

Pupil premium strategy / self-evaluation (primary, middle)

1. Summary information					
School	Surfleet Primary School				
Academic Year	2019-20	Total PP budget	£29,040	Date of most recent PP Review	16/12/19
Total number of pupils	81	Number of pupils eligible for PP	14	Date for next internal review of this strategy	March 2020

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving expected standard or above in reading, writing & maths	20% (1/5)	
% making expected progress in reading (as measured in the school)	80% (4/5)	
% making expected progress in writing (as measured in the school)	40% (2/5)	
% making expected progress in mathematics (as measured in the school)	80% (4/5)	

3. Barriers to future attainment (for pupils eligible for PP)	
Academic barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Many of the children are not confident in their understanding and use of phonics. This impacts on their ability to read and access age appropriate texts.
B.	Some of the children have a limited grasp of number and are not as numerate as their peers. This mean they cannot access maths lessons at an age appropriate standard.
C.	Many of the children have a limited knowledge of tier 2 vocabulary and are not 'word rich'. This limits their ability to express themselves clearly when speaking and writing and also means that they find it more difficult to understand age appropriate texts.
D.	Many of the children have a below age related understanding and use of grammar. This means their writing ability is limited and they cannot express themselves clearly in a written form.

E.	A minority of the children have a difficulty with managing their emotions or new experiences. This can seriously impact their ability to access all of their learning and can also affect the learning of others.	
Additional barriers <i>(including issues which also require action outside school, such as low attendance rates)</i>		
F.	A large minority of the children are at risk of persistent absence.	
G.	A majority of the children are not heard read out of school and do not complete homework.	
4. Intended outcomes <i>(specific outcomes and how they will be measured)</i>		Success criteria
A.	<p>For children to be able to read more fluently and start to access age appropriate texts.</p> <p>We will measure this by:</p> <ul style="list-style-type: none"> • listening to children read age appropriate texts • monitoring the reading band they are on (and comparing to an age appropriate band) • monitoring their reading age 	All children confident in all phases of phonics.
B.	<p>For children to be more secure in their use of number and the number system, including times tables, at an age appropriate standard.</p> <p>We will measure this by:</p> <ul style="list-style-type: none"> • Conducting maths book looks (are children demonstrating more control and understanding?) • Conducting pupil interviews (are children feeling more confident in maths lessons?) • Monitoring teacher's records of times table progress 	<p>All children have an age appropriate understanding of place value.</p> <p>All children have an age appropriate understanding and use of methods to solve the four operations.</p> <p>All children have an age appropriate knowledge of times tables.</p>

<p>C.</p>	<p>For children to be able to clearly explain their thoughts and discuss topics of interest, both in spoken and written forms, at an age appropriate standard.</p> <p>We will measure this by:</p> <ul style="list-style-type: none"> • Conducting pupil interviews • Observing lessons • Conducting book looks across the curriculum • Monitoring classroom environments 	<p>All children speak clearly, in sentences, and use age appropriate vocabulary when presenting to an audience.</p> <p>All children can list 'new' words they have learned and can demonstrate a deep knowledge of these words.</p> <p>All children use oral rehearsing to enable them to write coherent sentences.</p>
<p>D.</p>	<p>For children to be able to construct coherent and grammatically correct sentences at an age appropriate standard, so that they can express themselves clearly when writing.</p> <p>We will measure this by:</p> <ul style="list-style-type: none"> • Conducting pupil interviews • Conducting English book looks 	<p>All children have a secure understanding that sentences need a main clause that makes sense.</p> <p>All children can proof read their writing, making changes where necessary so that clarity is consistent.</p> <p>All children can punctuate their sentences, at an age appropriate standard, so that coherence is maintained.</p>

<p>E.</p>	<p>For children to be able to make correct behaviour choices at all times. For children to respond appropriately to requests from staff without delay or reminders. Children's poor behaviour choices will not impact on their learning. We will measure this by:</p> <ul style="list-style-type: none"> • Conducting pupil interviews • Monitoring pupil's behaviour • Discussing pupils' behaviour with staff 	<p>All children to be able to explain how they feel.</p> <p>All children to know what the triggers are for their feelings.</p> <p>All children to have strategies to cope with their feelings so that their behaviour does not impact on their learning.</p>
<p>F.</p>	<p>For children's attendance to be at 95% or higher. We will measure this by:</p> <ul style="list-style-type: none"> • Monitoring attendance daily to check if children are in school • Monitoring attendance weekly to see if children are improving their attendance % 	<p>All children will be in school as much as their health allows them.</p> <p>Parents and children are made aware of the benefits of having high and regular attendance.</p> <p>School liaise with parents daily if their children are not attending school.</p> <p>School find out the reasons for non-attendance, identifying barriers and suggesting solutions.</p> <p>School uses appropriate agencies to support the parents with ensuring that their child's attendance is at least 95%.</p>

