

Pupil premium strategy statement (primary) 2019-20 Planned expenditure (2018-19 review)

1. Summary information					
School	Settle C.E. Primary School				
Academic Year	2019-2020	Total PP budget	£32, 970	Date of most recent PP Review	September 2019
Total number of pupils	192 (as of Sept 2019) 48 of which in Rec/Nur	Number of pupils eligible for PP	17 (3 of which EYPP)	Date for next internal review of this strategy	September 2020

2. Current attainment		Y1-Y6 attainment (14 children)							
For EYPP data see attached EYFS lead data		Pupils eligible for PP (14 pupils)				Pupils not eligible for PP (130 pupils)			
		EME	WTS	EXS	GDS	EME	WTS	EXS	GDS
% achieving ARE (or above) in reading, writing and maths <small>*Some may be EXS in one or two and GDS in another/EME in one or two and EXS in another. Children have been placed in whichever their lowest band is*</small>		1 (7%)	10 (71%)	3 (22%)			47 (36%)	73 (56%)	10 (8%)
% achieving ARE (or above) in reading			9 (64%)	5 (36%)		6 (4%)	28 (22%)	52 (40%)	44 (34%)
% achieving ARE (or above) in writing		2 (14%)	7 (50%)	5 (36%)		3 (2%)	40 (31%)	75 (58%)	12 (9%)
% achieving ARE (or above) in maths			5 (36%)	8 (57%)	1 (7%)		28 (22%)	51(39%)	51(39%)

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3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>	
A.	Enjoyment for reading /reading ability
B.	Low mathematical ability
C.	Occasional low self-esteem/behaviour/mental health
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
D.	Home learning /parental support.
E.	Financial Barriers

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Children have a positive attitude to reading and are more confident to apply skills across the curriculum.	Reading will have improved as a result of the strategies put in place.

		Children will read more regularly and a greater range of texts.
B.	Pupils make clear progress, especially with number and fraction work. Time tables improve. Home learning is taking place – parents are confident in assisting with this.	Child is happy learning at home, parents are informed as to how best they can help at home. Regular meetings with parents help them to be confident to help their child. Children make good progress with number work and more confident with times tables.
C.	Child is happy and confident and self-esteem is at a good level to achieve. Behaviour and attitude is good. Child can be included and participate in all classroom activities. Well-being and mental health issues are built into lessons regularly across school, including working with outside visitors.	Child is consistently positive and happy and this transfers to work and attitude to it. Child enjoys playtimes and lunch break. Children know where they can access help, both inside and outside school.
D.	Pupils are able to complete additional tasks at home or at clubs running outside of the normal school day. Increased numbers will attend homework clubs.	As a result of school targeted work and help at home the child is making progress and is closing the gap. Children are able to regularly complete tasks outside of the school day.
E.	Families and children can access many things that they would otherwise struggle to pay for or are able to access support/agencies they are unaware of.	Families will be made aware of external agencies for family support. Children will be able to access services such as ASC/breakfast club, meals, music tuition, trips and residential visits, school uniform etc. All considered on an individual basis.

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	Cost	When will you review implementation?
Child is happy and confident. They can talk about their feelings and can approach staff when they need to. Child can use coping strategies. All staff feel more confident with behaviour management strategies.	Zones of Regulation/positive mindset lessons are regular. Class ethos encourages children to share feelings and talk to staff. Children know who they can talk to. Clear behaviour policy implemented. Reflection areas set up in each class. Whole staff training from RW	Pupils can sometimes have a negative attitude to learning. Pupils not always able to talk about things or control emotions. Some staff are under confident when dealing with challenging behaviour.	RW to deliver training for staff. Ensure that the school ethos is that of an open and approachable culture where all children feel valued and safe. Staff attend all training sessions then monitor approaches used in school when issues have arisen. ZoR training for staff and new behaviour policy continuing to embed. Use of behaviour file to give clear sanctions to pupils whilst managing to deal with situations calmly.	RW NS	Initial training cost for RW £1000 to be rolled out with staff. Other actions: Free	Staff meetings. Ongoing as incidents arise/potential incidents. When behaviour file is checked. End of summer term.
Child is making good progress in reading and closing the gap due to the targeted provision in place. They have clear strategies place to help them use their comprehension skills across the curriculum.	Pupil progress meetings inform how well progress is going. Targeted interventions where children are supported to accelerate progress in phonics, reading and comprehension work.	Child not reaching ARE in reading and writing. Need to close the gap.	New books purchased throughout school. Class libraries implemented in all classes. Reading passport scheme set up. VIPERS adopted as a whole school strategy. Whole school tracking system has been developed. Library visits organised and paired reading sessions regularly across school.	JW RW LT		At termly pupil progress meetings. When updating tracker. Observations/work scrutiny
Child is making good progress in maths and closing the gap due to the targeted provision in lessons and DIRT time following a mastery approach.	Testbase assessments purchased already to use at end of year. Mastery approach being further embedded further. Maths enrichment days linked to real world, eg. Christmaths, Orienteering, STEM days Same/next day interventions as outlined below.	Child not reaching ARE in mathematics. Large gap to close. Huge body of research into effectiveness of mastery approaches – seen effect of this in school too.	Whole school tracking system has been developed. SE and RW part of TA mastery project. LT to hold open classrooms and training. LT and other adults, eg, Olly Roberts, to run enrichment days. Regular same/next day interventions.	LT RW	No cost	At termly pupil progress meetings. When updating tracker. Observations/work scrutiny.

