

# Pupil premium strategy statement (primary)

1. Summary information					
School	Attleborough Primary School				
Academic Year	2019/2020	Total PP budget	£81,840	Date of most recent PP Review	September 2019
Total number of pupils	359	Number of pupils eligible for PP	57 pupils	Date for next internal review of this strategy	September 2020

2. Current attainment			
	All Pupils	Pupils eligible for PP (your school)	Pupils not Disadvantaged (national average) (bracketed figures are for national Disadvantaged)
% achieving in reading, writing and maths	54.1%	40%	71% (51%)
% achieving in reading	65%	57%	78% (62%)
% achieving in writing	73%	57%	83% (68%)
% achieving in maths	71%	67%	84% (67%)

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b> (issues to be addressed in school, such as poor oral language skills)	
A.	Historically the progress of disadvantaged pupils who have low starting points do not make sufficient progress by the end of KS2. We are not closing the gap quickly enough.
B.	Percentage of EYFS pupils not 'exceeding expected levels' in line with national average
C.	A small minority of PP children have other issues which make them vulnerable and they therefore require additional emotional support to aid their performance and happiness in school.
D.	Historically the lack of parent engagement between home and school has been low. This prevents structured conversations and joining up the support between home and school.
<b>External barriers</b> (issues which also require action outside school, such as low attendance rates)	
E.	Low attendance rates for some PP families – particularly in year 6
F.	Lack of enrichment activities

		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.						
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	Cost	When will you review implementation?
<b>A</b> Children are able to apply their learning in English to other areas of the curriculum showing independence and proficiency in writing for a range of purposes.	Introduce the Power of reading approach across all year groups to our English lessons.	DFE – ‘Supporting the attainment of disadvantaged pupils: articulating success and good practice – Nov 2015’ – Successful schools strategies - <i>‘Focus on improving the quality of classroom teaching’</i> .	Regular monitoring of lessons by the subject leader. Monitoring of lesson to ensure Power of reading is being implemented.  Data analysis and pupil progress meetings.	English Subject Leader	£4000	Half termly English Leader released one day a week and delivers training to all groups of staff
<b>Impact:</b>						
<b>A – C</b> Increase the percentage of children attaining the expected standard at their appropriate year group, resulting in higher attainment at the end of KS2.	Employment of additional Teacher to deliver intervention support in KS1 and KS2 Specific intervention time – social, writing, reading and maths. TAs linked to Year Groups to provide intervention, both planned programmes such as Phonics programmes and responsive teaching.	Adults to provide targeted support whether that be pre teaching or responsive teaching. The intervention that takes place can then be reinforced back in the classroom as the consistency of adults is maintained. Evidence from Sutton trust shows that targeted feedback and same day intervention can increase progress significantly. This is also the approach that Singapore take – children receive same day intervention if they haven’t mastered a concept taught that morning.	Performance management of Teachers, HLTAs and TAs to ensure that they are able to carry out their duties and to good effect. Appointment of phase leaders from Sept 2019 can ensure a joined up approach across two year groups and ensure time is used effectively and flexibly. Intervention plans are rigorous and are reviewed every 6 weeks with starting points and outcome data.	Performance management reviewer/ SENCo/Phase leads/DH/Assessment leader	£23876.30	Every 6 weeks – review of intervention programmes being carried out.
<b>Impact:</b>						
<b>A</b> Reading volunteers	Reading buddies All identified children are placed with an adult in school to support them with their reading.	Children will have designated 1:1 reading support on weekly basis in addition to first class teaching. Discussion around reading and expanding the child’s reading range will improve vocabulary and understanding.	Reading lead to monitor implementation. Monitor the progress of reading for children with reading buddies. Discussions with the children on their thoughts on reading since having 1:1 reading buddy.	Reading lead.	£500	Termly, ongoing. Children are trained by English Leader to be effective reading buddies to younger children -