<p>G.</p>	<p>For parents to value the education of their children so that they support them with their learning out of school. For children to have the same opportunities to read and complete homework as their peers. We will measure this by:</p> <ul style="list-style-type: none"> • Monitoring the frequency of the children reading out of school • Monitoring the frequency of the children reading in school • Monitoring the frequency of their homework being completed to an acceptable standard. 	<p>All children have the opportunity to be heard read at least 5 times per week, with some of this reading happening at home.</p> <p>All children have the opportunity to complete their homework, preferably at home.</p> <p>Parents and children are invited to a session on the importance of learning out of school and how families can support the school with the education of their children.</p> <p>Homework is clearly explained both orally and in writing so that all children and parents understand how to be successful.</p>
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5. Review of expenditure				
Previous Academic Year				
i. Quality of teaching for all				
Action	Intended outcome	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

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ii. Targeted support

Action	Intended outcome	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

iii. Other approaches

Action	Intended outcome	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

6. Planned expenditure

Academic year	
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The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

i. Quality of teaching for all

Action	Intended outcome	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>Daily phonics/spelling sessions to take place</p>	<p>PP children's phonics knowledge, reading ability and spelling improves so that they are more able to access and write age appropriate texts.</p>	<p>Historically, almost all children pass their phonics screening check, but these same children do not always achieve the expected standard in English at the end of KS1 and KS2. Phonics and spelling have not been taught consistently and with high expectations across the school previously.</p>	<p>Employ 2 TAs with experience of delivering phonics and spelling so that children can be grouped to meet their specific needs.</p> <p>Empower the reading lead/phonics expert to monitor the implementation of the daily phonics and spelling lessons to ensure that there is a consistency of approach and that expectations are high.</p> <p>Provide training in Letters and Sounds so that there is a consistency of approach to delivering phonics sessions.</p>	<p>Anett Baxter Rick Chipperfield</p>	<p>End of Spring Term 2 2020</p>
<p>For staff to teach tier 2 and tier 3 vocabulary explicitly as part of all curriculum areas</p>	<p>PP children will have a broader knowledge of both tier 2 and 3 vocabulary and be able to use this both orally and in their writing.</p>	<p>The vast majority of PP children have limited vocabulary upon entering school and this limits their ability to express themselves in the spoken and written form. Being word poor also impacts on their ability to engage with and understand age appropriate texts thus limiting their potential.</p>	<p>Training session to be delivered to staff in Jan 2020 on how to promote a word rich classroom and begin to close the vocabulary gap</p> <p>Follow up staff meeting in Feb 2020 to discuss which strategies staff have tried and which should become part of normal practice.</p>	<p>Rick Chipperfield</p>	<p>End of Spring Term 2 2020</p>
<p>Total budgeted cost</p>					

ii. Targeted support					
Action	Intended outcome	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 TA support in Class 2 and 3 for core and some foundation subjects	<p>PP children can access all of the learning so that they can demonstrate knowledge and skills similar to that of their peers.</p> <p>PP children are engaged with their learning and any issues with behaviour are managed so that effective learning can take place.</p>	<p>The vast majority of children who are eligible for PP are working below the expected standard and the standard of their non-PP peers. A minority of these children also make poor behaviour choices during learning time and need support to get back on track. With targeted support in lessons, they are more likely to access the learning and, therefore, to close the gap between themselves and their peers.</p>	<p>Ensure all staff who work with children eligible for PP know who these children are and their barriers to learning. Hold a staff meeting to explain the role of the TAs who are involved in targeted support. Support teachers in how to plan for and utilise these TAs in the most effective way. Monitor the work of the targeted TAs on a weekly basis and give feedback to both the TAs and teachers who work with them.</p>	Rick Chipperfield	End of Spring Term 2 2020
Total budgeted cost					
iii. Other approaches					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

	Total budgeted cost	
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7. Additional detail