Child is well supported in school so targeted support can be provided as and when needed in reading, maths with behaviour and to support home learning .	TAs used and moved to work alongside pupils with the greatest need. Staff matched with pupils carefully so as to achieve the best outcomes for individual pupils.	Children perform better, focus more and behave better when targeted support is provided in class. Enable children to participate –inclusivity.	NS to work closely with staff and RW to ensure staff are placed where there is the greatest need. Where children are not making progress, additional support can be given or when behaviour/emotional challenges are affecting ability to learn.	RW NS	£rest of PP budget – to confirm with Val	
Total budgeted cost						£
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	Cost	When will you review implementation?
Children completing tasks at home to support learning in school. Specific homework club for Y6 and Y2 will have regular attendees. MyMaths Y1-Y6 SATs bootcamp specific to Y6 TT Rockstars	<p>Homework support offered in after school club which is supplemented for PP children. Homework timetable shared on posters and ASC newsletters.</p> <p>My Maths shared at Y6 parent's evening and additional whole school sessions for parents in other classes. Specific homework clubs run by teaching staff for Y6 and Y2. Maybe roll out to Year 5?</p> <p>Homework folders/study guides for Y6 Info for TT Rockstars sent home.</p> <p>One additional high needs PP pupil has regular 1:1 support after school from class teacher and parent.</p>	<p>Children guaranteed to have support when needed with homework and have chance to complete tasks.</p> <p>Resources to help organise and support pupils. MyMaths proven to have impact.</p>	<p>Track results on My Maths. Teachers to monitor projects, spelling test results, home reading. Staff running clubs will keep a register of attendance. Pupils will be more confident with times tables. Pupils will regularly complete focused homework tasks.</p>	<p>CSh CS JW LT</p>	<p>£400 My Maths</p> <p>£650 ASC supplement Cost accounted for in next section</p>	<p>Ongoing through parent/pupil feedback. Monitoring homework tasks each week. Staff feedback from ASC and homework clubs.</p>
Child can talk about feelings and acknowledge when they need help from staff. ZofR sessions support most vulnerable pupils. Support from outside agencies.	<p>Child feels able to talk to staff if not happy. Child has tailored materials/approaches to suit them (eg. Support plans, colour flipbooks, emotion cards if needed) and other staff aware of these children. Contact EMS@Greatwood for behaviour support for specific children. EMS staff to run targeted training for staff with specific strategies for identified children. Other agencies brought in when required through SENDCo referral. Parents referred to other external support agencies as advised via SENDCo.</p>	<p>Occasionally attitude to learning is not consistent. Behaviour can slip when pupils struggle to control emotions. Cost effective use of outside specialised help.</p>	<p>Ensure that whole class ethos reinforces the fact they can talk to teachers and peers about their worries. Ensure all pupils aware of the different feelings and coping strategies for the 4 colours in ZofR. Staff more confident with the most challenging behaviours. Challenging behaviours occur less/pupils able to have time and space to regain control when needed.</p>	<p>NS RW Class teachers</p>	<p>No cost</p>	<p>On a day to day basis. Reviewed at each meeting with EMS staff. EMS/other agency reports.</p>

