

Pupil Premium Strategy

1. Summary information								
School	Prince Albert Primary School							
Academic Year	2019-20					Date of most recent PP Review	July 2019	
PP Distribution for whole school		Rec	Y1	Y2	Y3	Y4	Y5	Y6
		TBC	14	20	17	27	38	42
Total number of pupils	721	Number of pupils eligible for PP	158	Date for next internal review of this strategy			July 2020	

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2. Current attainment			
EYFS	<i>Pupils eligible for PP (your school)</i>	<i>All pupils (your school)</i>	<i>Pupils not eligible for PP (national average 2017/2018)</i>
% reaching the expected in Reading	62%	73%	79%
% reaching the expected in Writing	62%	72%	76%
% reaching the expected in Number	77%	76%	82%
% reaching in expected GLD	62%	66%	74%
KS1	<i>Pupils eligible for PP (your school)</i>	<i>All pupils (your school)</i>	<i>Pupils not eligible for PP (national average 2017/2018)</i>
% reaching the expected in Reading	78%	75%	79%
% reaching the expected in Writing	56%	71%	74%
% reaching the expected in Maths	56%	77%	80%
KS2	<i>Pupils eligible for PP (your school)</i>	<i>All pupils (your school)</i>	<i>Pupils not eligible for PP (national average 2017/2018)</i>
% reaching the expected in GPAS	88%	89%	%
% reaching the expected in Reading	85%	86%	80%
% reaching the expected in Writing	73%	84%	83%
% reaching the expected in Maths	93%	90%	81%

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KS2	<i>Pupils eligible for PP (your school)</i>	<i>All pupils (your school)</i>	<i>Pupils not eligible for PP (national average 2017/2018)</i>
% reaching in expected standard or above in Reading, Writing and Maths	73%	76%	70%
% achieving a high level of attainment in Reading, Writing and Maths	7%	7%	12%
Average progress in Reading, Writing and Maths.	Reading Writing Maths	Reading 2.8 Writing 0.6 Maths 3.7	Reading 0.31 Writing 0.24 Maths 0.31
Average scaled score in Reading and Maths	Reading 106.4 Maths 109	Reading 106 Maths 108 GPAS 111	Reading 104 Maths 105.4
3. Barriers to future attainment (for pupils eligible for PP)			
In-school barriers (issues to be addressed in school, such as poor oral language skills)			
A.	Limited speech and language skills		
B.	Gaps in early experiences leading to low baseline		

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C.	Range of learning needs	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D.	Lower progress and attainment in reading and writing, particularly with PP pupils on SEN register	
E.	Challenging home circumstances for a significant number of PP chn	
F.	Attendance and punctuality	
4. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)		Success criteria
A.	<p>Ensure that oral language skills develop rapidly for those children in EYFS</p> <ul style="list-style-type: none"> - Focused monitoring and assessment of Communication, Language and Literacy strands of the EYFS curriculum from entry baseline. An increase based on 2018-2019 data. - Continue to implement speaking and listening continuums. An increase in Pupil Premium children achieving the Good Level of Development (GLD) on exit from Reception. 	<p>All disadvantaged pupils will have reached their academic end of year target in July 2020.</p> <p>Where this is not the case, case studies will demonstrate the circumstances around this and the way in which the grant has been used to support these pupils in their learning</p>

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<p>B.</p>	<p>To raise the percentage of disadvantaged pupils achieving age-related expectations at the end of each key stage</p> <p>Increase in the number of PP chn in each YG reaching ARE at the end of 2019-2020.</p> <ul style="list-style-type: none"> - In each of the core areas (Reading, Writing and Maths) the number of PP chn in each YG reaching ARE at the end of 2019-2020 will increase. <p>Interventions planned to increase attainment of PP children.</p>	<p>All disadvantaged pupils will have reached their academic end of year EYFS, KS1 and KS2 target in July 2020. A higher percentage of disadvantaged pupils will have achieved age-related expectations and greater depth when compared to the school's own data for 2018- 19 and national other data for 2019.</p> <p>Where this is not the case, case studies will demonstrate the circumstances around this and the way in which the grant has been used to support these pupils in their learning.</p>
<p>C.</p>	<p>Decrease the number of lates for disadvantaged children to close the gap between lates for disadvantaged and lates for non-disadvantaged children.</p>	<p>The attendance and punctuality of all disadvantaged pupils will be at least in line with the national average.</p>

