****

**Pupil Premium Strategy Statement: Appletree Gardens First School 20-21**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 1. **Summary information** | | | | | |
| **School** | **Appletree Gardens First School** | | | | |
| **Academic Year** | 2020-21 | **Total PP budget** | £121,255 (full year) |  |  |
| **Total number of pupils (current)** | 327  (inc nur) | **No. of pupils eligible for PP** | **FSM Post LAC Service**  R-Y4- 100 5 3 |  |  |

Appletree Gardens ‘Pupil Premium Strategy Statement’ is guided by publications from DfE, John Dunford’s ‘10 points for PP Funding’, the Sutton Trust Social Mobility Report 2017 and published updates and the EEF ‘Toolkit for Teaching and Learning’ and the reviewed Ofsted Sechdule, September 2019.This year the EEF recommendations Post Covid have led the changes to be implemented across shool..

Our families make up a very diverse community- socially, economically and culturally- with children from each IMD decile group. 63% of our children are from households in the IMD range 1 to 5 (Jan19). Average class size is 27 -slightly higher number of boys than girls**.** Larger than average primary. **Pupil Premium**- 28.07%; FSM- 13.8%; BME-13%; SEND-16% ; LAC-0.3%. There is an increased focus on improving outcomes for disadvantaged groups across school with a stronger emphasis on narrowing gaps between all children and PP children.

The % of FSM children is dependent on year group- Sept 2020 **;**

**Rec- 31% (15) Y1- 32.2% (19) Y2-40% (24) Y3- 34.8% (16) Y4- 42.6% (26)**

**Children with ‘post looked after arrangements’- 5 pupils**

**Service Children -2**

**Attendance –Half Term -1 to 4 18-19- 96.1% Whole school- absence = 3.9% (no data for 19-20)**

**Disadvantaged- 4,5% (Nat Pri-5.4%).**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 1. **Current attainment** | | | | | |
| Key Outcomes Summer 2019 | *Pupil eligible for PP funding* | | *Pupils not eligible for PP funding* | | ***Pupils not eligible for PP******(national average)*** |
| **Achieving a Good Level of Development at the end of the EYFS – FSM** | NO DATA COLLECTED DUE TO CANCELLATION OF PRIMARY SCHOOL DfE ASSESSMENTS | | | | |
| **Achieving at the expected standard in the Y1 phonics screener** |
| **End of Key Stage 1** | EXP+ | GDS | EXP+ | GDS | EXP+ |
| **Achieving expected standard or greater depth at the end of KS1: Reading** | NO DATA COLLECTED DUE TO CANCELLATION OF PRIMARY SCHOOL DfE ASSESSMENTS | | | | |
| **Achieving expected standard or greater depth at the end of KS1: Writing** |
| **Achieving expected standard or greater depth at the end of KS1: Maths** |

|  |  |  |  |
| --- | --- | --- | --- |
| 1. **Barriers to future attainment (for pupils eligible for PP, including high ability)** | | | |
| **In-school barriers** | | | |
|  | | Wide range of abilities of PP children across school and their diverse needs.- need for differentiation, targeted interventions and support. | |
|  | | % of pupil premium children have difficulties with literacy including speech, language and communication; some with identified special educational needs 18/50 (36%) SEND pupils are PP | |
| **C.** | | Low pupil aspirations, self-esteem and resilience. PP children who require additional provision with personal welfare, behaviour and social skills to access learning. | |
| **External barriers** | | | |
| **D.** | | Lack of parental engagement with school/education for some PP children | |
| **E.** | | Attendance : DfE HT – 1 to 4, 18-19 . Absence for ALL- 3.9%, Disadvantaged – 4.5%, Non Disadvantaged – 3.7% | |
| **F.** | | Social barriers - including lack of emotional and social skills; economic barriers including financial’ expenses- uniform, educational experiences such as trips, music lessons and participation in physical activities | |
| 1. **Desired outcomes** | | | |
|  | *Desired outcomes and how they will be measured* | | *Success criteria* |
|  | To improve progress and attainment across school so that the proportion of PP (and other) children reaching age-related expectations or above increases. | | The school’s tracking system will show attainment and progress for each child and the cohort as a whole over the year.  Year-end outcomes will be comparable with those of other schools in Reception GLD, Year One (phonics screener) and Year Two (National, and the NTC September Data Pack). |
|  | Improve reading outcomes for those disadvantaged pupils across school | | School Improvement Plan 20-21- READING priority  Parent/carers informed of changes to Home School reading and approaches to speaking, reading and writing in school. Increase % of support from home – completing homework, supporting reading at home. etc. |

