
Pupil Premium

Please read the information below which gives details of our Pupil Premium Grant and how we allocate the funding.

To find out if you are eligible to claim free school meals, parents can:

- Send a text. Txt 'FSM' followed by your full name, date of birth, National Insurance, your children's name and school's to 60622;
- Apply on line at - www.northamptonshire.gov.uk/freeschoolmeals;
- Call 01604 236656 to request an application form by post;
- Or ask our school for further details.

No documentation is required for check for eligibility.

In order to be eligible for Free School Meals families need to be in receipt of one of the following benefits:

- Child Tax Credit (with no Working Tax Credit and household income below £16,190);
- Income Support;
- Income-related Employment and Support Allowance;
- Income Based Job Seekers Allowance;
- National Asylum Seekers Support;
- Guarantee Element of State Pension Credit.

You can apply for free school meals online at: www.northamptonshire.gov.uk/freeschoolmeals or call 01604 236656 to request an application form by post.

At Great Addington CE Primary School we receive pupil premium funding.

PURPOSE OF PUPIL PREMIUM

- The Government believes that the Pupil Premium, which is additional to main school funding, is the best way to address the current underlying inequalities between children eligible for free school meals (FSM) and their wealthier peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most;
- In most cases the Pupil Premium is allocated to schools and is clearly identifiable. It is for schools to decide how the Pupil Premium allocated to schools per FSM pupil, is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility;
- Schools are free to spend the Pupil Premium as they see fit, however, they will be held accountable for how they have used the additional funding to support pupils from low-income families. New measures are included in school's performance tables that capture the achievement of those deprived pupils covered by Pupil Premium.

GREAT ADDINGTON CHURCH OF ENGLAND ALLOCATION AND EXPENDITURE OF PUPIL PREMIUM

2017 - 2018	£14,380
2018 - 2019	£18,440

The Pupil Premium allocation is used for extra support for the children within this group. This includes:

- Extra support during teaching and learning sessions;
- Small group or 1:1 intervention support to address any gaps in learning;
- Time with a Learning Mentor or Counsellor should they wish to talk about any issues;
- Time with a Learning Mentor or Counsellor to work within small focused groups for self-esteem, confidence building etc;
- Milk for some of the children in EYFS, KS1 and KS2;
- Full payment of trips and visits in and out of school to help with learning provision, access and enrichment;
- Financial support for clubs and out of school activities, including during the school holidays;

The impact of this funding on pupil progress is monitored each term: where there are no additional barriers to learning, pupils make progress and attain similar levels to other children in our school. Due to the small numbers of pupils with PP funding, year group attainment will not be shared as children could potentially be identified.

Pupil Premium Attainment July, 2018

ATTAINMENT

	On track to meet National Expectations (Pupil Premium Pupils)	On track to meet National Expectations (All Pupils)
Reading	91%	89%
Writing	73%	87%
Maths	82%	90%

