

**Pupil premium strategy statement Upton Meadows Primary School 2019 - 2020**

1. Summary information					
<b>School</b>	Upton Meadows Primary School				
<b>Academic Year</b> 2019 / 2020	2019/20	<b>Total PP budget</b>	138,599	<b>Date of most recent PP Review Strategy review</b>	2019
<b>Total number of pupils</b>	412	<b>Number of pupils eligible for PP (ever 6)</b>	93	<b>Date for next internal review of this strategy</b>	December 2019

2. Current attainment 2019 results		
	<i>Pupils eligible for PP/ school/ non PP</i>	<i>Pupils not eligible for PP (national average)</i>
<b>% achieving in reading, writing and maths</b>		53%
<b>% achieving in reading</b>	47%	73%
<b>% achieving in writing</b>	47%	79%
<b>% achieving in maths</b>	53%	79%
<b>% achieving in GPS</b>		78%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
<b>A.</b>	Middle ability pupils eligible for PP are not achieving the same percentage EXS as non pp children.
<b>B.</b>	Behaviour is having impact on the progress and attainment of a high number of children in receipt of PP. (Year 5 poor attitudes to learning.)
<b>C.</b>	SEND – A large proportion of the disadvantaged children have significant additional needs (36%SEND are PP) 45% HNF also PP (24% of PP list 22/93 are SEND). (Based on July's 2019 data)
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>D.</b>	Children eligible for PP with low attendance/ lateness / part time timetables make less progress than others pupils.
<b>E.</b>	Parental engagement with learning for PP children is a noticeable barrier. Lack of support with homework, reading, multiplication facts etc.
<b>F.</b>	The number of PP children who also are SEND and/or CP/ high mobility has an impact on learning and attainment across the school.
4. Desired outcomes	

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Higher rates of progress and attainment for middle ability PP children, measured through assessment on PIRA, PUMA and SIMS.	Children across the school who are PP and middle ability improve attainment and progress measures in 2019 /20. They need to make accelerated progress to close the gap. Measured by assessment and moderation.
<b>B.</b>	Behaviour across the school improves and children are ready for learning.	PP across the school are showing better attitudes towards school, rules and a readiness for learning. A decrease in the number of PP children's behavioural incidents across the school. (Monitored closely on MyConcern).
<b>C.</b>	High expectations for PP children.	Phase leaders and subject leaders having a greater awareness of tracking PP children, including low, middle and higher children and evidence of high expectations in monitoring of teaching. High expectations seen in learning walks, exercise books and attitudes to learning.
<b>D.</b>	Increased attendance rates for PP children and less lateness.	Reduction in the number of PP children with low attendance and lateness. Overall PP attendance improves in line with other children. Maximise the number of PP children actively using the breakfast club to ensure that they are in school on time and ready to learn.
<b>E.</b>	Increased involvement in learning from parents of PP children.	Two FSW to work closely with families to engage the in the school life, support them with understanding what their children are learning and overcome any barriers. FSW to monitor, track and record families they work with to identify improvements.
<b>F.</b>	Support for children who have multiple barriers and improved attainment and progress for children who are PP without other barriers to learning.	Tracking of all groups of PP children and particular those who are exclusively PP improved data for these children. All stakeholders to fully be on board with working towards this in phases and curriculum areas.

5. 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.						
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?
<b>B</b>	Behaviour for learning across the school.	High expectations  Whole school consistently following the behavioural policy.  High level / extreme behaviours are dealt with fairly within the policy and then with the support of Governors and NAPT.	Paul Dix “When the adults change everything changes: Seismic shifts in school behaviour”  School staff received the Paul Dix training in the Summer term ensure that this is embedded and built upon.  Tom Bennett’s 2017 paper, metacognition and self-regulation document.	Termly staff updates on key areas to ensure principles and policy is adhered to.  Children with poor attitudes to learning or behaviour to be closely monitored in line with the behaviour policy.  All staff to have ongoing training to support the new behaviour policy.  SLT to monitor behaviour across the school.  Parents to be notified of child behavioural choices and SMART targets to be put in places for improved behaviour over a two week period.	CS  SLT	September 2019 December 2019 February 2020 June 2020
<b>A</b>	PP children to develop more of a desire to read and improve fluency and comprehension skills.	Librarian 3 Days	Research into quality library and librarian OFSTED indicates that this has impact on whole school reading and enjoyment of books, in particular for those who do not have regular reading at home or access to books.	Impact of reading engagement and reading results across the school and in particular on focus groups for PP children.	TG AHT Jane Rew Librarian	September 2019 December 2019 March 2020 June 2020
<b>A &amp; C</b>	Continue to develop the whole staff knowledge on metacognition and the effective use of support staff to ensure	Metacognition and self-regulation.  Effective use of TA staff.	EEF research project, Metacognition and Self Regulation  Tom Bennett’s 2017 paper, metacognition and self-	SLT monitoring of pupils participation and attitudes towards learning.  Pupil voice will be collected	SLT  Vicky Palmer DHT	Half Termly monitoring

	that they support the progress of pp children.		regulation document. Use EEF guidance to ensure the effective use of TAs across the school using the 7 recommendations.	Impact overseen by Key stage leaders and subject leader teams.  Whole staff training.  VP and SY to undertake another learning walk with a focus on 'effective use of TAs in Autumn 1)	VP &SY	
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**ii. Targeted support**