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5. Planned expenditure					
Academic year		2019-20			
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 (CPD, training and support packages)					
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?
Increase in the number of disadvantaged pupils in EYFS achieving GLD	Specific PLD focus on raising attainment for all pupils – focus on oral skills reading/writing and maths skills Increase ‘focus’ teaching for R/W/M Daily ‘keep up sessions’	Low percentage of disadvantaged pupils achieving GLD	PLD delivered by subject specialists Monitoring cycle In class support, visiting other with a similar context where outcomes are better	SLT	Half termly

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ii. Targeted support (small groups and individual 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?
An increase in the number of PP pupils in each year group reaching ARE (in line with other pupils) at the end of the year	<p>PLD to focus on SDP priorities which are based on self evaluation Staff to pupil ratio 1:8 in Nursery. 1:15 in R-Y3 'Keep up' interventions daily for targeted pupils</p> <p>Targeted intervention for chn who fall in the bottom 20%!</p> <p>In-class support (targeted to specific needs e.g. teacher, class, data outcomes from previous academic year)</p> <p>Pupil progress meetings.</p> <p>Interventions –monitored and reviewed beginning in September and continuing</p>	<p>Smaller class sizes mean PP pupils have more support 'Keep up' sessions mean pupils falling behind are picked up quickly, targeted interventions mean pupils are receiving focussed support to close the 'gap' in their learning</p> <p>Progress meetings ensure that progress and attainment are tracked regularly.</p> <p>In class support will further develop the knowledge and skills of NQT/PNQT</p>	<p>Continual evaluation of provision through monitoring cycle</p> <p>Training provided for intervention teachers</p>	SLT	Half termly

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<p>ARE for disadvantaged pupils in Year 4 & 6 to further improve</p>	<p>Monitoring of progress of PP pupils in these groups</p> <p>Interventions groups for PP pupils as appropriate</p>	<p>Targeted support and monitoring for this group of pupils in order will enable them to address errors, misconceptions and close the attainment gap between</p>	<p>Continual evaluation of provision through monitoring cycle AHT for phases to ensure appropriate implementation</p>	<p>SLT</p>	<p>Minimum of half termly</p>
<p>For pupils to have basic needs met to ensure they are ready physically, mentally and emotionally to learn</p>	<p>Breakfast club Mentoring- targeted to meet specific needs</p>	<p>To ensure all pupils have access to pastoral support To ensure pupils have access to breakfast club and/or are targeted for breakfast club if needed</p>	<p>Monitoring of CP, behaviour attendance and pastoral referrals, meetings with parents</p>	<p>SLT Pastoral lead</p>	<p>Weekly CP meetings Pastoral meetings Behaviour meetings Through half termly monitoring Daily monitoring of behaviour watch</p>

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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?
To continue to ensure PP pupils access enrichment experiences	<p>Try to reduce the cost of visits even further by accessing public transport</p> <p>All teachers will aim to provide enrichment activities which link to the world class framework</p> <p>To subsidise visits as appropriate</p> <p>Ensure visits to places of worship embedded in each year group</p>	<p>Parent questionnaire evidence that parents would like more visits across the year</p>	<p>Monitoring of visits by LFL lead AHTs to monitor range of in school experiences being offered AHTS/YGL to ensure that there is a termly overview of enrichment experiences</p>	SLT	Minimum of half termly

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<p>To further improve parental engagement in the work of the school</p>	<p>Learning walks for parents to support in understanding of the work of the school Monitoring of parents engagement in workshops – Increase attendance of parents Workshops targeted to specific groups/subjects</p>	<p>We started these two years ago and they were a great success – parents requested more of them with a range of translators available</p> <p>Engaging specific parents in school and our curriculum will enable them to understand how specific subjects are now taught in school. This in turn, will help them to support their child at home with reading and homework, thus impacting on attainment and progress</p>	<p>Feedback forms from parent walks</p> <p>AHTs/YGLs to monitor attendance to workshops and parents evenings. Increase the opportunities for sharing of work and celebrating outcomes across the curriculum. Ensure eligibility information is accurate. Registers kept from all workshops and parent meetings. Drop-ins by SLT to workshops to increase parental engagement. AHTs Targeted invitations to PP parents encouraging workshop attendance</p>	<p>SLT</p>	<p>Half termly</p>
<p>Decrease the number of lates for disadvantaged children to close the gap between lates for disadvantaged and lates for non-disadvantaged children</p>	<p>Pastoral manager will give a list of PP children whose punctuality is a specific concern to class teachers and SLT. All parents will be spoken to. Specific incentives will be put in place to improve lates. Parents will be invited to workshops and coffee morning. Incentives for punctuality. Improve parent knowledge of the impact of poor punctuality- Twitter and Parent boards.</p>	<p>Although attendance to school has increased, PP children are still late more regularly than non-PP children. Aim to decrease lates for PP children by a further 20-25% during academic year 2019- 20</p>	<p>HoS/DHT/AHT to have fortnightly meetings with Pastoral Manager focusing on punctuality of these children.</p> <p>Attendance reports to demonstrate sustained improvement in punctuality of PP children.</p>		<p>Fortnightly meetings with pastoral manager. Daily monitoring of lates. Half-termly reviews and parent meetings.</p>