GREAT ADDINGTON CE PRIMARY SCHOOL : PUPIL PREMIUM IMPROVEMENT ACTION PLAN FOR THE ACADEMIC YEAR 2018-2019

FOCUS: Pupil Premium
LEADER/ACCOUNTABLE PERSONNEL: Richard Meekings, Headteacher/All Staff/Jo Roden, Governor
IMPACT: To accelerate the performance of Pupil Premium pupils and diminish further the gap between their outcomes with all children nationally for English and Maths. To support and develop children's well-being/emotional literacy through engagement with Play Therapists and Counsellors; To ensure that all pupil premium children attend school regularly and on time; To provide all pupil premium children with resources to aid learning; To ensure that all pupil premium children have full access, without barriers, to participate in all enrichment and extended school activities; To enhance staff knowledge in aspects of attachment disorder and anxiety in order that the needs of CLA are both understood and met.
BUDGET FOR 2018/2019: £ 18,440
Last Pupil Premium Review September 2018. Date of next internal review September, 2019. Barriers to educational achievement faced by disadvantaged pupils: <ul style="list-style-type: none"> • Lower basic skills on entry; • Promoting parental involvement in learning; • Pupil well-being and self-esteem.
OBJECTIVES: Outcomes for children: <ul style="list-style-type: none"> • To close/narrow the gap between FSM with their peers nationally; • To continue to provide early targeted intervention for underperforming groups as identified through data analysis and class provision maps - including those in receipt of PPG - including new/additional support; • Analyse progress of Teacher Focus Groups (those children in receipt of PPG and Ever 6 children) termly for the causes of under-achievement and through the Staff Appraisal process; <u>Quality of Teaching, Learning and Assessment</u> <ul style="list-style-type: none"> • To ensure quality first teaching and to make sure teaching is never less than good/outstanding teaching for those children in receipt of PPG; • Teaching Assistants are highly trained and understand and use formative assessment strategies and effective marking and feedback; <u>Personal Development, behaviour and welfare</u> <ul style="list-style-type: none"> • Attendance/punctuality and behaviour of children in receipt of PPG is monitored and in line with other children in school and nationally; • Counsellors and play therapists to work alongside the existing safeguarding team to provide families with the necessary support and resources to enable all children to make expected progress; <u>Leadership and Management</u> <ul style="list-style-type: none"> • Ensure high quality early intervention from experienced teaching staff; • Analyse progress of children in receipt of PPG and Ever 6 pupils to determine and identify strategies/interventions to address any issues in performance; • Identify children in receipt of PP to all staff and track their progress and provision through interactive provision mapping; • Ensure Governing Body have full knowledge and awareness of allocation/spending/impact of actions;

SUCCESS CRITERIA:

Outcomes for the children:

- Children make at least expected year on year progress and meet/exceed national year group expectations in all areas and exceed floor standards (monitored using data analysis) (year 6 achieve National Average expectations or above);
- Analysis of children taking part in early targeted intervention demonstrates progress above that expected and is being accelerated;
- Analysis of this cohort using data analysis demonstrates a closing/narrowing of the gap with peers in school and nationally;
- Teaching to be never less than good – mainly outstanding – using data analysis/lesson observations (linked to Appraisal process)/drop ins to evaluate impact;
- Targeted intervention for underperforming groups to take place;
- Targeted early intervention (Year R/1) in reading, phonics, writing and maths and discussions with the teachers;

Personal Development, behaviour and welfare

- If attendance/punctuality and behaviour of children in receipt of PPG not in-line with other children in school and nationally then provide school based interventions such as additional intervention in house or externally/parenting support;
- Headteacher to monitor cohort half-termly within classes to assess impact of intervention and feedback to Governors;
- Headteacher to track additional information and direct resources appropriately based on outcomes using the school tracker, attendance reports, parental attendance at consultations and involvement in extra-curricular activities;

Leadership and Management

- Action Plan identifies provision and expected impact;
- Headteacher is able to carefully track progress and impact of intervention strategies feeding back to all staff and governors;
- Named Governor (Jo Roden) and Governing Body have a detailed knowledge of actions/their rationale/cost and impact;
- Headteacher to collate information regarding progress and impact across range of interventions and activities offered to this cohort;

ACTION	TIME	COSTINGS	BY WHOM	INTENDED IMPACT MEASURES	MONITORING/EVIDENCE WHO? WHAT? WHEN	EVALUATION/ IMPACT SUBSEQUENT STEPS
Half termly report created and completed by CC tracking attendance of PP, CLA and Ever 6 pupils and including parental consultations (however informal) and extra-curricular participation. Information reviewed by HT at the end of each half term.	From September 2018	HT and CC part of weekly tasks	CC and RM	PP children are regularly attending in line with other children in school and nationally. Any potential barriers to provision are identified. Increase the uptake of children in extra-curricular. Increase parental support. All PP children are having their needs met. Intervention in place that targets well-being and tracked.	HT at end of each half term and reported to Gobs through Jo Roden (PP Governor) October, 2018 December, 2018 March, 2019 June, 2019	The gap is being closed between PP students and non-PP students in terms of attendance. Figures are 97.7% for PP and 96.6% for non-PP.
To introduce a PP Provision Map that outlines	September 2018		Head/All Staff	All spending is monitored and tracked. All PP are accessing PP funding	Individual costing tracker December, 2018	Governor monitoring half-termly to ensure that PP spending is in

