

1. Summary Information

Academy Name	Pinvin C of E First School				
Current Academic Year	2019-2020	Total PP budget	£36,960	Date of most recent PP review	
Total Number of Pupils	119	Number of pupils eligible for PP	28 + 2FF	Date for next internal review of this strategy	

2. Current Attainment

Key Stage 1	Pupils eligible for PP in our school	Non Disadvantaged Pupils
PP pupils achieving the expected standard in reading at KS1	50%	78%
PP pupils achieving the expected standard in writing at KS1	40%	73%
PP pupils achieving the expected standard in maths at KS1	40%	78%
Year 1 Phonics Screening	50%	90%
Early Years		
PP pupils achieving GLD in Early Years	37%	83%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)

In school barriers

A.	43% Pupil Premium on the SEND register
B.	53% Pupil Premium children have identified Attendance and Punctuality issues

C.	33% Pupil premium children have identified Speech and Language difficulties which impact on learning.
D.	Social and Emotional barriers to learning
E.	Limited take up on out of school experiences
External barriers	
F.	38% Pupil Premium children are GRT
G.	

4. Desired Outcomes 2019-2020

	Desired outcomes and how they will be measured	Success Criteria
A.	The vast majority of children in receipt of PP who are not making age related expectations are making accelerated progress.	<ul style="list-style-type: none"> The FFT tracking data will indicate that children in receipt of PP make accelerated progress. Book trawls will show progress over time.
B.	To narrow the attendance gap between disadvantaged pupils and national for disadvantaged pupils.	<ul style="list-style-type: none"> PP children will close the gap in attendance figures against for non-disadvantaged pupils. Parents will be knowledgeable about attendance and punctuality procedures.
C.	All children will develop language skills such that they will have equal access to the curriculum confidently and effectively.	<ul style="list-style-type: none"> Attainment data will show the gap closing between PP children and non PP children. Whole school CPD will ensure consistency of approach to language learning in all classes. Key members of staff will be trained in specialist approaches for developing speech and language Whole school approach will develop high quality speaking and listening skills. Whole school approach to becoming a Reading School.
D.	To improve children's social and emotional developmental so that children in receipt of PP can	<ul style="list-style-type: none"> Pupil attendance figures will increase Parent and Pupil interviews will show that the children are making progress in their social and emotional development.

	thrive more effectively in the educational environment and have improved access.	<ul style="list-style-type: none"> Investment into 'The Nest' Pupil interviews identify that PHSE Scheme of Work is impacting positively on pupils' personal development
E.	To ensure all disadvantaged children to be able to access a range of enrichment, cultural engagement and participation than might ordinarily be available to them.	<ul style="list-style-type: none"> There will be increased participation levels for individuals in sporting events, educational visits and trips.

5. Planned Expenditure 2019-2020	
Total PP Budget	<u>£36,960</u>
Additional funding from academy budget	<u>£600 FF</u>
Total proposed spend for the academic year 2019-2020	

6. Planned Strategies 2019-2020					
A. 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 whole school approach to the explicit teaching of vocabulary by developing opportunities for oracy across the school increases PP access to	Purchase resources to use Wordaware in classrooms. Developing a bespoke programme of whole school CPD to use word aware and narrative approaches across	Improvement Literacy in KS1 Guidance report by the Education Endowment fund 2017 Recommendation 1 – Develop pupils speaking and listening skills and	AR to delivery Wordaware training. Improvement in Literacy in Planning by using Non Nonsense Literacy. Support from external	ER AR ET	