Chosen books are appropriate and the child is reading a wide range of books. Rewarded for reading regularly.	Monitor the Book Passport scheme and check that books are varied. Children have books they are enthusiastic to read – check regularly in school and in home reading records. Books selected to appeal to those children who need encouragement to read more. Paired peer to peer reading taking place regularly across school and federation events/theatre visits planned with a reading focus.	Pupil and parental feedback about lack of choice. Reading Review with other local headteachers - to promote reading. Dip in reading results.	Regular checks of reading records and reading passports updated each week (Y1-5/Starbooks rewards Y6).	Class teacher s JW	£30 for new stickers when needed. Book club funds used to purchase reading books.	Records checked weekly.
Interventions include: Reading inference sessions with KS2 classes. Rapid Readers with CS for Y6 Reading support for all classes from volunteers.	Regular interventions for pupils falling behind/a long way off their FFT targets.	Some children do not want to read, therefore understanding of texts is weak. Pupils underconfident with inference skills. Used both interventions before and have seen rapid progress.	Pupil discussions. Assessment data. Observations	LT JW CS	£650	Termly
Success@Arithmetic Y6 intervention. <i>Same day/next day intervention used in all classes. Pupils targeted on a needs basis following maths lesson.</i>	S@A to boost Y6 pupils Same day/next day intervention in assemblies/timetabled DIRT time and/or start of next lesson. Children work in purple pen.	S@A is proven to help boost mathematics. Same day/next day intervention key part in mastery approach: catch them early rather than catch up! Delivered by staff who know misconceptions. Sustainable and cost effective.	Session notes. Class work. Pupil's confidence. Assessment data. Monitoring class books and purple pen work. These indicate progress and next steps.	CS RA/L T/NS	£3600	Termly
Total budgeted cost						£4, 680
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	Cost	When will you review implementation?
Access to After School Club	Give the child the option to attend ASC if they want to.	Child can access ASC to integrate and access	Ensure parents are aware of this.	RW	£650	Sept 20

		activities.				
School trips paid for.	Ensure child has access to all school trips.	Inclusivity	Ensure parents are aware of this.	RW	£400	Sept 20
Other items subsidised, eg. Meals, uniform, music tuition	At discretion of head, on an individual basis.	Inclusivity	Ensure individual parents are targeted on a needs basis.	RW	£400	
TT Rockstars for use in school and at home. MYMaths rolled out across school from Y1-Y6.	App available to support learning at home 'on the go'.	Child can access programmes used to support learning.	Monitor use of TT rockstars with weekly 'rockstars', certificates and celebration display. Staff to record results in class. Children's account to track play.	LT	£200	Ongoing.
Total budgeted cost						£ 1650

6. Review of expenditure

Previous Academic Year 2018-2019	£35,588			
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
Child is happy and confident. They can talk about their feelings and can approach staff when they need to. Child can use coping strategies.	Zones of Regulation/positive mindset lessons are regular. Class ethos encourages children to share feelings and talk to staff. Children know who they can talk to. Clear behaviour policy implemented. Reflection areas set up in each class.	Child has consistent good attitude to learning. Feel able to talk about anything, know who to find to talk to. All children more aware of ZoR. Children have clear reflection areas they can use.	Some children need further support. Staff need specific training to support the most challenging behaviours (RW to roll out/utilise expertees from local EMS). Can these pupils access specific sessions from EMS to support behaviour/emotional regulation?	No cost

<p>Child is making good progress in reading and closing the gap due to the targeted provision in place. They have clear strategies place to help them use their comprehension skills across the curriculum.</p>	<p>Plans Reading journals VIPERS</p> <p>Pupil progress meetings inform how well progress is going. Targeted interventions where children are supported to accelerate progress in phonics, reading and comprehension work.</p>	<p>Improved KS2 results for reading from 2017 to 2018. Slight dip in 2018-19. Staff clear on using whole school VIPERS approach and 'book talk' after training with Kelly Ashley. New resources being used regularly in reading journals.</p>	<p>Continue but develop with further strategies, sharing approaches/resources etc, e.g. Develop whole school approach to make this more consistent, buy into whole school resource (Literacy Shed, etc). Still need whole school approach to be embedded – VIPERS</p> <p>Look closely at QLA so weaker question types in SATs can be targeted this year.</p> <p>Further SAT style prep needed especially across Key Stage 2.</p>	<p>£900 Cracking Comp. £600 training £600 Author New books £4000</p>
<p>Chosen books are appropriate and the child is reading a wide range of books. Rewarded for reading regularly. Reading areas/class libraries evident in class.</p>	<p>Large spend on new books across school. Reading areas and class libraries developed.</p>	<p>Children using reading areas and class libraries regularly in class. Reading takes place often and willingly and children then achieve more understanding of texts. Children are motivated to read and choosing books appropriate to level and age.</p>	<p>Continue to purchase new books for across school using funds from Book Clubs.</p> <p>Use money from Resettlement project to purchase picture books linked to Refugees to share in collective worship.</p>	
<p>Child is making good progress in maths and closing the gap due to the targeted provision in lessons and DIRT time following a mastery approach. Progress clearly assessed through end of year assessments.</p>	<p>Testbase assessments purchased to use at end of year. Mastery approach being embedded further.</p>	<p>Children across school (PP and non PP) have really benefitted from use of CPA in maths, new equipment and books. Progress clear in books and children across school making good progress on termly tracker. Exception: staff absence and inconsistencies between staff who have been involved in mastery work and those who haven't</p>	<p>In depth TRG work has had a huge impact across school, but especially in Y1/2 and Y6 with 2 teachers involved in project. Continue with enabling more staff to access in depth work next year (EYFS/TAs). PP benefit as do non PP.</p> <p>Testbase assessments gave a clear summative picture of progress. Continue to use as end of year assessments. Complement WR assessments well.</p>	<p>£300 Testbase materials</p>
<p>Child is well supported in school so targeted support can be provided as and when needed in reading, maths with behaviour and to support home learning.</p>	<p>TAs used and moved to work alongside pupils with the greatest need.</p>	<p>Children have been well supported and able to access lessons/activities they may previously have given up on/struggled to access. When incidents have occurred, staffing has allowed lessons to continue uninterrupted so these do not affect the rest of the class. Children can be given time and space to regain control, rather than be pressurised to 'conform' too quickly.</p>	<p>Will need to continue and be closely monitored by all staff and final decisions about TA support made in conjunction with SENDCo and RW.</p>	<p>£21,788</p>