ACTION	TIME	COSTINGS	BY WHOM	INTENDED IMPACT MEASURES	MONITORING/EVIDENCE WHO? WHAT? WHEN	EVALUATION/ IMPACT SUBSEQUENT STEPS
individual/group spending/costings. To triangulate spending for PP who cross into SEN budgets.				to access learning/make progress. All PP children are having their needs met - including SEN using the PP budget.		line with funding.
To ensure that all PP pupils receive quality first teaching that is pitched accurately.	September, 2018		All Staff	All lessons differentiated to enable all children to succeed. Aspirational, but achievable targets are set for PP pupils. Assessment information is used to accurately track the progress of PP pupils.	Planning and book scrutiny. Pupil Progress Meetings. Lesson Monitoring. Pupil voice interviews. Jo Roden, Governor Monitoring of all processes. December, 2018 March, 2019 June, 2019	Monitoring undertaken as per schedule together with Pupil Voice, positive findings and whole staff training from Academy Improvement Partner. Quality first teaching continues to be at the forefront of our 19/20 Academy Improvement Plan.
To implement PP intervention across the school with TAs through targeted intervention for children underperforming in English/maths (as identified in data analysis) to accelerate progress in reading, writing and maths for PP pupils.	September 2018	To provide an extra teaching assistant in each class at least 4 x mornings per week to include communication and planning time with teacher. PP contribution of £12000 for September to April.	Lead All Staff	All PP children who are not making progress are receiving intervention. PP children are making expected/accelerated progress.	Intervention sheets. Class provision maps. Whole school wellbeing tracker. December, 2018 March, 2019 June, 2019	Monitoring by Jo Roden shows interventions are being used and having the desired effect on closing the gap for our PP students.
To accelerate progress in reading, writing and maths for PP pupils. Provide targeted intervention for children underperforming in English/maths (as identified in data analysis)	September, 2018	As above	All staff Intervention TAs PP Team Lead SLT	PP pupils identified on class provision plan. Intervention sheets demonstrate interventions. Data Analysis shows progress. Intervention is planned and in place and teachers are held accountable for progress and attainment of pupils in their class through appraisal	Class provision plan. Half termly Pupil Information analysis. Termly PP Analysis. Intervention sheets in class folder. December, 2018 March, 2019 June, 2019	Monitoring as per schedule and interventions including Switched On Reading and Third Space Learning Maths. At the end of the year progress in Reading on average is better for PP than non PP, the

ACTION	TIME	COSTINGS	BY WHOM	INTENDED IMPACT MEASURES	MONITORING/EVIDENCE WHO? WHAT? WHEN	EVALUATION/ IMPACT SUBSEQUENT STEPS
				process. RM and JR to monitor effectiveness of PP intervention.		same is true for Writing. Above expected progress in Maths is on average better for PP students than non PP students. Attainment at year 6 across all 3 subjects was 100%.
To subsidise/finance educational visits	September, 2018	£4,000	Lead (RM)	Increase the uptake of PP pupils in the participation of these programmes. All residential trips subsidised/financed. No PP pupil will have to miss the opportunity to participate in activities. No PP pupil will have to miss any Educational visits, especially those that will have an impact on future learning and follow up.	Trip data analysis. Pupil Voice interviews July, 2019	£4,000 with Governor Monitoring using Pupil Voice showing positive feedback. Take up at School Club level and Extra-Curricular activities increased. Also an increase for PP students completing homework tasks.
To provide access to full range of educational experiences: Music lessons Before and after school clubs; On-line learning at school and home; Change 4 life club;	September, 2018	£500	Lead RM Admin (CC)	All educational experiences subsidised. No PP child to miss out on opportunities to participate in educational experiences; Increase uptake in PP children participating in educational experiences; All PP to complete their home learning;	Interactive provision map. Reports from Club Leaders; PP Interviews; PP Interview evaluations/analysis. Case Studies. December, 2018 March, 2019 June, 2019	Breakfast and After-School Clubs regularly attended by PP children and financial Awards granted for Holiday and Weekend activities which have also increased self-esteem.
To monitor: Vulnerable children meetings to identify those in receipt of PPG; Attendance analysed by FSM/PPG;	September, 2018	£500	Safeguarding Team SLT Admin Team Class Teachers	Increase the uptake of PP children in the participation of extra-curricular and breakfast booster club; PP children are attending regularly in line with other school children in school and	Safeguarding meeting minutes. Attendance reports. Breakfast Booster Club registers/reports. December, 2018 March, 2019	Governor and Headteacher monitoring continually through the year. Where concerns have been raised, further professional services, eg Counsellor

