



# The Blake School Pupil Premium Strategy Statement



## Summary information

<b>Academic Year</b>	2018/19	<b>Total PP budget (not including SPP)</b>	£83, 980.00	<b>Date of most recent PP Review</b>	October 2019
<b>Total number of pupils</b>	410	<b>Number of pupils eligible for PP</b>	63	<b>Date for next internal review of this strategy</b>	October 2020

<b>EYFS Progress in 2019</b>		<b>Communication and Literacy</b>	<b>PSED</b>	<b>Mathematics</b>
Expected progress				
<b>Reception</b>	<b>Children in receipt of Free School Meals</b>	98%	100%	100%
	<b>Children not in receipt of FSM</b>	96%	100%	100%
	<b>Difference</b>	+2%	Nil	Nil

<b>KS 1 Progress in 2019</b>		<b>Reading Progress from entry to exit Year 2</b>	<b>Writing Progress from entry to exit Year 2</b>	<b>Mathematics Progress from entry to exit Year 2</b>
<b>Year 2</b>	<b>Pupil Premium</b>	9.3	9.5	10.0
	<b>Non Pupil Premium</b>	9.6	9.7	9.7
	<b>Difference</b>	-0.3	-0.2	+0.3

KS 2 Progress in 2019		Reading Progress from Year 2 to exit Year 6	Writing Progress from Year 2 to exit Year 6	Mathematics Progress from Year 2 to exit Year 6
Year 2	Pupil Premium (11)	26.4	28.8	27.1
	Non Pupil Premium	25.6	27.3	26.5
	Difference	+0.8	+1.5	+0.6

EYFS Attainment 2019		Good Levels of Development (achieved expected levels (2) in all Prime areas of learning, Literacy and Mathematics (school))	Good Levels of Development (achieved expected levels (2) in all Prime areas of learning, Literacy and Mathematics (National))
Reception	Children in Receipt of Free School Meals	57.1%	
	Children not in receipt of FSM	82.1%	
	Difference	25%	

KS1 Attainment 2019		Reading (school)	Reading (National)	Writing (school)	Writing (National)	Mathematics (school)	Mathematics (National)
Achieved expected standard against the Interim Framework							
Year 2	Pupil Premium	54.5%		54.5%		81.8%	

	<b>Non Pupil Premium</b>	69.8%		67.9%		75.5%	
	<b>Difference</b>	-15.3		-13.4		+6.3	

<b>KS2 Attainment 2019</b> Achieved expected standard against the Interim Framework		Reading (school)	Reading (National)	Writing (school)	Writing (National)	Mathematics (school)	Mathematics (National)
<b>Year 6</b>	<b>Pupil Premium (11)</b>	54.5%		45.5%		54.5%	
	<b>Non Pupil Premium</b>	73.3%		82.2%		91.1%	
	<b>Difference</b>	-18.8		-36.7		-36.6	

### Review of expenditure. Academic year 2019/20

#### i. Quality of teaching for all

Desired outcome	Chosen actions	Impact:	Lessons learned	Cost
Increased levels of teacher knowledge and skill increases quality of teaching overall	INSET and staff meeting time – Maths Mastery, including some staff training	Teachers with increased skill and knowledge deliver higher quality wave 1 teaching, which benefits all pupils.	Quality first teaching has the greatest impact on learning for all pupils.	£14,918.00
Pupils with low prior attainment, or those who have not made ARE identified at the start of the year so that targeted interventions can be put in place	INSET time looking at data Target Tracker used to look at key groups SLT in depth data analysis TA resources	Children in receipt of FSM in the EYFS made as good progress as their peers in all areas and better than their peers in communication and literacy.  KS1 (Year 2) Progress for children in receipt of the Pupil Premium was broadly in line with that of their peers and better than their peers in maths.	Detailed data analysis at class teacher level, as well as by the SLT, is necessary in order to drive improvement for key groups. Strategies implemented were effective in reading and writing and will therefore be continued.	£46,296.00

