

1. Summary information					
<b>School</b>	LewTrenchard Church of England Primary School				
<b>Academic Year</b>	2019-20	<b>Total PP budget</b>	£23,760	<b>Date of most recent PP Review</b>	July 2019
<b>Total number of pupils</b>	90	<b>Number of pupils eligible for PP</b>	15	<b>Date for next internal review of this strategy</b>	Dec 2019

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<b>Pupils not eligible for PP - National</b>
<b>% achieving in reading, writing and maths</b>	KS1 50% (2 of 4 children) KS2 50% (2 of 4 children)	KS1 60% KS2 %
<b>% making progress in reading</b>	KS1 50% (2 of 4 children) KS2 50% (2 of 4 children)	KS1 67%
<b>% making progress in writing</b>	KS1 50% (2 of 4 children) KS2 50% (2 of 4 children)	KS1 73% KS2 69%
<b>% making progress in maths</b>	KS1 75% (3 of 4 children) KS2 50% (2 of 4 children)	KS1 63%

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>	% of pp pupils attaining ARE is lower in most year groups than non-pp pupils
<b>B.</b>	% of pp pupils attaining GDS is lower than non-pp pupils
<b>C.</b>	25% of pp pupils also have SEN
<b>External barriers</b> <i>(issues which also require action outside school, such as low attendance rates)</i>	
<b>D.</b>	Attendance for PPG pupils is 92% compared to national 96% as an average for 2018-19. PPG pupils are spending less time school.

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Raise attainment of pp pupils in maths, reading and writing	% of pupils attaining ARE is in line with non-pp pupils
<b>B.</b>	Improve progress of higher attaining ARE pp pupils to achieve GDS	% of pp pupils achieving GDS is raised
<b>C.</b>	Raise progress of pp pupils with SEN in maths, reading and writing	% of pupils attaining at least expected progress is in line with non-pp pupils
<b>D.</b>	Improve attendance for pp pupils	PP pupils % attendance levels is in line with national.

5. Planned expenditure		
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<b>Academic year</b>	<b>£23,760</b>				
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.					
<b>i. Quality of teaching for all</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>
A. Improved progress and attainment for pp pupils	Focus teaching on PP pupils through questioning and feedback – live marking – including targeted deployment of in-class TA support	Pupils eligible for PP are making less progress than other pupils in Key Stage 2. We want to ensure that PP pupils can achieve ARE and make better than expected progress. We want to train teachers in practices to provide stretch and ensure engagement for these pupils.	Subject leaders to analyse, monitor and support staff to address misconceptions and gaps in learning. Model quality first teaching and feedback strategies.  Teaching Assistant support to be targeted to classes with high pp pupil numbers or classes where pp attainment or progress is not in line with national averages for non-pp pupils. Improvement focus to be on effective feedback and challenge.	Maths and English leads	<b>Termly</b>  A half-day a ½ term release for Maths and English leads. Supply approximately £150 a day.  6 X £75 = £450  £450 x 2 = £900 Total
B. Improved progress for high attaining pupils	Use of new curriculum planning structures to ensure GDS provision is planned for daily in all learning. Teacher and support staff training to ensure this is implemented.	High ability pupils eligible for PP are making less progress than other higher attaining pupils across Key Stage 2 in writing and maths. We want to ensure that PP pupils can achieve high attainment as well as simply 'meeting expected standards'. We want to train staff in practices to provide stretch and engagement for these pupils.			
<b>Total budgeted cost</b>					<b>£900</b>
<b>ii. Targeted support</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>
A. Improved progress and attainment for pp pupils  B. Improved progress for high attaining pupils  C. Improved progress and attainment for pp pupils with SEN	Morning TA support in classes for pp children  2 x morning TA's in KS1 and KS2 classes	Providing extra support in class will enable the class teacher or teaching assistant to work closely with pp pupils addressing gaps in learning through quality feedback.	Class teachers to deploy TAs to support pp groups in class – planning to reflect this. TAs to support with questioning and feedback.	Class teachers	<b>Termly</b>  14.75hrs per week X 3 Tas X weeks per year
<b>Total budgeted cost</b>					<b>£17,696.25</b>