[illegible]

ACTION	TIME	COSTINGS	BY WHOM	INTENDED IMPACT MEASURES	MONITORING/EVIDENCE WHO? WHAT? WHEN	EVALUATION/ IMPACT SUBSEQUENT STEPS
Professional Services	September, 2018	£1,000		To support children who need external services such as educational psychologist.	December, 2018 March, 2019 June, 2019	EP involvement, Jogo Behaviour, Mental Health and School Council completed successful programmes on a 1:1 basis.
TOTAL SPEND		£21,600				
OVERSPEND		£ 3,160				
POSSIBLE FUTURE DEVELOPMENTS FOR 2019/2020						
To investigate part time teachers to deliver quality first teaching in English and Maths to diminish the gap in Current Year 3 (approximate cost £7,000)						
GOVERNOR ACCOUNTABILITY:						
<ul style="list-style-type: none">Curriculum Committee - monitor provision and data across school led by PP Governor, Jo Roden and Maths and English named Governors, together with SEN Governor;Governing Body monitoring of School Development Plan;Headteacher/Assistant Headteacher to report to the Governing Body on the actions and impact.						

Written by: R Meekings

Date: September, 2018 and reviewed August, 2019

Pupil premium strategy statement

1. Summary information

School	Great Addington CE Primary				
Academic Year	2019-20	Total PP budget	£12,050	Date of most recent PP Review	July 2019
Total number of pupils	104	Number of pupils eligible for PP	11	Date for next internal review of this strategy	July 2020

2. Current attainment

	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths	100%	65%
% achieving in reading	100%	73%
% achieving in writing	100%	78%
% achieving in maths	100%	79%
Progress measure in reading		
Progress measure in writing		
Progress measure in maths		

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

In-school barriers *(issues to be addressed in school, such as poor oral language skills)*

A.	Some pupils may not be working at an age related level and have conceptual gaps or misconceptions
B.	In some cases, learning skills may need developing, including organisation, commitment and RESILIENCE
C.	Some pupils have anxiety issues and low self esteem

External barriers *(issues which also require action outside school, such as low attendance rates)*

D.	In some cases consistent punctuality and attendance
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4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	<p>To ensure Quality First Teaching and that teaching is precise and of high quality to meet the needs of all pupils so that they make progress by meeting or exceeding age related national expectations</p> <p>To ensure that pupils consolidate basic skills</p> <p>To respond rapidly with targeted teaching for pupils at risk of underachievement.</p>	<ul style="list-style-type: none"> Pupils will meet (or exceed) age related national expectations in English and Maths. All staff to receive further appropriate CPD to facilitate the development of Quality First Teaching Teachers will give pupils weekly opportunities to consolidate key skills in phonics, reading and maths

	To provide an extra teaching assistant in each class at least 4 x mornings per week to include communication and planning time with teacher	<ul style="list-style-type: none"> • Support staff will support learning effectively • Additional intervention sessions will take place based on gaps/needs.
B.	To embed and sustain a reading culture that ensures all pupils read regularly and develop a 'love of books' Pupils read regularly and have access to high quality texts within guided reading	<ul style="list-style-type: none"> • Pupils read regularly (4x per week) outside of normal class reading • Pupils (who need to) will have opportunities for additional reading in school • Guided reading sessions will include elements of retrieval, vocabulary meaning and inference • Quantity and quality of reading is celebrated within the class and across the school • Improvements in the range of books read impact on writing results (particularly for more-able pupils) •
C.	All disadvantaged pupils will meet national expectations for attendance and punctuality	<ul style="list-style-type: none"> • Attendance at least 96.4% • The school will contact parents proactively if attendance/punctuality slips • Early Access Club will be offered free to priority pupils.
D.	To ensure access to the full range of educational experiences including music lessons, sporting clubs before and after school and on line learning at school and at home.	<ul style="list-style-type: none"> • Disadvantaged pupils will be exposed to the wide range of social, cultural, enrichment and sporting experiences within (and outside) the school day raising self-esteem and resilience.
E.	To meet the social, emotional and mental health needs of Pupil Premium children through targeted interventions and counselling provision.	<ul style="list-style-type: none"> • Raised self- esteem and well- being will impact on improved involvement, engagement and progress.

