

Pupil Premium Strategy Statement and Action Plan 2019-20

Pupil Premium Review 2019-20

Number of pupils and Pupil Premium Grant (PPG) received:	
Total number of pupils eligible for PPG	(Reception to Year 6)
Total amount of PPG received	£186,620
Overall objectives for the use of Pupil Premium Grant	
<ol style="list-style-type: none">1. The Pupil Premium will be used to provide additional educational support to improve the progress and to raise the standard of achievement for these pupils.2. The funding will be used to diminish the difference between the achievement of these pupils and their peers3. As far as its powers allow the school will use the additional funding to address any underlying inequalities between children eligible for Pupil Premium and others, and that it makes a significant impact on their education and lives; including attendance and behaviour.4. A proportion of the funding will be used to provide a dedicated resource space for the academic and pastoral interventions to take place in the school.	

Barriers to future attainment (for pupils eligible for PP)

- Lack of resilience and self-regulation
- Turbulence in staffing arrangements and the impact on progress and attainment
- Diminished leadership team, lack of experienced role models for high quality teaching and learning

External barriers

- Attendance
- Parental Engagement
- Contextual demographics of the school – number of pupils subject to Protection Plans
- Transient population/INAs

Desired Outcomes

- Increased progress/attainment
- Increased engagement in learning and attendance
- Reduction in barriers to learning and increase in number of families receiving pastoral and safeguarding intervention

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Record of Pupil Premium spending for 2019-20

What will the pupil premium be used for?	What amount will be allocated to the intervention/action?	Is this a new or continued activity?	What is the evidence/ rationale for this approach?	Brief summary of the intervention or action, including details of year groups, pupils involved and timescales	Specific intended outcomes: How will this intervention or action improve achievement for pupil eligible for Pupil Premium? What will it achieve successfully?	How will this activity be monitored, when and by whom? How will the success be evidenced?	Actual impact: What did the action or activity actually achieve?
Pupil Premium Funding To release Deputy Head to support NQTs	£ 18,600	New activity in response to number of NQTs and recently qualified staff	EEF guidance shows that pedagogical content knowledge and quality of instruction both have strong evidence of impact on pupil outcomes.	NQTs and class teachers to be supported in planning, assessment and teaching Subject knowledge will be developed and team teaching and modelling will improve the quality of teaching in years 1, 2 and 5 Each year group has had access to quality professional development specific for their year group to further develop the quality of teaching and learning in their classrooms	NQTs will develop the knowledge and skills rapidly to accelerate pupil premium pupils progress.	NQT reports termly Ongoing monitoring of the quality of teaching and learning	<i>Teaching profile judges all NQT's as good.</i>
Maths specialist teacher to reduce class sizes across KS2	Salary £42,320 Portacabin Lease £17,600	Continued but the use of Pupil Premium Funding has enabled class sizes to reduce and pupils to have access to high quality intervention in the afternoon from the maths specialist teacher	Evidence from EEF toolkit shows that smaller class sizes have a greater impact on learning. Children have a more personalised curriculum	Specialist teaching in years 4/5/6 daily for one hour. 1.5 hours small group tuition (3) or 1-1 tuition Before School and after school boosters to support understanding in targeted areas	<i>Pre-Teaching</i> To ensure more children are able to access the curriculum at the expected level through pre teaching around skills, knowledge and vocabulary. <i>Post – teaching</i> To ensure more children meet end of year expectations based on their personal needs and abilities <i>After School Boosters</i>	Ongoing success of teaching will be monitored on a termly basis by SLT and on a topic basis by the maths specialist and Maths Lead <i>Pre and Post teaching and After School Boosters</i> This will be monitored through evidence in writing books and data	<i>Pupil Data and deep dive</i>

