

Pupil premium strategy and impact review statement Causeway Green Primary School 2019-20

1. Summary information					
School	Causeway Green Primary School				
Academic Year	2019/20	Total PP budget	£233, 900	Date of most recent PP Review	26.2.19
Total number of pupils	419	Number of pupils eligible for PP	165	Date for next internal review of this strategy	April 2020

2. Current attainment		
EYFS 2019	<i>Pupils eligible for PP (2019 your school)</i>	<i>Pupils not eligible for PP (2019 national average)</i>
% achieving GLD	50% (Nat 56%)	75%
KS1 2019	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving expected+/GD in reading	71%/14% (Nat 62%/14%)	78%/28%
% achieving expected+/GD in writing	62%/5% (Nat 55%/7%)	73%/17%
% achieving expected+/GD in maths	67%/10% (Nat 62%/12%)	79%/24%
Year 1 Phonics	65% (Nat 71%)	84%
KS2 2019	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving expected+ in reading, writing and maths	48% (Nat 51%)	69%
% achieving GD in reading, writing and maths	3% (Nat 5%)	12%
Average progress score in reading	-0.3 (Nat -0.6)	0.3 (2018)
Average progress score in writing	+1.1 (Nat -0.4)	0.2 (2018)
Average progress score in maths	-0.7(Nat -0.6)	0.3 (2018)

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.	Inward mobility of some pupils working well below the expected level. This can reduce attainment for some pupil groups.
B.	Oral language skills in EYFS, KS1 and Year 3 are lower for PP pupils than for other pupils. This slows literacy (including phonics) progress in subsequent years.
C.	Poor basic skills for some pupils. This makes it more difficult for these pupils to attain 'expected'.
D.	There is a gap between PP/NPP pupils in the prime areas from EYFS baseline.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
E	Poor home learning environment for some pupils. This means that some pupils have limited opportunities to learn at home.
F.	Low baseline of attainment on entry to EYFS. This means that some pupils have to make accelerated progress in subsequent years in order to catch up. Very few pupils achieve 3s at the end of Reception and this trend continues at KS1 and KS2.
G.	Safeguarding and emotional barriers to learning (e.g. low self-esteem/confidence/social skills). This can mean that pupils are not able to learn effectively until these issues are addressed.
H.	Attendance of targeted groups of pupils, particularly PA lower PAG pupils. Poor attendance reduces time spent at school and causes some pupils to make less progress, resulting in lower attainment.
I.	Social and economic factors including life experiences. This can impact upon opportunities to learn and develop understanding about the world.
4. Desired outcomes	
<i>Desired outcomes and how this will be measured</i>	<i>Actual impact</i>
1. Increase % PP pupils achieving GLD in Reception to 56% in 2020	
2. Close gap in % PP pupils achieving expected + at KS1 and KS2	
3. Increase % PP pupils at KS1 and KS2 achieving greater depth	
4. Progress scores for PP pupils are closer to national non PP pupil progress scores at KS2	
5. Improve attendance overall and PA particularly for lower prior attaining pupils. Attendance overall is 97% PA is further reduced and remains below national. The gaps in attendance between PP and non PP pupils close further.	

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 ?
1-4	CPD for all staff regarding reciprocal reading and reading pedagogy	EEF research shows that these methods are effective	Lesson observations Pupil progress Book scrutiny	MS (DHT)	April 2020
1-4	Increased staffing for guided reading in every class each day	Lower staff/pupil ratios lead to increased outcomes	Data review Lesson observations Book scrutiny	SLT	April 2020
2-4	Maths Mastery CPD for all teachers	Mastery techniques are effective in consolidating pupils' understanding and lead to better progress	Learning Walks Book scrutiny	CD/AH	April 2020
1-4	Good to be Green and Dream to be Green rewards and Growth Mindset training and resources	Good behaviour in class and around school leads to better outcomes for all children. It has been shown that Growth Mindset raises aspirations and outcomes	Behaviour monitoring Pupil conferencing	SLT	April 2020
1-4	CPD/lesson study for staff. Phonics focus in CPD and resource provision.	Quality First Teaching leads to the best outcomes. Staff also need training in SEMH interventions to support pupils	QA processes Pupil progress analysis Intervention monitoring and evaluation	HT/DHT	April 2020
1-4	In class support (LSPs)	Progress is more rapid in lessons where lessons are adapted to suit pupils' needs through the use of AfL. Highly trained LSPs enable this process to a greater degree	QA processes Pupil progress analysis	CD (AHT)	April 2020

