

Summary Information – 2019/20					
School	Firs Primary School				
Academic Year	2019/20	Total PP budget	£298,320	Date of most recent review	September 2019
Total number of pupils	393	Total number of PP children	226	Date of next internal strategy review	June 2020
	Academic - QFT		Targeted Support		Other approaches
Total amount spent	£207,820		£62,000		£28,500

Forecasted outcomes for 2018/19.

Predicted Outcomes – narrowing the variation gap.	Forecast 2019/20	
All children	Pupils eligible for PP	Pupils not eligible for PP
EYFS GLD	69%	72%
All children	Pupils eligible for PP	Pupils not eligible for PP
PHONICS Y1	76%	79%
All children	Pupils eligible for PP	Pupils not eligible for PP
KS1 EXPECTED STANDARD READING	72%	70%
KS1 EXPECTED STANDARD WRITING	66%	65%
KS1 EXPECTED STANDARD MATHEMATICS	73%	71%
All children	Pupils eligible for PP	Pupils not eligible for PP
KS2 EXPECTED STANDARD READING, WRITING, MATHEMATICS	78%	68%
KS2 EXPECTED STANDARD READING	76%	78%
KS2 EXPECTED PROGRESS READING	0	0
KS2 EXPECTED STANDARD WRITING	79%	80%
KS2 EXPECTED PROGRESS WRITING	0	0
KS2 EXPECTED STANDARD MATHEMATICS	77%	79%
KS2 EXPECTED PROGRESS MATHS	0	0
EXPECTED GPS	66%	71%

In-school barriers	
A.	Pupil Premium children coming into school who have been highlighted that they have weak phonics baseline levels, language levels and restricted vocabulary.
B.	Pupil Premium children who have limited experiences beyond their home life and community.
C.	It is identified that some Pupil Premium children are falling marginally behind their peers and therefore a gap is highlighted in year 3 and 4.
D.	Pupil Premium children identified has having personal social and emotional barriers; which inhibits their readiness to learn when coming into school.
External barriers	
E.	Lack of engagement from parents for home reading and home/school learning as well as parental ability to support learning at home. The need for parents to help children with their daily reading, phonics development, writing and number skills.

Expected Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Pupil Premium children rapidly develop their language levels, phonics levels and overcome restricted vocabulary.	<ul style="list-style-type: none"> -Whole school training regarding whole school phonics. -Whole school TalkBoost delivery for identified children. -Use of Welcomm programme to baseline children and ensure supportive interventions are in place. -Introduce and embed Resilient Reader in the curriculum.
B.	PP children have a wider range of experiences that enable them to contextualise their learning.	-PP children experience at least one experience and one external visit this academic year.

<p>C.</p>	<p>To ensure PP children's outcomes close the attainment and progress gap to those nationally in all core subjects. PP children make expected progress in relation to prior Key Stage outcomes.</p>	<ul style="list-style-type: none"> -The gap between PP and NPP Nationally to narrow so that at least 70% of PP children are working at ARE by the end of the academic year 2020. -Termly deep dives by SLT via various assessment methods including formal and informal. -SLT and Teachers have a greater awareness of PP children in their class and hold higher accountability for PP outcomes for themselves and as a year group. -PP pupils closely monitored for attainment/progress/attendance by class teachers/TLRs and SLT.
<p>D.</p>	<p>Pupil Premium Pupils receive support within school and develop personal skills to overcome personal barriers. Pupils will become more aware of how to keep themselves mentally healthy. Research and training will be given to enable staff to help children overcome emotional barriers.</p>	<ul style="list-style-type: none"> -Identified pupils will receive support from Teachers' and TA's and will have also gained a bank of skills to enable them to access learning. -Pupils will be able to discuss how to keep themselves mentally healthy as well as physically. -External training will provide staff with a range of strategies to supporting learning.
<p>E.</p>	<p>Parents are able to support children with home learning, including reading, writing and maths development and remain active parents in their children's learning..</p>	<ul style="list-style-type: none"> -On-going letters and newsletters for parents explain the curriculum and learning opportunities for their children. -- -On-going letters and handouts for parents on how they can help with their child's learning. -Sharing of children's termly targets. -Open day events and year group learning workshops. -- -Homework clubs for each phase for children to attend and parents to be invited