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					To improve children's skills and understanding in targeted areas		
To provide opportunities for those children entitled to Pupil Premium who may need further support to work with members of the Pastoral Team with a specific focus on attendance and punctuality and readiness to learn	Salary Teaching Assistant Pastoral Team £93,200 Fruit and Milk KS2 £5400	Continued from the last academic year. This holistic approach is vital in ensuring that we are supporting all needs of our disadvantaged pupils. The use of Pupil Premium Funding to target these needs has enabled more children to access this support as and when required. From last years academic data, there was a pattern of some children with access to pupil premium funding having low attendance figures or poor punctuality. The pastoral team will target these children	Evidence from EEF toolkit shows that Behaviour interventions show moderate impact for moderate cost +4 and extending school time shows a low impact for moderate cost +2 Social and Emotional learning shows a moderate impact for moderate cost +4	<p><i>These programmes can be implemented with individuals or groups of pupils with Pupil Premium as and when required throughout the year.</i></p> <ul style="list-style-type: none"> o Behaviour Programme o Techno and Toast o ELSA o Breakfast Club o Counselling o After School Club o Friendship Sessions o Social Skill Sessions o Confidence Building Sessions o Attendance and Punctuality Programmes o Forest School <p>Class teachers to liaise with Pastoral Team regarding specific needs of children with Pupil Premium in their classes who would benefit from being part of these programmes.</p>	<p><i>Commando Jo</i> To encourage children to behave in the right way by following expectations and for children to look at their own behaviour and how to move forward.</p> <p><i>Techno and Toast</i> To improve children's punctuality at school so no learning time is lost.</p> <p><i>Breakfast club</i> To make sure all children have had something to eat and drink and are ready for the day ahead</p> <p><i>After school clubs</i> To give all children the opportunity to join in and enjoy extra enrichment activities and develop any less academic skills.</p> <p><i>Friendship Sessions</i> To promote healthy/positive relationships between children and to help them deal with any conflict.</p> <p><i>Social Skills</i> To help build life time skills and help children to</p>	<p>Pastoral interventions will be monitored on a half termly basis by Pastoral Team and the Pastoral Manager</p> <p>Techno and Toast programme This will be monitored using SIMS and in the children's work books</p> <p><i>Breakfast club</i> This will be monitored by children's readiness to learn and their engagement with learning. This will also be monitored via attainment data</p> <p><i>After School Clubs</i> Attendance at the clubs is improved. Children feel valued and have the opportunity to develop additional skills.</p> <p><i>Friendship sessions</i> For some children improved social behaviour towards peers and others. For</p>	<p>Targeted PP children have accessed enrichment and/or Techno and Toast/Counselling, with the majority of these children attending clubs each term.</p> <p>PP children have accessed support from the pastoral team. Support for behaviour and within friendship sessions, social skills session and confidence building sessions have seen a reduction in exclusions within classes and an increase in confidence and participation for children in lessons.</p>

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		<p>this academic year.</p>			<p>enable them to build the resilience to deal with everyday issues.</p> <p><i>Confidence Building</i> To promote self confidence in children within school and outside life.</p> <p><i>Solution Focussed Brief Therapy</i> To get children to reflect on their behaviour and actions and to think of ways to improve and put right any wrongs.</p> <p><i>Counselling</i> To give children the opportunity to express their feelings and to be shown strategies on how to deal with them.</p> <p>Forest School To give children the opportunity in R/Y1/Y2 to access Forest School activities to improve co-operation skills, team work, resilience, independence etc</p>	<p>others a sense of belonging and not feeling socially excluded. Monitored via attitude to learning and general behaviour.</p> <p><i>Social Skills</i> Children are more able to cope with social situation and react in a positive way to any difficulties. Monitored via attitude to learning and general behaviour.</p> <p><i>Confidence Building</i> Children recognise their own self-worth and feel valued in their contributions to life in and out of school. Monitored via attitude to learning and general behaviour.</p> <p><i>Solution Focussed Brief Therapy</i> Children are able to recognise where negative events occurred which altered their mood and can identify remedial actions to support the prevention of these events in the future. Monitored via attitude to learning and general behaviour.</p> <p><i>Counselling</i> Feedback from both children and counsellor on the</p>	
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						impact of the work. Children's wellbeing needs are being met and they are more confident to deal with life's turmoil.	
To fund enhancements to the curriculum for children entitled to pupil premium funding	Educational Visit allocation £3500	Funding towards the trips is continued from the previous academic year but the use of Pupil Premium Funding has enabled more children to access these enhancements. Funding towards extra curriculum activities is a new activity	Evidence from EEF toolkit shows that Sports/extracurricular participation has a low impact for moderate cost +2	Trips and visitors to be identified which will enhance the curriculum being delivered across a range of subjects. Cost to be subsidised by pupil premium funding. Trips will give our disadvantaged children the opportunity to gain new experiences. Children with access to pupil premium funding will be targeted to attend before and after school clubs both for academic and leisure purposes. These will include Clubs before school and clubs after school.	Intended outcome is to ensure equality of first hand experiences for all pupils and to support engagement with and enjoyment of learning for all. Achievement will be improved by allowing children opportunities to expand their understanding of the world and thereby supporting application of basic skills across the curriculum.	Monitoring will take place via feedback from children and staff regarding quality of the experience and whether intended learning outcomes were successfully met. Work will also be looked at across the curriculum evaluating the impact of the trips on children's depth of understanding and quality of work within subjects.	All classes have been on one trip in the year and then had a visitor into school in order to enhance the curriculum. A priority was to use these opportunities to develop children's vocabulary and improve their communication skills. All classes have developed Knowledge Mats Children with access to PP perform in line with or above non PP children for wider curriculum.
Clothing and ICT resources	Equipment/Uniform/ICT Resources £6000	Continuation of funding.	To enable pupils to access home learning/ICT equipment during boosters/clothing to reduce absence/promote self-esteem/participate in swimming, PE/Forest School etc	Across all year groups, uniform, PE Kit, coats, outdoor kits for Forest School/Waterproofs etc, shoes ICT Resources to enable home learning, 1-1 resources for Booster sessions, Toast and Techno etc	Address issues of self esteem to have correct clothing for the activity being undertaken. Ensure basic needs are met with regards to warmth – coats and shoes ICT equipment will allow pupils to have greater access to resources, individual use, licences for home learning etc	Business Manager will co-ordinate the distribution of clothing and relevant equipment Outcome data will be monitored to demonstrate impact of ICT resources	PP children will have suitable clothing, attendance will be increased due to having appropriate clothing ICT equipment will allow pupils to have greater access to resources, individual use, licences for home learning etc