1-5	Forest schools teaching and resources	Boys particularly learn best outside and in active learning experiences. This is being used to close the gap between boys and girls and to provide life experiences to PP pupils.	QA processes Pupil conferencing Outcomes for pupils	TL (AHT)/HLTA	April 2020
1	EYFS outdoor area improvements	Improve learning environment for better provision for prime areas	Quality of provision improves Outcomes for pupils	RC (EYFS lead)	July 2020
Total budgeted cost					£57,300
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 ?
1-4	Switch On Reading intervention training for LSPs	Switch on is shown to be effective (EEF)	Lesson observations Pupil tracking	MS (DHT)	April 2020
1-4	Reluctant Readers	Highly trained 'expert' teacher to teach daily sessions with targeted children.	QA systems Pupil progress analysis	RR teacher/TL (AHT)	April 2020
1-4	Volunteer Reading Help- 2 visits per week per child	Pupils selected for VRH make good progress.	Pupil progress analysis	DHT (AHT-TL)	termly
5	Prevention of Exclusion	Support required for pupils at risk of exclusion enables the child concerned (and other pupils) to continue to learn effectively.	Exclusion data analysis Behaviour monitoring	HT/ mentor	As required
1-4	Nurture/Mentoring and SEMH staffing and resources	SEMH interventions and support enable a child to focus on their learning and make good progress.	SEMH intervention outcomes (Boxall profiles) Pupil progress analysis	Inclusion Lead/mentor	April 2020
1-4	Booster/Catch Up	Targeted pupils taught by LSP and HLTA (4 hours per week)	Pupil progress analysis	DHT (NS) PP lead	April 2020

1-4	Targeted interventions	Some of our pupils need targeted help to catch up. Pupil progress meetings lead to the creation of termly provision maps. The Inclusion lead uses internal and external evidence to support teachers in selecting the most effective interventions for each child. Phonics interventions in Rec-Y3.	Intervention monitoring Pupil progress analysis Provision Maps	Teachers/ Inclusion Lead	(included in LSP in class support-above)
1-4	Resources/support for most able PP pupils	Fewer PP pupils reach GDS/exceeding. To close the gap we need to identify the pupils with potential and provide support and opportunities.	Pupil progress analysis	More able Lead TLR	April 2020
Total budgeted cost					£130,296
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 ?
1-4	Reading resources including on-line books Lending library for reading and phonics games and resources for home learning	Some of our pupils do not have access to reading/learning materials at home due to financial/other constraints. By providing these resources and providing support to parents in how to use them, the gap in attainment between PP and non PP pupils should start to close.	Provide necessary budget Review use of library Incentivise attendance	Reading Lead and DHT	April 2020
1-4	Wraparound care (breakfast and after school) and resources including Magic Breakfast	Provision of breakfast is shown to improve children's concentration levels. For some pupils this also provides a calm start to the day and enables a positive approach to learning.	Monitor pupils attending club Review impact on learning behaviours	DHT PP lead	April 2020
5	Attendance support: Attendance Officer and attendance incentives/rewards	We cannot improve attainment for children if they aren't attending school. Attendance is a key step in improving outcomes for pupils.	Review of groups in need of extra focus. Review and adapt procedures.	HT and attendance officer	February 2020

1-5	Safeguarding Officer, Family Support Worker and resources. My Concerns safeguarding package	The vast majority of pupils receiving this support are PP pupils. Children and families benefit from this support. It enables the children to have a safe and secure home life so that they can focus on learning whilst in school.	Regular safeguarding team meetings Review policy and procedures CPD	Safeguarding Officer/HT	fortnightly
1-4	Contribution to school trips, extra curricular and holiday clubs/activities	This enables all pupils to experience learning opportunities. It also provides support to parents and families.	Half termly review of pupils accessing extra curricular activities	HT/DHT PP lead	March 2020
1-4	Staffed library opening and reading sessions at lunchtime	This enables access to reading materials for all families . This enables parents to support their child at home.	Half termly review of attendance	DHT (NS) PP lead	February 2020
Total budgeted cost					£46,304