<b>Impact:</b>						
<p><b>B</b> Eliminate the gender gap in attainment between girls and boys in mathematics at the end of Key Stage 2</p> <p>Eliminate the gender gap in progress between girls and boys in mathematics at the end of Key Stage 2</p>	<p>Whole school continues to embed and develop the use of strategies introduced through the SSIF project funded by DfE to support girls' progress in mathematics. This includes the use of the CPA Approach; growth mindset; co-operative learning and metacognition.</p>	<p>2018-19 End of Key Stage 2 data shows that the project has had a significant impact on the outcomes of girls in mathematics – the attainment gap reduced to 5% from 25%.</p> <p>The gap between Disadvantaged for our school and national Disadvantaged was eliminated as well.</p> <p>A key focus on developing number fluency, teacher subject knowledge and the use of the SSIF project core elements supported these outcomes.</p> <p>EEF research shows that the use of CPA and metacognition has a positive impact on progress of all pupils. For Disadvantaged pupils, it gives them the opportunities to develop use of mathematical vocabulary and speaking and listening skills to enhance their learning further.</p>	<p>The two project leads will continue to deliver training in staff meetings and induct new members of staff so that they know how to use the strategies.</p> <p>Use of the project's elements will be monitored through learning walks, lesson observations and discussions with key stakeholders including pupils.</p>	<p>Maths Subject Leader &amp; Maths Deputy Subject Leader</p>	<p>£550</p>	<p>Half termly – Training for all groups of staff in meetings, direct support for staff individually as needed to develop the use of the projects strategies.</p>
<b>Impact:</b>						
<p><b>A – D</b> Culture in the school demonstrates one of positively, kindness and honesty – promoting the school's values.</p>	<p>Deputy HT to review behaviour policy with all staff to reflect the school's values and promote positivity with regards to pupil's behaviour.</p> <p>Use of Steps approach to upskill staff in their use of language with pupils and role modelling with staff. Also used for targeted support for children struggling to cope in mainstream.</p>	<p>Through pedagogy – the school values relationships with staff and pupils as a high priority to ensure maximum progress in learning. Through the use of Steps and promoting a positive approach to behaviour will impact on how learners feel about themselves and their role in school.</p>	<p>Step on training for all staff, including MSAs. Step Up training provided for staff members working closely with particular children.</p> <p>Conversations with children take place each half term – including questioning on how they learn in the classroom and what motivates them to achieve.</p>	<p>Inclusion lead, Head teacher and Pastoral leads</p>	<p>£1000</p>	<p>July 2019</p> <p>A range of training delivered to all members of staff</p>
<b>Impact:</b>						
<p><b>A - D</b> Consistent Thrive approach will ensure that the above desired outcomes are supported to be achieved. If</p>	<p>Continue the work with Thrive started last year. Continue to develop the trained practitioners to deliver further support for all staff. Further upskill TAs in class to provide</p>	<p>Increased percentage of children demonstrating anxieties which are affecting their capacity to learn. Thrive is a proven programme to support children with emotional difficulties and gives a structured approach to help</p>	<p>Trained staff continue to develop her roles through further training and two additional staff to be trained in the Thrive approach</p>	<p>Deputy Headteacher for Inclusion &amp; Pastoral Support Advisor</p>	<p>£6482.60</p>	<p>Review Termly</p>

children are in the right place to learn, progress can take place.	children with a consistent approach from all adults.	them cope with emotional development. Develop all staff understanding of the Thrive approach and what this looks like on a daily basis for all children to help support learners who demonstrate barriers to their learning/behaviour.	Further training for all staff and within separate groups to focus on the different roles. Designated staff meeting time will be allocated following training sessions to share with wider school community. Use of online materials supports the implementation of the thrive approach in all classes.			
<b>Impact:</b>						
<b>A – D</b> The pedagogy of growth mind-set is evident in all aspects of the school. Children are motivated to learn and as a result take ownership over their learning. They believe all can achieve with effort and practice.	Continue to embed the concept of growth mindset with staff and pupils.  Ensure that there are regular opportunities for children to choose levels of challenge which stretch their learning and allow for positive and constructive discussions about mistakes.  All staff will actively encourage children to develop a growth mindset.	Following on from NB2B Action research (of which we were part of) Marcello Staricoff, JONK (Joy of Not Knowing) presented his work in schools in the South. His rationale is to develop a thinking skills approach to develop children’s lifelong love of learning and thinking creatively. It has also been shown that children achieve best when they adopt a growth mindset approach (Carol Dwek) and develop their thinking skills. Developing children’s intrinsic motivation in school will have more of a lasting impact on children’s ability to learn and think creatively.	Meetings with staff will reinforce the need to develop and embed the idea of growth mindset in our pupils – particularly when they feel that something is difficult.  Growth Mindset assembly for pupils in the Spring Term.  Pupil interviews will show that pupils are able to talk growth mindset.	DHT (Teaching & Learning)  SSIF Project Leads		Termly reviews – ask staff to identify pupils who may have a fixed mindset in certain areas of the curriculum. How are they addressing this?  Pupil voice interviews with those pupils.
<b>Impact:</b>						
<b>A – D</b> Mentoring	The class teacher has a termly meeting with PP chn to discuss their interests, attainment and ways that they can be supported in school	EEF toolkit states that effective verbal feedback and mentoring can have significant improvement on attainment and progress. By giving children 1:1 feedback and support can increase a child’s self-esteem and encourage their growth mind-set.	Termly meetings to check on the progress of engagement with child – what is currently being worked on and what has been achieved, including any barriers to their learning.	All class teachers		Termly before parents evenings & SEND meetings
<b>Impact:</b>						
<b>A-C</b> Employ an extra teacher in Year 6 to create smaller class sizes so that all children receive a more personalised provision	Teachers can give each pupil more of their time and can better tailor the lesson plan to the pupils individual needs, as well as go into more detail in their feedback. This greater degree of personalised interaction will lead to the pupil being more engaged in	Existing research indicates that small classes can work well at improving pupil’s performance and engagement in the classroom. The greatest improvements were for boys and pupils who were from a traditionally disadvantaged background. In a small class, teachers are able to interact with the class and oversee individuals’	Employ a teacher so that class sizes in year 6 are between 21 and 25 pupils.	Headteacher, SLT and Year 6 Leader	£28193.10	July 2020