		KS2 (Year 6) Children in receipt of the Pupil Premium made better progress than their peers in all curriculum areas.		
Pupils at risk of not meeting ARE are identified earlier in order that targeted support can be provided	Pupil Progress meetings Governor monitoring	Pupils in need of additional intervention are noted and appropriate interventions in place within half-term. Interventions to address concerns fluid and constantly reviewed in order to achieve maximum positive benefit on attainment and progress.	Governor monitoring provides high level overview of data, highlighting trends and patterns. Pupil Progress meetings address pupil specific concerns and track these six times a year noting which strategies are having the best impact at an individual level.	No direct cost other than SLT and teacher time.
<b>ii. Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Impact:</b>	<b>Lessons learned</b>	<b>Cost</b>
Improved behaviour at lunchtime	Oak group Lego club	Improved relations with adults Increased social skills	Highest impact on identified pupils, high levels of adult involvement required to gain maximum benefit.	£5352.00
Improved behaviour at lunchtime	Sensory garden	Behaviour at lunchtimes has improved, teachers are spending less time in the afternoons sorting out problems and more time teaching	High impact on SLT time. Specialised member of staff employed to run this area	
Increasing social and emotional skills	Family links and dealing with feelings/nurture support by non-teaching deputy Training courses offered to parents	Observations of SLT and class team shows a good level of social and emotional behaviours leading to greater readiness to learn in the classroom.	Quality of emotional support is key, TAs with appropriate skills both employed and identified.	£8,160.00
Quality of resource, including additional/alternative resource is supports learning	Resources to support learning and nurture work	Pupils in receipt of the PP are able to access the whole curriculum	Need for increased understanding of the impact of each resource including needs of specific individuals	£1302.00
Pupils better understand next steps in their learning and how to achieve these	Teachers asked to give priority to the marking and feedback of pupils in receipt of the PP books	Pupils in receipt of PP are better able to identify areas of success and also their next steps in learning.  Teachers observing other teachers, going into other settings etc  Work on metacognition means that children are better able to recognise how they learn and identify strategies to help them learn more effectively.	Improved quality of marking and feedback has a positive impact on pupil's engagement with their learning and understanding of next steps. Prioritising the marking of PP books results in higher quality feedback for these pupils. Metacognition has had a significant impact on children's learning, their confidence and resilience.	Nil Some staff meeting time.
Pupils are supported by other pupils	Attention given to seating plans in order that children are seated with those who will	Reduced behavioural incidents in the classroom. Learning opportunities increased – peer to peer support developed.	Pupils model behaviour and learning by which they are surrounded. Attention given to seating can have positive impact on all pupils. Further opportunities for all to develop Growth Mindset.	Nil

	demonstrate both desired learning traits and behaviours.			
--	--	--	--	--

<b>iii. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Impact:</b>	<b>Lessons learned</b>	<b>Cost</b>
Equal opportunities for all pupils to participate in school trips, events, after-school clubs	Subsidy of school trips, curriculum enhancement activities and places at after-school clubs	All pupils are able to participate fully in school events and trips. First hand experiences stimulate pupils' interests and engagement in topics and related learning. Out of school activities encourage positive relationships with peers and provide opportunities for the development of social skills.	Continue to subsidise places for pupils eligible for PP in order that they can access all opportunities offered for extending learning and developing effective relationships with peers and no child is disadvantaged.	<b>£5987.00</b>
All children are ready to learn at the start of the school day	Breakfast club	Pupils who may not eat breakfast at home are able to eat a meal at the start of the day. Pupils arriving in school half an hour prior to learning are able to benefit from additional adult support, develop social skills and learn through play.	Continuing subsidy of breakfast club will mean that pupils in receipt of the PP continue to benefit from this resource. Staffing levels and experience can positively impact on the additional benefits that the breakfast club can provide.	<b>£1290.00</b>
All children attend well Monitoring of attendance by admin team	Use of HSKW to support attendance.	Children in receipt of the Pupil Premium attend at least as well as other children 2017 attendance (PP) 93.7% 2018 attendance (PP) 95.6% 2019 attendance (PP) 95.6% (Note whole school attendance remains consistent at 95.7%)	Reduced attendance negatively affects pupil engagement as well as outcomes. Careful monitoring of attendance and flagging concerns early enables support to be put in place before negative patterns become established.	<b>£675.00</b>

### Barriers to future attainment for pupils eligible for the Pupil Premium

#### In-school barriers

<b>A.</b>	Speech, language and communication difficulties of pupils eligible for PP slows progress, particularly in reading and writing
-----------	---

<b>B.</b>	Specific learning challenges
<b>C.</b>	Behavioural and emotional need
<b>D.</b>	Low prior attainment
<b>External barriers</b>	
<b>E.</b>	High impact of use of screen time, (e-safety) and reduction in adult interaction
<b>F.</b>	Poor parental engagement

<b>Outcomes</b>		
	<i>Desired outcomes</i>	<i>Success criteria</i>
<b>A.</b>	Improve speech, language and communication skills for pupils eligible for the PP.	Improved communication skills will mean that pupils in receipt of the PP will be better able to access the curriculum.
<b>B.</b>	Rapid progress and increased attainment in all core subjects.	RWI/Fresh start and TLG mentor programme accessed by pupils who are at risk of under-achieving.
<b>C.</b>	Growth Mindset culture and increased sense of wellbeing through consistent behaviour management, development of role and scope of Home School Key Worker	Fewer behaviour incidents recorded for these pupils, including red cards. Increased number of families working with the HSKW
<b>D.</b>	Pupils with low prior attainment make accelerated progress	Accelerated progress enables these pupils to catch up with their peers
<b>E.</b>	Pupils have a good understanding of safe online behaviours, parents know how to and do monitor and support their children's online experiences. Teachers feel equipped to deliver a strong e-safety curriculum.	Children are able to articulate how they demonstrate desired outcomes Senior leaders will experience a reduction of behavioural incidents following on from previous evening interactions on social media/gaming sites.
<b>F.</b>	Support provided for pupils who have limited opportunities to participate in home learning  Increased parental attendance at school events including parent's evenings	Parents develop understanding of how well their child is progressing, and what their child needs to do to improve. Levels of parental attendance increase