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.					
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?
Delivery of high quality and consistent; Maths, Reading and Writing teaching across the school – QFT.	New staff trained in the delivery of the 5 part model for Mathematics and T4W.All staff to receive focused CPD on the 5 part maths model and Talk 4 Write.Robust M&E systems in place to ensure T&L is meeting the needs of identified PP children; supporting, stretching and challenging.	5 part Maths has had a positive impact on outcomes for pupils across school. The scheme is adapted from the AET scheme and is evidence based to have impact on learning outcomes. Talk 4 Write is a national programme and again evidence based to have positive impact on outcomes for children. Minerva learning domains support planning and delivery of Reading in lessons.	In order for this to continue, new staff will be trained the delivery of high quality maths and English lessons effectively. All staff in the school will receive up to date CPD through the writing leader and external professionals. The Head Teacher will A highly robust Monitoring and Evaluation programme will ensure all PP children are being targeted and their needs met in all core subjects.	AHTs	Jan 2020
Maintain high standards of teaching and learning to sustain strong outcomes.	CPD on providing stretch for high attaining pupils and support for low attaining pupils.	To further support lower and middle attaining children to achieve ARE internal and external CPD will be delivered to develop effective teaching pedagogy in line with evidence	Teaching and Learning internal and external support from WHMAT to deliver CPD and bespoke coaching programmes in line with Firs	Deputy Head And WHMAT lead for T&L.	Jan 2020

		based research regarding pedagogy.	Foundations of Effective Practice.		
Every child receives teaching which is good and frequently outstanding in every classroom/every day.	Regular monitoring of subjects by Head, Deputy and Subject leaders to ensure that teaching is good or better and that good/outstanding practice is being shared regularly across school. Lesson visit and deep dives focus on feedback to improve. CPD/coaching provided in any areas where this is identified as useful. Relevant training is provided to ensure the provision for our disadvantaged pupils is of high priority and we are up to date with the current programmes.		Lesson visits/book looks/learning walks by SLT and subject leaders show increasing % of outstanding practice seen. Deputy head and PPA teacher to cover staff to lead their subject area. Head and Deputy to provide constructive feedback to staff and pair up teachers for coaching programme based on individual needs. All staff receive SLT support through coaching once per week.	Deputy Head And WHMAT lead for T&L.	June 2020
Premium pupils maintain at least the standard of attainment they achieved at the end of the previous year	Raising of teachers' expectations of PP pupils and provision of challenge for these children in all lessons.		Book trawls, learning walks and termly assessment data analysis by Deputy. Termly staff meetings for staff to	Deputy HT and AHTs.	December 2019

<p>and key stage; those who have 'fallen behind' make accelerated progress and 'catch-up' or exceed prior attainment standards.</p>	<p>Staff given training and made aware of 'fallen behind' children and who they need to target. Provision of teacher led [wherever possible] interventions and small group sessions to ensure disadvantaged pupils keep-up and catch-up, including Easter School. Increase pupil to adult ratios to support PP children by deploying more TAs in the classrooms in the morning.</p>		<p>analyse progress of fallen behind children. Deputy head dedicated time weekly to lead Pupil Premium: management release time for key stage leaders to drive and monitor interventions in their teams; leading Teaching Assistants and team leaders with interventions and how to analyse progress of interventions; monitoring interventions; delivering interventions (including higher achievers).</p>		
<p>Interventions and strategies setup to accelerate outcomes for disadvantaged children to ensure they achieve similar levels as their peers both in school and nationally</p>	<p>Clear intervention map setup for each class highlighting additional strategies in place for disadvantaged children. Use of the catch up literacy and numeracy bespoke intervention</p>	<p>HLTA intervention staff play a key role in assessing children who are experiencing difficulties in the classroom who may benefit from more bespoke sessions. The catch up literacy and numeracy programme is a national evidence based credited programme.</p>	<p>Pre-teach in maths has been used to support engagement with lessons for identified PP children. Classes will have Provision Maps which outline additional support for PP pupils as well as other target groups using risk and protective factors. The Catch up literacy and numeracy programme is now embedded in practice and</p>	<p>SENDco HLTA support. Class teacher</p>	<p>June 2020</p>

	programme to facilitate progress.		having significant impact on targeted PP children.		
--	-----------------------------------	--	--	--	--

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.					
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?
Improved oral language skills in reception and KS1. Whole school focus on phonics.	Additional TAs to support EYFS and KS1 children. Training of TA's by speech and language therapists. External CPD/support for all staff.	The strategies used by therapists has assisted children to make good progress last year. To get this support to more children and quickly we need to upskill teaching staff so the strategies become day to day practice. Whole school phonics programme and support will support language development.	MAT – Multi—disciplinary team to train identified TA's to support in school. Speech and language therapists to model their strategies within classrooms for teaching staff. External specialist delivering phonics to complete a one year CPD programme.	Deputy Head English Lead.	Mar 2020 January 2020
Targeted HLTA support for identified children.	Additional SEND TA to support the high well-being and SLCN needs across Year 2 and Year 3. Additional DHT support in Y5 and Y6 to support the outcomes for all PP children.	Specialist skilled staff in Key Stage areas have had previous success teaching in these focus year groups. Increase in one to one support and mentoring will ensure children can progress at a greater pace.	Specialist TA to support learning and provide targeted intervention for children within Years 2 and 3. (Monitored by assistant Head) Year 6 to be split in the morning and taught by an additional experienced teacher.	Head Teacher	Jan 2020