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

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 consistently good (and increase outstanding) teaching through the development of QFT across the whole academy:	<ul style="list-style-type: none">○ Incorporate Tom Sherrington's 'Rosenshine Principles in Action' into October Training day.○ Senior Leaders attend 1 x PDET 'Observing QFT within a lesson' CPD session (+ Rosenshine focus)○ Identified teachers attend PDET QFT (+ Rosenshine focus) Principles CPD session following SLT session. Follow up staff meetings x 1 per term	Tom Sherrington's Rosenshine 'Principles into Action'	As part of the Academy Improvement Plan Cycle	Head Deputy Subject Leaders	Termly
To respond rapidly with targeted teaching for pupils at risk of underachievement.	To provide an extra teaching assistant in each of our mixed aged classes at least 4 x mornings per week to include communication and planning time with teacher	This additional resource allows for many of the effective principles of teaching that are evidence-based to be implemented more effectively including : Feedback (+ 8 months) and Small Group Tuition (+ 4 months)	The school monitoring cycle will continuously evaluate provision	Head Teacher	Termly
To use CPD to ensure teaching is of an excellent standard	Trust Mastery Courses in Maths across the year to ensure that a mastery approach is embedded in all classes by all staff	On average, mastery learning approaches are effective, leading to an additional five months' progress over the course of a school year compared to traditional approaches (EEF toolkit)	All foci are part of the School Development Plan and the School Monitoring Cycle	Deputy Head	Termly

To have rigorous basic skills approaches in place for maths and for phonics and grammar,	<p>Pupils to participate in daily registration activities and lesson starters to develop fluency in maths and retrieval, meaning and inference in reading. Grammar lessons are bespoke and timetabled.</p> <p>Pupils will use Time Table Rock Stars and similar resources each week to consolidate tables</p>	<p>Pupils need a sound understanding of number bonds and times tables to free the working memory to successfully apply more complicated maths operations.</p> <p>Daniel Willingham (University of Virginia) states: Automatic retrieval of basic maths facts is critical to solving complex problems because complex problems have simpler problems embedded in them.</p> <p>Regular practice ensures consolidation</p>	Monitored weekly by teachers and celebrated in class and in assembly	Teachers	Weekly
Total budgeted cost					£8000
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?
For identified gaps in learning to be addressed	Varied interventions (according to need) including Switched on Reading, and Maths Catch Up to be delivered by teachers and support staff CPD for untrained staff in chosen intervention including phonics (RWi)	Evidence indicates that one to one tuition can be effective, delivering 5 additional months' progress on average (EEF toolkit)	Progress checked half termly and monitored by PP Governor	Headteacher With Maths and English subject leaders	Half-termly
For selected pupils to be supported in accessing learning	1:1 support for disadvantaged pupils who require it.	Meta-Analysis of research by John Hattie breaks down quality teaching into: Pupils having clear goals/objectives.... Teachers providing pupils with modelling/scaffolding/appropriate steps to achieve them	Progress of pupils will be checked termly	Head (with PP Gov)	Termly
For pupils to have basic needs met to ensure they are ready physically, mentally and emotionally to learn	To continue to contract a Counsellor/Play Therapist worker to engage with vulnerable children. To deliver Drawing and Talking Strategy as an Early Help Intervention as the need arises.	Until children's self-esteem and confidence is developed, they are unlikely to make improved academic progress. EEF evaluated 'Social and Emotional Learning' as moderate impact (+4 months)	Progress checks from workers and interviews with pupils/families	Head	Ongoing with each individual case.
Total budgeted cost					£3000

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?
For pupils to access a range of social/cultural/sporting experiences, visits and activities	All disadvantaged children will access the school's full offer and extra curricular offer free of charge both during the school day, before and after.	<p>Pupils' horizons will be broadened and they will learn more about culture, history and geography and the importance of, and additional benefits that can be gained, by participating in sport and the arts.</p> <p>Meaningful experiences and contexts will enhance the broad and balanced curriculum.</p>	Reviewing programme of trips and attendance and specific targeting of pupils.	All staff are responsible for ensuring the inclusion of all pupils, School Administrator to monitor.	Yearly
Total budgeted cost					£2000

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

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

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

7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.
Our full strategy document can be found online at: www.aschool.sch.uk