2019 to 20	Total PP budget	£80520	Date of most recent PP Review	July 2019
Total number of pupils	190	Number of pupils eligible for PP	61	Date for next internal review of this strategy	July 2020

Current attainment – Year 6 July 2019			
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (school average)</i>	<i>Pupils not eligible for PP (national average) Not yet available</i>
% achieving in reading, writing and maths	38%	69%	
Achieving expected in reading	38%	69%	
Achieving expected in writing	50%	69%	
Achieving expected in maths	63%	69%	

2. 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.	Attainment on entry to school is below national average and in some instances, significantly below
B.	Poor language acquisition due to limited experiences in early childhood
C.	Parental engagement with school and children's learning is inconsistent
D.	limited perseverance, resilience and aspiration
E.	Behaviour i.e. pupils with specific social and emotional needs which impact on learning
F.	High prevalence of additional needs amongst pupils eligible for pupil premium

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

D.	
-----------	--

3. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	To close the attainment gap between pupils who are in receipt of the Pupil Premium and those who are not	Progress and attainment good for PP funded pupils. The attainment gap is narrowed

B.		
-----------	--	--

SDP Priority : To close the attainment gap between pupils who are in receipt of the Pupil Premium and those who are not					
Action/Task	Lead	Resources/costs	Time scale	Success criteria	Evaluation (prompt)
<p>To ensure that 100% of teaching for PP children is quality first teaching by the class teacher.</p> <p>PP children are highlighted at all moderation meetings with aspirational targets set</p>	SR, SLT and Senco	None	By April 2020	100% of teaching over time is good or better	Has the quality first teaching improved progression for PP children?
<p>To ensure intervention and support is provided as early as possible in school. PPP to access – maths pre teaching, RALF, RALT, RAFT, Catch UP, TRUGS, Precision teaching etc. Termly PPMs to consider PPF children as a specific item. Phonics tracking to be closely monitored and assessed. Staff and SLT to carefully consider the type and nature of intervention</p>	SR, SLT and Senco	Senco Release, PP leader , TA 2 time, LSS cost (use PP funding)	July 2020	<p>Children likely to fall behind the required standard in phonics are quickly identified and interventions put in place.</p> <p>PP children are a high priority in PPMs.</p>	Does intervention make a difference? Are PPG making accelerated progress?
<p>To closely monitor and evaluate the impact of interventions.</p> <p>Baseline data to be collected on entry to intervention and updated at the end.</p> <p>Progress of child/group to be examined and intervention assessed for impact.</p> <p>Provision map to be updated termly.</p>	SR and Senco	Senco release	Commence Sept 2019 completed by July 2020	Interventions are of a high quality PPG make rapid progress Interventions quickly raise standards and children accelerate to age related expectations	Have interventions been successful in raising standards?
<p>Appraisal process to take account of PPG data.</p> <p>PPG to be highlighted in pupil progress meetings</p>	SR	Release time for staff for appraisal meetings and PPMS	Commence October 2019	Staff are held to account over the performance of PPG.	Are PPG making accelerated progress?

To ensure that all PP children have the opportunity to take part in after school activities. Clubs run specifically for PP pupils.			September 2019	A majority of PP children are actively taking part in after school activities.	Does data analysis for the Single Equalities scheme show a higher number of PP children taking part in extracurricular activities?
Ensure governing body have full knowledge and awareness of allocation / spending / impact of actions HT to share with governors the annual PP overview which is published on the website. PP to become an agenda item at every FGB meeting	SR	none	Commence September 2019	Governors have a clear awareness of how PPG is spent and of its impact.	Can governors speak confidently about PP funding and impact?
Review the financial cost and impact of TA-led interventions compared to teacher-led ones.	SR	none	Commence Jan 2020	Governors are clear of the financial commitments to interventions in order to evaluate more effectively.	Are teacher-led interventions more effective than TA-led ones?
Develop a clear policy on spending the pupil premium agreed by Gobs and published on the school website	SR	none	To be ratified by Jan 2020	A new PP policy is approved by governors and on the website.	Are governors more aware of PP policy details?
Ensure Teaching Assistants are highly trained (through appraisal process) and have a good understanding of AFL	SR, KR and JS	Support staff appraisal project 3 days release for JS - £450	July 2020	TA's support children well and deliver effective interventions	Have interventions been successful in raising standards?
Monitor the attendance, punctuality and behaviour of PP pupils	AS	None (salary funded by PP)	July 2020	Attendance, punctuality and behaviour of PP funded pupils in-line with non-eligible pupils	Do pupil premium pupils have good attendance, punctuality and behaviour?
Analyse the Education Endowment Foundation's (EEF) Teaching and Learning toolkit with a view to trying some of the methods with PP funded pupils.	SR	Dissemination at staff meeting	Jan 2020	SR to research and establish the best methods of T+L which have the highest impact on pupils.	Have any new ideas/teaching methods been introduced? What has the impact been on pupils' outcomes?