**Planned expenditure – academic year 2019/20**

**i. Quality of teaching for all**

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>Review</b>
Teachers confident in teaching Maths for greater depth	SDP action INSET time Additional resources Sharing good practice	Trial of teaching for greater depth has had positive impact on data, both for less and more able pupils.	SDP monitoring by staff and governors Data monitoring Lesson observations of teaching for mastery	Maths curriculum lead	Governor and staff monitoring x3

Pupils at risk of not achieving ARE are identified and given appropriate support	Pupil Progress meetings TA time – interventions to address academic performance TA time for pastoral pre-learning interventions.	Pupils who are identified early do not risk disaffection with a subject or learning. Early intervention enables pupils to benefit fully from quality wave 1 teaching.	Governor monitoring of overview from Pupil Progress meetings and of interventions that are being put in place to support individuals	Headteacher Deputy	6 x a year
Metacognition	Lead member of staff identified, supported by National College for teaching. Whole school project being developed and rolled out over a two-year cycle	Education Endowment Foundation/Sutton Trust research highlighting metacognition as being the highest impact/ lowest cost method for driving school improvement.	UPS3 member of staff supervised by HT and leader in education from the national college for education.	Fiona Hayes	Governor monitoring visits/learning walks Lesson observations SLT

## 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	Review
Improved speech, language and communication development	Targeted support for small groups of children to increase vocabulary and use of language through sharing books and playing games	Pupils with poor language may experience other social difficulties as well as having increased difficulty accessing the curriculum.	Monitoring of language to be included as part of Pupil Progress meetings	SENCO Classteachers	During Pupil Progress meetings x6 per year
Increased engagement of parents including in home learning	Parenting programme run by HSKW Monitoring parental attendance at events and engagement – CT to have one to one conversations where engagement is poor	Increased parental engagement ensures that children see learning as valued and valuable.	Monitoring of levels of parental engagement to be reported on 3x a year as part of Pupil Progress meetings.	Classteachers HSKW	Regular meetings with HSKW and pupil progress meetings

Improved support for identified children in the management of their own feelings and behaviour, and develop understanding of how they relate to others	Nurture programmes for individuals/ groups including agreeing targets measurable and achievable targets  The Den  Lego club  Sensory garden  Circle time  Introduction of Pupil Profiles	The Children's Act 2004 (Every Child Matters) recognised that schools need to be concerned with the all-round development of children. There has been increased recognition of the impact of social and emotional aspects of learning on academic attainment in schools.	Staff meeting time, feedback on agreed approaches and impact on learning and behaviour.  Observations of lunchtime input  Monitoring of the number of behaviour incidents  Governor monitoring as part of SDP  SLT time	SLT	Governor monitoring – reports (as per schedule)  Behaviour monitoring as part of safeguarding governor role  SLT termly monitoring of incidents
School tracking and planning systems enable better monitoring of progress and attainment.	Continual review and moderation of Target Tracker data, supporting staff in class and cohort analysis	Improved data analysis will enable early identification of pupils in need of additional intervention. Moderation will ensure that there is consistency across the school in itself leading to more accurate monitoring.	Moderation across the school, with other local schools and with ODST. Big Tracker benchmarking.	Deputy headteacher	6 x a year
Number of pupils meeting ARE in maths is increased	Use of external adviser time in sharing expertise in coaching model across the school.	Coaching good idea, teachers learn best from learning alongside colleagues and reasons to help pupils flourish.	Curriculum action plans Monitoring of maths by SLT and governors involved in SDP monitoring	Assistant headteacher	6 x a year
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>Review</b>
Developing outdoor learning	Working with The Friends and local charities to obtain funding in order to develop the outside area	Outside learning has been proved to have a high level of impact on children's physical and mental well-being.	Mentoring of lunchtime team, working with staff to develop outdoor learning across the curriculum.	Headteacher	Feedback on resourcing as and when. Governor monitoring 3x a year



<p>First hand experiences stimulate pupils' interests and engagement in topics and related learning.</p> <p>Out of school activities encourage positive relationships with peers and provide opportunities for the development of social skills.</p>	<p>Subsidy of school trips, curriculum enhancement activities and places at after-school clubs</p> <p>Extra/cross-curricular activities and opportunities for extending learning beyond the classroom are introduced and developed.</p>	<p>Ofsted has produced a range of documents and case studies to demonstrate the importance of learning outside the classroom (LOtC). A key document is the 2008 report <u><i>Learning outside the classroom: How far should you go?</i></u> Key findings of the report include that when planned and implemented well, learning outside the classroom contributed significantly to raising standards &amp; improving pupils' personal, social and emotional development.</p>	<p>The headteacher/ Educational Visits Co-ordinator (EVC) will monitor quality and engagement in LOtC activities and participation in after-school clubs to ensure that vulnerable children are not disadvantaged.</p>	<p>Headteacher/ teaching staff</p>	<p>3 x a year</p>
--	---	--	--	--	-------------------