



## Pupil Premium Strategy

# Review Statement 2018/2019 and Planned Expenditure 2019/2020

Review 2018 2019			
1. Summary Information of Allocation 2018 2019			
<b>School:</b>	Camestone School	<b>Total number of pupils:</b>	
<b>Date of previous PP review:</b>	December 2018	<b>Number eligible for PPG:</b>	<b>48</b>
<b>Date for review of this Strategy:</b>	October 2019	<b>Number eligible for LAC funding:</b>	<b>2</b>
		£/per pupil PPG = £1,320	<b>Total: £63,360</b>
		LAC	<b>Total: £2,900</b>
		<b>Total amount of PPG:</b>	<b>£66,260</b>

## 2. Pupil Premium Outcomes June 2019

EYFS	<p>Camestone School EYFS good level of development 70% (42 children)          Camestone School Pupil Premium EYFS good level of development 50% (3 children)          National EYFS good level of development tbc          National Pupil Premium EYFS good level of development tbc</p>		
Phonics screening Year 1	<p>Camestone all pupils 85% (xx children) at expected standard          Camestone Pupil Premium pupils 67% (4 children) at expected standard          National Pass rate all pupils 2019 tbc (82% 2018)          National pass rate for pupil premium pupils 2019 tbc (70% 2018)</p>		
	Reading	Writing	Maths
Year 2 all pupils % at expected	63%	63%	73%
Year 2 Pupil Premium Pupils % at expected	63%	63%	63%
Year 6			
Year 6 all pupils % at expected	62%	60%	60%
Year 6 Pupil Premium Pupils % at expected	60%	60%	20%
Year 6 Pupil Premium Pupil (not SEN) % at expected	75%	75%	25%

### 3. Review of expenditure 2018/2019

Targeted support			
Intended Outcome	Approach	Measured Impact	Lessons Learned for 2019/2020
<p>Good pupil outcomes.</p> <p>£39,283</p>	<p>Teaching Assistants to provide focused support interventions: Lift off to Language, Kaleidoscope and ongoing interventions to address gaps in learning. Minimum of 5 hours per week per class of TA support to be dedicated to specific intervention / support of PP pupils.</p>	<p>Intervention evaluations detail impact on pupil attainment and/or attitudes to learning. These indicate that Lift off to language in FS, Kaleidoscope along with daily focused targeted support on addressing gaps in learning (all year groups) have been the most effective.</p>	<p>Review interventions for effectiveness.</p> <p>Ensure that PP children's targets are catered for throughout the interventions.</p>
<p>Progress in reading is supported.</p> <p>£2,630</p>	<p>Daily Bug Club support session held at lunchtime for pupils from Year 2 to Year 6.</p>	<p>The Bug Club sessions are very well attended and they provide an opportunity for pupil premium pupils to read regularly.</p>	<p>This approach will continue in 2019-2020.</p>
<p>A reduction in social, emotional and wellbeing barriers to learning for children and families.</p> <p>£19,418</p>	<p>Contribution towards the employment of a Family Support Worker. Family Support Worker to provide:</p>	<p>Family Support Worker supported 68% of our Pupil Premium children with either social groups or 1:1 work.</p> <p>Additional 1:1 support provided for pupils and families.</p> <p>Supported transition between schools, including Secondary.</p>	<p>This approach is invaluable and will continue in 2019 2020</p>