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6. Review of expenditure			
Previous Academic Year		2018-2019	
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	Lessons learned (and whether you will continue with this approach)
For EYFS PP children to settle into school quickly and effectively in order to make appropriate progress	Settling procedures to be followed	Nursery pupils settled really well into school phonics groups started earlier. Some pupils made a strong start in their phonics and were taken onto phase 2 Reading and Writing outcomes increased compared to previous year- 48% to 62%	Home visits and early relationship building with families continues to be beneficial Staggered intake means more time to settle High focus on early reading Increase focussed teaching 'taughts' for R/W/M Home school links through project work

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For PP pupils throughout school to make at least expected progress and for ARE (for these pupils) to improve in Years 2 & 4	Staff to pupil ratio 1:15 in Y2 (for all subjects) and Y4 (for core subjects) 'Keep up not catch up' interventions	Throughout school all PP ARE is in line with NPP (or better than) with the exceptions of Y3 and Y5 – these year groups will be targeted during the next year	Where PP pupils are not in line with NPP pupils (Y3/5) these pupils are also on the SEN register. Continue to target and monitor attainment and progress Targeted interventions for identified pupils to further close the gap in learning Increased focussed Reading lessons in Year 2															
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)															
For PP pupils to make (or exceed) nationally expectations for progress and attainment	Target group teaching – pupils in six groups throughout year group	<table border="1"> <thead> <tr> <th></th> <th>PP</th> <th>ALL</th> </tr> </thead> <tbody> <tr> <td>GPAS</td> <td>88%</td> <td>89%</td> </tr> <tr> <td>Reading</td> <td>85%</td> <td>86%</td> </tr> <tr> <td>Writing</td> <td>73%</td> <td>84%</td> </tr> <tr> <td>Maths</td> <td>93%</td> <td>90%</td> </tr> </tbody> </table>		PP	ALL	GPAS	88%	89%	Reading	85%	86%	Writing	73%	84%	Maths	93%	90%	Continue to have high expectation for all children We will continue this approach this approach in 19/20 4 weekly monitoring of progress
	PP	ALL																
GPAS	88%	89%																
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<p>For pupils to have basic needs met to ensure they are ready physically, mentally and emotionally to learn</p>	<p>Breakfast club Pastoral team Learning mentors Member of SLT designated to support learning mentors/target specific chn who are at risk of exclusion</p>	<p>Mentoring sessions have ensured pupils at risk of repeated exclusion have had targeted support in order to ensure they work effectively with others and build relationships. This has been highly effective and there have been a minimal number of repeated exclusions this year</p>	<p>Continue high quality mentoring sessions</p> <p>Designated AHT overseeing mentoring provision</p> <p>Continue themed weeks</p> <p>Ensure breakfast club is subsidised for PP pupils</p>
<p>For pupils to keep up with the pace and challenge of daily learning in order to not fall behind ARE</p>	<p>‘Keep up not catch up’ interventions</p>	<p>Feedback from staff and whole school data suggests KUNCU interventions are having an immediate impact. There is still a need to continue with time specific interventions in order for pupils who are particularly behind to ensure they reach ARE</p>	<p>KUNCU effective in ensuring misconceptions and errors from the days learning are addressed immediately.</p> <p>We will continue this approach across school</p>
<p>iii. Other approaches</p>			

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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)
For pupils attendance and/or punctuality to improve	Breakfast club First day home visits Attendance action plan in place	<p>PP attendance for whole year:</p> <p>2019 This is still continuing to improve – new staff have been recruited. PP pupils offered reduced fee Wow experiences were subsidised for all pupils</p> <p>A range of enrichment activities offered at a reduced rate for PP pupils</p>	<p>Whilst punctuality improved across the year absence is still an area for improvement.</p> <p>Unauthorised holidays make up the majority of the absences – spotlight has been started this year</p> <p>Continue to monitor provision of breakfast club ue to monitor PP attendance and put appropriate actions into place Continue to offer a range of enrichment activities – work with sports dept to monitor sports activities being accessed by PP pupils</p>