	lessons. Teachers have a focus group in regards to progress.	learning far better than in a class with 30+ pupils.				
<b>Impact:</b>						
<b>C.</b> Problem behaviour across school addressed	Identify a targeted behaviour intervention for identified students. Use support worker to engage with parents before intervention begins. Develop restorative approaches and focus on positive behaviours.	The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older pupils.	Ensure identification of target pupils is fair, transparent and properly recorded. Monitor behaviour but also monitor whether improvements in behaviour translate into improved attainment.	SLT	£4,919.00	Reviewed half termly
<b>Impact:</b>						
<b>E.</b> Increased attendance rates	PSA and office staff to monitor pupils and follow up quickly on absences. First day response provision. Attendance incentives initiative to be introduced within school. Breakfast club each morning Soft start	We can't improve attainment for children if they aren't actually attending school. NfER briefing for school leaders identifies addressing attendance as a key step.	Thorough briefing of support worker about existing absence issues. PP coordinator, support worker, head etc. will collaborate to ensure new provision and standard school processes work smoothly together.	PSA, Office staff, headteacher	£5819.00	Weekly
<b>Impact:</b>						
<b>E.</b> Ensure all children have the same experiences as their peers.	Subsidising the cost of school visits both day trips and residential visits Actively targeting PP chn to attend before, lunch and after school clubs	Giving children a wider experience of school life – through experiencing residential trips. Sutton Trust - Education Endowment Foundation (EEF) research states <i>'Evidence indicates that attending extra curricular activities has a positive impact on attendance at school, behaviour and relationships with peers</i>	Evaluation at SLT level. Ensuring highest percentage of children access educational visits. Use of pastoral lead to approach parents of children not intending to participate in educational visit.	HT/DH and Office staff	£2000	July 2020
<b>Impact:</b>						
<b>E</b> PP Contingency Fund Fund to support PP children with essentials that may enhance their daily life within school eg appropriate footwear, PE kit etc	Pot of money set aside to be able to offer support to PP families/ children with day to day essentials making school life easier.	By offering support PP children are able to fully participate in school life, attendance, attitude towards learning and ultimately progress may be improved.	Monies will be allocated at the discretion of the head teachers and the PP lead on a case by case basis.	Head teachers PP lead	£500	July 2020

<p>Parents receive support in order to effectively work with their children at home to enable effective learning. Parents will be informed of their children's progress and their learning needs. Parents receive appropriate support from the PSA.</p>	<p>PSA support for families is available to all families. Open afternoons and workshops and special events to share good practice with parents and families. Curriculum newsletters and regular communication from school. A termly report card to inform parents of their children's learning needs and how to support them.</p>	<p>Parental involvement, +3 months, moderate impact for moderate costs.</p>	<p>PSA is able to offer support in a number of capacities and to signpost to external services. Events in school are planned to support families based on the identified need/s. Information available to parents to enable support at home.</p>	<p>SLT</p>	<p>Approximate cost £4000</p>	<p>July 2020</p>
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**Impact:**