### 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?
<p>A. Improved progress and attainment for pp pupils</p> <p>B. Improved progress for high attaining pupils</p> <p>C. Improved progress and attainment for pp pupils with SEN</p>	TIS/Thrive support for pp pupils	Support for pupils emotionally. This is a programme which has been independently evaluated and shown to be effective in other schools.	<p>Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time.</p> <p>Carry-out baseline assessments to identify gaps/monitor progress through regular re-assessment</p> <p>1:1 support specifically targeted to identified pp pupils under-performing</p> <p>SENDCO to support teachers to target pp pupils with SEND effectively.</p>	SENCO/Head of School	<p><b>Termly</b></p> <p>On site PSA/Educational Counselling Provision @ £45 per hour from external provider</p> <p>5 hours weekly = £225 x 17 weeks = £3825 (2 hours on top funded via SEN funding)</p>
D. Develop greater engagement from parents of pp pupils to support children with learning	Specifically targeted parents of pp pupils to ensure they attend parent consultation meetings and parental engagement sessions.	<p>Research shows that greater parental engagement increases pupil progress.</p> <p>Working in partnership with parents will enable each child to reach their full potential.</p>	Ensure there at least three opportunities per year for the class teacher, pupil, carers and any other adults involved with pupil's learning to meet for 15 minutes to discuss pupil's learning and net steps. Plan how school and carers can work in partnership to support pupils in meeting learning targets.	Head of School	<p><b>Termly</b></p> <p>No allocated cost as will form part of classroom provision and be built into classroom timetable for the year.</p>
<b>The remaining £1338.75 will be allocated for resources and to support access to enrichment</b>					<b>£1338.75</b>
<b>Total budgeted cost</b>					<b>£3825</b>
<b>Total PPG Expenditure</b>					<b>£23,760</b>

## 6. Review of expenditure

Previous Academic Year		2018-19		
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
<p>Improved progress and attainment for pp pupils</p> <p>Improved progress and attainment for pp pupils with SEN</p> <p>Improved progress for high attaining pupils</p>	<p>Focus teaching on PP pupils through questioning and feedback</p> <p>Targeted deployment of in-class TA support</p> <p>Ensure planning shows challenge for the more able.</p> <p>Morning TA support in classes for pp children</p> <p>2 x morning TA's in KS1 and KS2 classes</p> <p>Weekly small group interventions in phonics, maths, EGPS, reading and writing for pp pupils with experienced TA, in addition to standard lessons.</p> <p>1 x Afternoon TA across 2 KS2 classes.</p> <p>TIS/Thrive support for pp pupils</p> <p>Specifically targeted parents of pp pupils to ensure they attend parent consultation meetings and parental engagement sessions.</p>	<p>Some PP pupils have made good progress, in maths at KS 1, matching a comparable group of non PP pupils. Progress is similar or slightly less in writing and reading.</p> <p>Attainment for PP pupils is still overall lower than for non-PP pupils. However, there is a greater proportion of PP pupils who are also SEN.</p> <p>Learning behaviour of pupils significantly improved through year. Reducing number of significant incidents. Pupils' ability to approach testing with resilience is improved.</p> <p>50% of PP achieved combined in KS 2 this is below the whole cohort but the cohort is small with only 4 pupils.</p> <p>25% PP pupils achieved GDS in 1 subject.</p> <p>Attendance is still a whole school issue. EWO has supported in tightening up procedures and consequences.</p> <p>EWO, family worker support, health and social services are supporting specific families. For some pp pupils this has improved attendance and behaviour.</p> <p>Educational therapist sessions have supported pupils with behaviour or emotional needs. This has had a positive impact on behaviour. Eg. Reduced behaviour incidents and reduced fixed term exclusions.</p> <p>All pp pupils are attending residentials, trips and swimming. Impact is on increased engagement with the school/education. This has also impacted on improved parental relationships.</p>	<ul style="list-style-type: none"> <li>Marking and feedback policy changed mid-year. The new approach expects teachers and support staff to focus in 'live-marking' on PP pupils first.</li> <li>This approach will continue with other additional training, implementation of a new curriculum. Continuation and development of the capabilities curriculum which focuses on providing disadvantaged pupils with additional experiences will support this approach.</li> <li>New MAT vision has clear focus on the development of strategies and curriculum that supports improvement of attainment and progress of all pupils but also specifically disadvantaged pupils.</li> <li>TIS support has reduced behaviours and will continue for targeted pupils as needed.</li> <li>TA support in class is useful to enable teacher to target specific pupils on boundary grades.</li> <li>Additional teacher employed second half of the year to support rapid improvement in key areas identified from assessments.</li> <li>TA interventions initially used to support improvement in reading. In class support has been more effective at raising standards.</li> <li>Attendance support has not yet significantly improved attendance. Continue to try a range of strategies to focus on this. In addition, longer parent meetings enable discussions about this and increase parent and pupil engagement with school. Trialled with 3 classes this year – extend across the school. School will continue to use TIS/PSA and EWO to support this.</li> <li>Targeted support with SF educational therapist to continue to support pp pupils with additional needs – particularly those on CAMHs waiting list or behavioural issues that disrupt their learning.</li> </ul>	<p><b>£25,000</b></p> <p><b>(additional funding used on pupils with SEN and PP for therapist and TA support)</b></p>

## 7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.

- TA support targeted to classes with a higher % of pp pupils
- TA support to focus on effective feedback to pp pupils