|  |
| --- |
|  |

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Improve PP pupils’ Personal Development social/emotional/mental development. | | | All PP children social/emotional/mental needs identified and monitored over the year.  A highly trained team of Senco and TA’s will to work effectively with pupils, parent/carers over the year to identify and support individual social and emotional needs. We will react to individual cases and support where needed. Improve and extend provision – whole school scheme ‘Jigsaw – Mindful approach to PSHE’. Introduction of Calm Time; Thrive Groups supported by trained staff. Counsellor employed for 1:1 support | | | | | | | | |
|  | Mental Health and Wellbeing – Enrichment within and beyond the curriculum Physical including Outdoor Learning, Food and Healthy Eating. | | | SIP priority- develop school grounds through OPAL. Increase opportunities for both ‘free and structured apparatus. Develop creativity, imagination and stimulate pupils to increase learning. | | | | | | | | |
| 1. **Planned expenditure** | | | | | | | | | | | | |
| **Academic year** | | **2018-19** | | | | | | | | | | |
| 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. | | | | | | | | | | | | |
| 1. **Quality of teaching for all – NB This is only a small selection of our teaching & learning strategies funded from our main school budget** | | | | | | | | | | | | |
| **Strategy Objective** | | **Specific Action /**  **approach** | **What is the evidence and rationale for this choice?** | | **How will you ensure it is implemented well?** | | | **Staff lead** | **Monitoring** | | **Cost** | |
| To improve progress and attainment across school so that the proportion of PP (and other) children reaching age-related expectations or above increases. | | 2 teachers per year group Y1 to Y4 – for Literacy and Numeracy .  In class support from L3 Teaching assistant each am, in each class. | All PP children will benefit from additional adult support within for literacy and numeracy lessons. | | Progress and attainment of all PP children monitored through work scrutiny, PP meetings, discussion between staff, movement between classes/sets, discussion with parent/carers. | | | HT  Intervention Lead  TA  SENCO | Review each PP child, each half term. | | £70,000 per annum | |
| 3 additional part- time TA’s deployed to provide in class support and deliver appropriate interventions for children with EHCP plans | Whole class teaching of PWP with additional TA support in class.  Improved teaching of RWinc Phonics | | Achievement and attainment will be monitored on a weekly basis during liaison time (FRI) -TA and Teacher  Targets will be adjusted to support individuals. | | | HT  SMT  Lit Lead Intervention Lead | Weekly discussions between TA and Class teacher | | 3 pt additional TA’s | |
| Regular staff training on improving practise- particularly on feedback and self regulation.  Specific training RWInc and Guided reading Strategies.Increase staff awareness of all PP children across each year group in each class/set. | ALL pupils across school will benefit from teachers’ increased knowledge & skill.  All PP children identified through plans and other discreet methods so able to access maximum teacher/TA support and input. | | Monitoring and evaluation of impact – through teaching observations, planning & book scrutinies.  Discussions with pupils, parents/carers & staff. | | | HT  SMT  SENCOs | On an ongoing basis & following evaluation of data at the end of each half  term | | Staff release time  £2,000  Specific Training packages  £2,000. | |
| Improve reading attainment and progress across school, narrowing the attainment between PP and Non PP | | RWinc Phonics taught daily in Rec, Y1 and Y2. Taught to Y3 and Y4 pupils who need support  10 staff deployed to teach, assess and implement | Daily Phonics teaching supported by Ofsted.  Lowest 20% of pupils will benefit from a phonics based system of teaching of reading. | | Staff training.- all staff receive LA training /revision of RWInc teaching of phonics Sept. Staff matched to groups size/ experience etc.  Further training and support from English Lead during the year.  Monitoring of progress across the year. | | | HT  SMT  Literacy Lead  (JT) | Class monitoring  environment | | £6,000  Inc resources provision | |