curriculum and enhances learning	<p>the school. Word aware taught for 10 minutes daily and applied in English lessons.</p> <p>Develop language within all subject areas.</p> <p>Every Child a Talker EYFS-Worcestershire Initiatives</p>	<p>widen undertaking of language. A focus on developing oral language skills is especially important for the development of a range of reading and writing skills in this age group.</p> <p>Improvement Literacy in KS2 Guidance report by the Education Endowment fund 2017 Recommendation 1 – Develop pupil's language capability to support their reading and writing. Purposeful speaking and listening activities support the development of pupil's language capability and provides a foundation for thinking and communication.</p>	<p>advisors around English planning and S and L.</p> <p>Review and develop CPD needs through staff meeting time.</p> <p>Subject lead monitoring and learning walks.</p>		
<p>Children make enhanced/accelerated progress through quality first teaching as well as targeted interventions.</p> <p>To ensure core learning skills are improved to</p>	<p>Opportunities to consolidate basic skills are regular and based on effective AfL.</p> <p>A regular programme of CPD will be planned through staff meeting time to develop staff needs relating to sequences of learning, the</p>	<p>Education Endowment Foundation – Feedback and monitoring pupil progress 2017</p> <p>Approaches that help teachers to provide feedback in a more timely</p>	<p>Half termly pupil progress meetings will be used by staff and SLT to monitor the impact of the approach for key children leading to changes in provision if appropriate.</p> <p>Data tracking on FFT</p>	<p>ER</p> <p>JG</p>	

close the gap between PP children and non disadvantaged children.	use of formative assessment and strategies for closing the gap. Maths on the Move programme to support engagement of vulnerable learners and closing the gap.	and efficient manner are most effective. From the preparing Literacy Guidance 2018, Education Endowment Foundation Encourage pupils to take responsibility for, and play an active role in their own learning.			
					Total: Staffing £24,390 Maths on the Move £2600 Training £600 Supply/Cover costs £1500 English resources £1000
B. 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
To improve children's social and emotional development so that PP children will make measurable progress which will impact on outcomes for learning	To create 'The Nest' to give pupils an alternative work space. To implement the JIGSAW curriculum to embed PSHE in the children learning.	Some children are unable to cope within the classroom environment and need an alternative space to complete tasks.	Use pupil and parent voice Half termly assessment of the JIGSAW curriculum Mindfulness and wellbeing activities	JG KS ER	

	To create a life skills/nurture group to prepare children with everyday fundamental skills.	Children to use The Nest if they have any concerns and worries.	Boxall Profile assessment half termly assessments		
To narrow the attendance gap between disadvantaged pupils and national for disadvantaged pupils. Therefore closing the gap to national. Disadvantaged 92.4% National 96.5%	Rigorous application of the attendance policy. 6 weekly monitoring. Parents of persistent low attendance informed and further action taken if no improvement shown. Purchase of SLA with EWO. Breakfast Club GRT Mini Bus	Addressing any attendance concerns is a key step to improving progress and attainment. Pupils must be in school to access learning and avoid gaps occurring. DfE report – Link between attendance and attainment at KS2. March 2016. In general the higher the overall absence rate across the key stage the lower the likely level of attainment at the end of KS2.	6 weekly checks of attendance for all children resulting in action for low attenders. Actions taken in line with the policy. Regular contact with SLT and EWO when appropriate.	ER ST JG	
					Breakfast Club: £1000 Attendance Rewards: £300 Mini Bus £200 JIGSAW £500 The Nest/Nurture Group resources £300
C. 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
To ensure all disadvantaged children to be able to access a range of enrichment, cultural engagement and participation than might not ordinarily be available to them.	<p>Subsidised school trips.</p> <p>Visitor workshops to visit school</p> <p>Specific support for Social and Emotional well being</p> <p>Maths on the Move</p>	<p>Horizons will be broadened as they learn more about culture, history and geography.</p> <p>Pupils will benefit from working with others and being introduced to a variety of experiences.</p>	<p>Through curriculum planning to ensure a wide range of opportunities are available to the children</p> <p>Participation figures on a half termly basis</p>	<p>ER</p> <p>JG</p>	
					<p>Total:</p> <p>Trips/ Workshops: £2500</p> <p>Mentor Links/Relax Kids: £1600</p>