	<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>When will you review implementation?</b>
<b>F</b>	Ensure that PP children have access to resources and activities.	Visits / trip contributions /Residential Uniform Clubs Books	EEF 'Guide to the Pupil Premium', which was published in June on PP spending by the DfE 'FAQ'	Office ST to ensure that children in receipt of PP receive their full entitlement to be used on uniform, revision books, contributions towards trips and a half term of a paid club. Clear documentation of spend.	ST	Autumn 2019 Spring 2020 Summer 2020
<b>E</b>	Increased involvement in learning from parents of PP children.  Improved parental engagement	FSW to run parenting groups to support parents of PP children. E.g. Family Art sessions & homework drop in groups. Parental learning opportunities to work alongside children on learning and information about learning and targets	EEF 'Guide to the Pupil Premium', which was published in June on PP spending by the DfE 'FAQ'  Research indicates that children who have hard to reach parents who are less engaged to support children in learning achieve less well in attainment and progress.  Breakfast Club food Breakfast Club Staff/other staff costs Pupil Premium School Meals	Two FSW to work closely with families to engage the in the school life, support them with understanding what their children are learning and overcome any barriers. FSW to monitor, track and record families they work with to identify improvements. Monitoring of parental engagement in learning activities as well as other engagement in the school. Learning packs and conversations about learning to encourage parents to support their children. FSW to target certain parents in order to support their children. Parenting Groups. Parents invited into school for children to share their work. Weekly reading p.m. with FSW support.	FSWs SLT	September 2019 December 2019 February 2020 June 2020

<b>D</b>	Improved attendance for PP children.	Fortnightly check on attendance rates and incentives for improved attendance as well as regular termly rewards already in place. Catch up with parents from family support worker and higher profile on attendance for children.	There is a correlation between poor attendance and lateness with poorer attainment. Children who are not in school need more catch up. Pupil premium review highlights attendance as a key issue to be addressed.	Monitoring of attendance through regular data checks, letters and attendance surgeries. Involvement of governors and external agencies.  Reward systems in place to support all children in attendance. Family support workers to address individual needs of families to support with routines to improve attendance.	VP DHT  FSWs	October 2019 Jan 2020 March 2020 July 2020
<b>F</b>	Support for children with multiple barriers.	Nurture groups to support behaviours for learning and measured through Boxall profiles and case studies  Family support worker to support families and children with multiple needs.	PP children who also have SEND/ and or CP, emotional or behavioural difficulties may have difficulties in concentrating and engaging in learning. Families and children need support in difficult circumstances	Boxall scores and case studies to evidence the children's progress enabling them to access their learning.  Sam Y, Andrea B to continually monitor the children's progress and transitioning back into class and supporting them with their achievements.	Sam York SENC O	Ongoing

<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>When will you review implementation?</b>
<b>D</b>	Increase attendance rates.	Breakfast club for 30 identified PP children or poor attendance.	Breakfast club encourages regular attendance and gives a good start to the day with children having a regular healthy breakfast. Research indicates that PP children who attend breakfast club have better attendance and attainment.	Monitoring of children's attendance, invitations to targeted children.  JB to complete attendance register and follow up with FSW to call any parents who are not attending to ensure that the breakfast club runs at full capacity for PP children.	VP DHT  ST JB	September 2019 December 2019 March 2020 June 2020
<b>C &amp; F</b>	Increase progress and attainment.	Enrichment activities  Learning packs to support learning  Subsidised trips and access to clubs	Children who are fully engaged in the life of the school and have opportunities to take part in all activities have higher aspirations and life chances due to experiences. Pupil premium review indicated that this was the correct strategy to use.	Monitoring of provision on PP provision map and tracking of take up of clubs, activities, trips and enrichment. SY to monitor that provision is mapped on Edukey.  Sports Coach employed to set up and organise sporting opportunities during lunchtimes for selected groups of pp children.	SY  Sports coach	September 2019 January 2020 April 2020 July 2020

<b><u>Pupil Premium Breakdown 2019/2020 Budget Allocation</u></b>	
FSW/TA Support/J Rew	£52,311.00
Educational Visits/Trip contributions/Residentials	£3,930.00
Uniform	£2,450.00
Clubs	£2,500.00
Books	£330.00
Breakfast Club food	£850.00
Breakfast Club Staff/other staff costs	£3,900.00

Pupil Premium School Meals	£25,765.00
S York/SLT/S Sear	£34,589.00
Staff Training	£3,000.00
Professional Services	£8,974.00
<b>Total 19/20 Anticipated Premium Funding Income</b>	<b>£138,599.00</b>