| Good and outstanding first quality teaching.  Every lesson will impact directly on PP. | | Improve and extend provision - ‘Jigsaw – Mindful approach to PSHE’.  Additional Resilience Package purchased to support children post Covid.  Friendship/ Nurture groups, individual counselling initiated on child need.  Whole school CPD termly basis. Parent/carers informed | Evidence from EEF that increased self esteem, improved mental health and building resilience can help improve a child’s  Self Esteem emphasised across the curriculum.ie Careers Benchmarking. | | All children assessed before and after SME intervention. Senco monitors delivery of intervention.  Senco monitors data results.  Groups of children changed half termly. | | | SENCO-  Intervention Lead  HT | Assessment of pupils SME needs.  Discussion at PP meetings half termly | | SENCo additional hours £4,000  2x 0.5 sessions from trained (Counsellor  £4,000 | |
| Improve PP pupils’ social/emotional/  mental health and physical development. | | Adapt the OPAL Primary Programme to meet Covid standards.  Play equipment available or each bubble.  Additional spend on Early Years outdoor play area to provide opportunities for development of Physical gross motor skills. | Improved play opportunities contribute positively to children’s SEM and physical health. | | Development Group working with OPAL consultant lead whole school change to outdoor play /area. To complete the Opal quality mark. | | | OPAL consultant  HT  Development Group. Staff training, Parent/  Carer contribution. | 2 workshops and training across 1 | | | £3,000  Resources £6,000 |
|  | | **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?** | | |  |
| **Targeted support** | | | | | | | | | | | | |  |  |  |  | Ongoing & at half termly meetings pupil progress meetings  Additional TA support for pupils:- review through Performance Management |
| **Desired outcome** | | All children assessed on return to school post Covid  Reading/ Phonics/number Tailored interventions to ensure targeted, focused and  challenging input for PP pupils, based on their current needs & updated regularly..  Close monitoring of progress of PP pupils | Pupils benefiting from one to one or group work sessions from well-trained TA’s have attained well & made good progress in relation to their starting points.  Class teachers & TAs will liaise regularly and share outcomes and programmes in regular staff meetings & on a daily basis. Use research-based interventions to impact on pupils’ knowledge and skills. | | | Monitor interventions and levels of progress to ensure effectiveness of input. Members of staff work together to provide opportunities to share progress, problems, ideas, etc.  Half-termly data scrutiny and Progress meetings. | Intervention Co-ordinator (CC) with Sendco and DHT | | | Ongoing & at half termly meetings pupil progress meetings  Additional TA support for pupils:- review through Performance Management  Each half term  Full review of impact- end of academic year | | |
|  | | Early identification of potential and MA PP’s.  MA PPs provided with targeted support and opportunities to challenge and raise expectations | Smaller % of PP children reach Greater Depth and/or S+ levels in Target Tracker for writing | | | Monitor interventions and levels of progress to ensure effectiveness of input. Members of staff work together to provide opportunities to share progress, problems, ideas, etc.  Half-termly data scrutiny and Progress meetings. | MA Lead teacher and DHT | | | Ongoing & at half termly meetings pupil progress meetings  Additional TA support for pupils:- review through Performance Management    Each half term  Full review of impact- end of academic year | | |
| Continue to support curriculum enrichment programmes for PP children. | | On a needs basis  Provide free Breakfast and after school .  Provide after school activities  Provide music lessons support with payment.    Supplement all PP children in annual Y4 residential. (Covid permitting)  Offer a programme of ed visits throughout the school year | Research shows that a settled start to the school day supports learning  Clubs allow children tom develop social skills with peers.  Additional cost for tuition can support PP children and develop skill and talent/creativity. | | | Tracking individual during and at the end of the school year. | SLT  Outside Agencies. | | | Approx. £2000 per annum. | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1. **Review of expenditure** | | | | |
| **Academic Year** | | **2019-2020 allocation (full academic year)** | | |
| 1. **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** |
|  |  | NO DATA COLLECTED DUE TO CANCELLATION OF PRIMARY SCHOOL DfE ASSESSMENTS |  |  |