	Additional AHT in EYFS to support identified children.		Year 5 to receive bespoke interventions focusing on PP children from a DHT during afternoons. EYFS split between three experienced teacher to close gaps and support progress.		
Planned expenditure					
Academic year	2019/20				
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?
Maintain good attendance levels for PP children.	Use of teach mentors to mentor, support and deliver wellbeing sessions to identified children across the school.	The inclusion team have supported behaviour, wellbeing and outcomes for PP and SEN children for three years with successful outcomes.	Timetabled mentoring sessions and library opportunities will be available to children requiring SEMH support and feel they belong in the school.	Deputy Head Teacher	Mar 2020
Improve the well-being for identified groups of pupils and ensure exclusions remain low and appropriate support is given.	Ensure all children can access external support services. Access to Tappy Twins and Mindful counselling services.	Use of the school library to ensure all PP children are encouraged to read and have opportunities for social time support. Being in the lowest 10% of areas for deprivation it is	Trips and visitors mapped out across the year and support given to families to enable the funding of these trips. Identified children to receive counselling support. (Monitored by Assistant Head)		

		<p>important that we give our children the experiences to underpin the learning of knowledge and skills that the curriculum provides. To ensure that all children can access this we need to support the funding of visits and experiences.</p> <p>We have a number of vulnerable children (42) who are in need of additional support that cannot be provided for through the curriculum and mentor support we have. To ensure they receive timely support we need to source external agencies.</p>			
<p>Pupils with identified social, emotional or health needs are supported by school staff so that the needs are removed or alleviated</p>	<p>Provision of SENCO/Family Support Worker in school to address specific needs for pupils and work with social care as needed. Release time to enhance and support provision for high need PP pupils, including liaising with</p>		<p>SENCO/Family Support Worker to offer a variety of family support workshops so they confidentially feedback that they feel well supported during social care issues. Encourage vulnerable families to actively seek support from school to reduce need for social care agency involvement. SENCO/Family Support</p>	<p>DHT, SENDCo, External Professionals.</p>	<p>Jan 2020</p>

	<p>outside agencies and parents, completing paper work and organising finance. Delivery of specific programmes for vulnerable pupils. Partnership working with health, educational psychologist, social care for targeted pupils. Provision of nurture and positive play teaching assistants for vulnerable children</p>		<p>Worker to liaise with various agencies to provide targeted support for vulnerable children and families eg. Planning, delivering and assessing</p>		
<p>Pupils have a breadth of experiences that enable them to contextualize their learning</p>	<p>A range of curriculum enrichment activities provided beyond the classroom Visits to or out of school to enhance/support topic learning, including residential. Focus on ensuring our delivered curriculum is done through real-life, engaging activities and strategies through WOW activities and days. All year groups</p>		<p>Database of participation in activities beyond the classroom e.g. after school clubs, competitive sports activities, shows PP participation at least equal to school % PP children take part in all trips and residential with subsidies as required. Lesson observations will show high levels of engagement with learning by PP children which results in embedded learning seen in summative assessments.</p>		

	<p>have funding to enable events and activities to take place to enhance and broaden the curriculum and learning experiences for all pupils. Paid after school clubs offered free to PP children</p>				
<p>Extra-curricular activities in place with a focus on providing opportunities for disadvantaged children.</p>	<p>Wide range of extra-curricular activities on offer to all PP children.</p> <p>Disadvantaged children targeted and given priority places.</p> <p>Disadvantaged children clearly identified on extra-curricular registers to ensure that these are impact driven.</p>	<p><i>Research indicates that participation in extracurricular activities effects children's academic performance and supports children to feel part of a school community.</i></p>	<p>Lunchtime and afterschool clubs have had a positive effect on behaviour and pupil engagement. Pupil Voice indicated that pupils were enjoying their non-structured time more and feel safe and part of the school community.</p> <p>Targeted PP children will be invited to attend these sessions.</p> <p>Sports Coaches will provide focussed activities four times per week. There has also been an investment in equipment (e.g. gymnastic equipment, football nets etc.) to provide a wide range of activities.</p>	<p>2 x sports external coaches</p> <p>2 x Rugby Coaches – Coventry Rugby Club.</p>	

