

Pupil premium strategy statement (primary)

1. Summary information					
School	Vernon Primary				
Academic Year	2018 -19	Total PP budget	£23440	Date of most recent PP Review	September 2018
Total number of pupils	368	Number of pupils eligible for PP	17	Date for next internal review of this strategy	July 2019

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (school average)</i>
29% achieving expected in reading, writing and maths	17	72 %
59% making expected progress in reading (4 VPS per year)	17	83 %
65% making expected progress in writing (4 VPS per year)	17	83 %
82% making expected progress in maths (4 VPS per year)	17	83 %

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	53% of Pupil Premium children are not making expected progress across Reading, Writing and Maths (including children with SEND)
B.	65% of Pupil Premium children are at an emerging level with their writing and therefore spelling.
C.	59% of Pupil Premium children are at an emerging level with their reading.
D.	23% of Pupil Premium children have a difficulty with calculations in Maths.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
E.	Socio-economic constraints related to: Access for individual pupils to educational visits and enrichment opportunities. Development of emotional health and wellbeing.

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	All Pupil Premium children will make expected progress.	Analysis of tracking grids will show that the Pupil Premium children have made the same point score progress as their peers.
B.	Improve the attainment of Pupil Premium children in writing reducing from 65% to 50% at emerging.	They will recognise and spell a greater number of high frequency words by the end of the academic year. They will be closing the gap between their attainment and the expected level either achieving expected or just below it.
C.	Improve the attainment of Pupil Premium children in reading so that they can access other areas of the curriculum more easily.	They will have made the expected progress (4VPS) in reading and at least 53% will achieve expected in their attainment. The children will have easier access of other areas of the curriculum.

D.	Improve attainment of Pupil Premium children in Maths.	The children will have made expected progress (4VPS) and at least 88% will achieve the expected standard in Maths.
E.	Children to develop a sense of self-worth and deal with their emotions	The children will be able to talk about their strengths and deal with their emotions in a mature manner. They will develop resilience to deal with their emotions and different social situations.

5. Planned expenditure					
Academic year	2018 - 2019				
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?	Staff lead	When will you review implementation?
A. At least expected progress for all pupil premium children.	Continued staff training and sharing of practice to use a range of teaching strategies to engage lower achievers. Continue regular Pupil Premium meetings to discuss progress and adaptations of interventions.	By sharing good practice, it will ensure that all the children have the same opportunities and will make progress. Regular meetings with staff about PP children and their progress will tighten already secure processes to ensure that interventions and support is adapted as the year progresses.	Regular observations and planning scrutinies will be undertaken by the SLT. PP progress will be tracked across the year to ensure interventions are put in place.	Head and SLT	Termly reviews
A. At least expected progress for all pupil premium children.	Quality First Teaching.	This is the foundation to our teaching principles and leads to good progress for all children.	Observations by SLT and feedback to teachers.	Head and SLT	Termly
B. Improve the attainment of Pupil Premium children in writing reducing from 65% to 50% at emerging.	Staff training with Literacy first. This will focus on the moderation of writing and the use of the most current strategies to extend all writers.	The school has worked with Literacy First in previous years and this has led to maintaining standards in teaching. This will give all members of staff access to the latest training.	Literacy First are a well-respected company that the school has worked with before and will deliver high quality training.	English Subject Leader	Termly
Total budgeted cost					£0

ii. 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?
B.Improve attainment in writing.	Nessy sessions to enhance spellings. Precision teaching. Focus groups looking at targeted areas of writing. Speed Up handwriting.	Nessy is a programme recommended by an independent assessor of Dyslexia and specific learning differences. The school has used this programme for some time and it has helped many children to enhance their spelling. Speed up handwriting not only helps with the presentation of handwriting but also with spelling. Focus groups will allow learning to be targeted to specific needs of individual learners.	It will be planned for by teachers and delivered by experienced teaching assistants. Information will be fed back to the class teachers who will reassess and adapt focus groups and activities accordingly.	SENDCo and class teachers	Interventions are reviewed termly and adapted by teachers.
C.Improve attainment in Reading	Small group interventions using materials such as Cracking Comprehensions and Reading between the lines.	Working in small focus groups will allow for learning to be targeted towards specific needs of individual children. They will have the opportunity to read more regularly than their peers in school. This will provide further opportunities to enhance comprehension skills.	Interventions will be planned by teachers and when carried out by teaching assistants, they will feedback to the class teacher. This allows for appropriate adaptations.	Class teachers	At least termly.
D.Improve attainment in Maths	Small groups interventions.	Children will have regular sessions to look at areas of Maths that are slowing their progress. This will allow them to make accelerated progress once an misconceptions are addressed.	Interventions will be planned by teachers and when carried out by teaching assistants, they will feedback to the class teacher. This allows for appropriate	Class teachers	At least half termly.
Total budgeted cost					£20672.76
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?
E..Children to have heightened levels of self-worth	Cool Connections, Resilience bucket sessions. 1:1 sessions with Pastoral Manager.	These sessions were introduced last year and worked effectively. Children have been chosen specifically to work with the Pastoral Manager to address specific needs.	The Pastoral Manager has had training on the delivery of the sessions and has experience of supporting children to work through their difficulties.	KW	July 2019
E.Children to attend educational visits and have full access to all opportunities.	Subsidised educational visits Subsidised Music lessons	All children should have the opportunity to experience educational visits as a stimulus to learning. All children should have the opportunity to play an instrument to enhance self-esteem.	The Pupil Premium money will be made available by the Business Manager to cover the cost.	Business Manager.	June 2019
Total budgeted cost					£1881.50

6. Review of expenditure				
Previous Academic Year				
i. 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
A. At least expected progress for all pupil premium children.	Continued staff training and sharing of practice to use a range of teaching strategies to engage lower achievers. Continue regular Pupil Premium meetings to discuss progress and adaptations of interventions.			
A. At least expected progress for all pupil premium children.	Quality First Teaching.			
B. Improve the attainment of Pupil Premium children in writing reducing from 65% to 50% at emerging.	Staff training with Literacy first. This will focus on the moderation of writing and the use of the most current strategies to extend all writers.			
ii. 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
B. Improve attainment in writing.	Nessy sessions to enhance spellings. Precision teaching. Focus groups looking at targeted areas of writing. Speed Up handwriting.			

C.Improve attainment in Reading	Small group interventions using materials such as Cracking Comprehensions and Reading between the lines.			
D.Improve attainment in Maths	Small groups interventions.			

iii. 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
E.Children to have heightened levels of self-worth	Cool Connections, Resilience bucket sessions. 1:1 sessions with Pastoral Manager.			
E.Children to attend educational visits and have full access to all opportunities.	Subsidised educational visits Subsidised Music lessons			

7. Additional detail

--