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Littlemoor Pupil Premium Data Headlines 2019

EYFS

There were 19 disadvantaged pupils in the school based on them claiming the Pupil Premium in 2019. Of these, 57.9% achieved a Good Level of Development in the EYFSP. This was better than last year's attainment in the school (16 pupils, of which 43.8 % achieved GLD)

Phonics Year 1

There has been significant progress in the achievement of pupils who are claiming the pupil premium. In 2019, 84.2% of these children met the expected decoding standard compared to 2018 when the proportion was 70.6%.

Key Stage 1

Attainment for Disadvantaged Pupils (75%) in terms of the expected standard in reading was significantly below that of non-Disadvantaged Pupils (84.6%). This is a gap of 9.6 percentage points, which was the same as the Oldham gap for disadvantaged pupils of 9.6 percentage points.

Attainment for Disadvantaged Pupils (68.8%) in terms of the expected standard in writing was below that of non-Disadvantaged Pupils (73.1%). This is a gap of 4.3 percentage points, which was considerably less wide than the Oldham gap for disadvantaged pupils of 12.2 percentage points.

Attainment for Disadvantaged Pupils (75%) in terms of the expected standard in maths was significantly below that of non-Disadvantaged Pupils (84.6%). This is a gap of 9.6 percentage points, which was also Oldham gap for disadvantaged pupils of 9.2 percentage points.

Attainment for Disadvantaged Pupils (68.8%) in terms of the expected standard in RWM was below that of non-Disadvantaged Pupils (73.1%). This is a gap of 4.3 percentage points, which was considerably less wide than the Oldham gap for disadvantaged pupils of 12.4 percentage points.

Key Stage 2

Attainment for Disadvantaged Pupils (57.9%) in terms of the expected standard in reading was significantly below that of non-Disadvantaged Pupils (72%). This is a gap of 14.1 percentage points, which was wider than the Oldham gap for disadvantaged pupils of 11.1 percentage points.

Attainment for Disadvantaged Pupils (68.4%) in terms of the expected standard in writing was significantly below that of non-Disadvantaged Pupils (80%). This is a gap of 11.6 percentage points, which was marginally wider than the Oldham gap for disadvantaged pupils of 9.6 percentage points.

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Attainment for Disadvantaged Pupils (57.9%) in terms of the expected standard in maths was significantly below that of non-Disadvantaged Pupils (80%). This is a gap of 22.1 percentage points, which was considerably wider than the Oldham gap for disadvantaged pupils of 9.3 percentage points.

Attainment for Disadvantaged Pupils (73.7%) in terms of the expected standard in GPS was significantly above that of non-Disadvantaged Pupils (64%). This is a margin of 9.7 percentage points, which contrasts with the average performance across Oldham where attainment for Disadvantaged Pupils was lower than non-Disadvantaged Pupils by 6.9 percentage points.