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
Children completing tasks at home to support learning in school. Specific homework club for Y6. MyMaths and SATs bootcamp specific to Y6 TT Rockstars	Homework support offered in after school club which is supplemented for PP children. My Maths shared at Y6 parent's evening. Homework folders/study guides for Y6 Infor for TT Rockstars sent home.	Improved results on My Maths. Homework projects, spelling test results, home reading, etc have completed more consistently.	Roll out My Maths across school. Y2 homework club? More focus on homework at ASC.	£500 £650
Compass Buzz training helps child to talk about feelings and acknowledge when they need help from staff. ZofR sessions support most vulnerable pupils.	Child feels able to talk to staff if not happy. Child has tailored materials/approaches to suit them (eg. Support plans, colour flipbooks if needed) and other staff aware of these children.	Whole school ethos reinforces the fact they can talk to teachers and peers about their worries. Pupils aware of the different feelings and coping strategies for the 4 colours in ZofR.	Children need more support with how to use coping strategies more proactively. Seek support from EMS as above for specific children. Utilise other agencies such as NSPCC.	No cost
Chosen books are appropriate and the child is reading a wide range of books. Rewarded for reading regularly.	Monitor the Book Passport scheme and check that books are varied. Children have books they are enthusiastic to read – check regularly	Parents/children record in reading records more regularly and reading passports updated each week (Y1-5/Starbooks rewards Y6. Children like the wider choice of books available.	Continue to add to new books using book club money and use of book passports/Starbooks to continue.	
Interventions include: Reading inference sessions with LT for Y6 Rapid Readers with CS for Y6 Reading support for all classes from volunteers.	Regular interventions for pupils falling behind/a long way off their FFT targets.	Pupil discussions. Assessment data. Observations – all show clear progress for children involved in interventions.	Yes continue! Other staff to observe sessions and roll out across KS2 where appropriate.	£650
Third Space Intervention with 1:1 online tutors trialling to monitor impact to potentially roll out to more children next year. Success@Arithmetic Y6 intervention.	Third Space to boost the children's understanding of number, place value and 4 operations.	Monitoring reports from Third Space. These indicate progress and next steps. Session notes. Class work. Pupil's confidence. Assessment data.	Excellent progress made in third space (add maths age progress). But not reflected in tests. How can we evidence this progress further? Look at same/next day intervention run by class staff (no cost and can be more consistent than previous interventions).	£800 £3900
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
Access to After School Club	Give the child the option to attend ASC if they want to.	Some families in need are accessing this.	Continue to make this available and ensure parents are aware.	£500
School trips paid for.	Ensure child has access to all school trips.	Some families in need are accessing this.	Continue to make this available and ensure parents are aware.	£200
TT Rockstars for use in school and at home.	App available to support learning at home 'on the go'.	Use of TT rockstars very visible with regular play time, weekly 'rockstars', certificates and celebration display. Staff recording weekly results in class. Children using account to track play.	Continue with this approach but look at other ways part of PP money can be used to ensure good progress academically. How can we engage parents and have more visible means of using PP money? MyMaths – can we roll out across school?	£200

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 on our website.

*TA support calculated as £600 per year for every one hour of TA support (this varies depending on level of TA providing support).