	<ul style="list-style-type: none"> <li>● Liaison with families to assist with overcoming barriers to learning.</li> <li>● Improving attendance.</li> <li>● Develop targeted behavioural interventions.</li> <li>● Support with bereavement.</li> <li>● Run social groups for children.</li> <li>● Emotional and wellbeing support.</li> <li>● Signposting families to other agencies.</li> <li>● Parenting workshops.</li> </ul>	<p>Disadvantaged pupils attendance has improved as well as the gap between disadvantaged pupils and non-disadvantaged attendance significantly closing.</p> <table border="1" data-bbox="943 300 1655 708"> <thead> <tr> <th></th> <th>Disadvantaged pupils</th> <th>Non-disadvantaged pupils</th> <th>Difference</th> </tr> </thead> <tbody> <tr> <td>2018</td> <td>93.21%</td> <td>96.17%</td> <td>2.96%</td> </tr> <tr> <td>2019</td> <td>95.47%</td> <td>96.31%</td> <td>0.84%</td> </tr> </tbody> </table> <p>The percentage of persistent absence has reduced from 12.8% in 2018 to 7.2% in 2019</p>		Disadvantaged pupils	Non-disadvantaged pupils	Difference	2018	93.21%	96.17%	2.96%	2019	95.47%	96.31%	0.84%	
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<p>Pupils in need are supported at lunchtime.</p> <p>£3,351</p>	<p>Additional Lunchtime Supervisors to support pupils in need.</p>	<p>Increased wellbeing of pupils in need and positive impact on behaviour for all pupils.</p>	<p>This approach to continue 2019/20</p>												
<p>To increase attendance.</p> <p>£1,578</p>	<p>Provide a before school activity club to support regular attendance and wellbeing.</p>	<p>The morning activity club has had a positive impact on improving the attendance of disadvantaged pupils and lowering the total of persistent absence.</p>	<p>This approach to continue 2019/20</p>												

## 4. Barriers to learning 2019 2020

### **In school barriers (Issues to be addressed in school)**

Rising proportion of EAL across the school - 36%, 28% of these are also eligible for Pupil Premium.

EAL pupils in FS who have parents with poor spoken English which results in poor oral language skills

Pupil Premium children perform less well in maths than in other core subjects.

A range of family issues are having an effect on their academic progress and that of their peers.

A significant number of pupil premium children have complex behaviour and social and emotional needs.

23% of Pupil Premium pupils are also on the SEND register, this is more than double the percentage of SEND in the whole school.

2 out of the 7 pupils with EHCPs are Pupil Premium. (29%)

### **External Barriers (Issues which also require action outside of school)**

68% of Pupil Premium children are supported by our Family Support Worker.

## 5. Desired outcomes 2019 2020

	Desired Outcomes and how they will be measured	Success Criteria
1.	Improved speaking and listening and understanding skills for Pupil Premium eligible pupils in Reception and Year 1 classes.	Pupils eligible for Pupil Premium in Reception and Year 1 make rapid progress by the end of the year.
2.	Maintain improved attendance rates for Pupil Premium children.	Monitoring will show clear evidence of interventions and strategies used to promote good attendance for this group or pupils.
3.	Good progress for Pupil Premium and Pupil Premium SEND pupils across the school.	Teacher assessments for Pupil Premium progress will show attainment and progress of Pupil Premium pupils closer to non-Pupil Premium and National.
4.	To increase curriculum enrichment opportunities for pupils.	Monitoring will show that at least a similar number of Pupil Premium pupils will access enrichment activities as non-Pupil Premium pupils.

5.	Increasing staff commitment to Pupil Premium and increasing their understanding of their accountability.	All staff know their Pupil Premium children. Staff to continue to complete their Pupil Progress reviews for their Pupil Premium children.
6.	Reduce the impact of family issues on wellbeing and progress.	Children are better equipped to deal with day to day school and home life. Children express higher aspirations when interviewed. Children make equivalent or better progress than non Pupil Premium peers.
7.	Reduce the impact of complex behaviour and social and emotional needs on wellbeing and progress.	Children are better equipped to deal with day to day challenges. Children make equivalent or better progress than non Pupil Premium peers.

6. Allocation 2019 2020			
<b>Summary Information</b>			
<b>School:</b>	Camestone School	<b>Total number of pupils:</b>	
<b>Date of previous PP review:</b>	December 2018	<b>Number eligible for PPG:</b>	<b>54</b>
<b>Date for review of this Strategy:</b>	November 2019	<b>Number eligible for LAC funding:</b>	<b>2</b>
		<b>Number eligible for service funding:</b>	<b>0</b>
		£/per pupil PPG = £1,320	<b>Total: £71,280</b>
		LAC	<b>Total: £3000</b>
		<b>Total amount of PPG:</b>	<b>£74,280</b>

## 7. Planned Expenditure 2019 2020

The three headings below enable the school to demonstrate how we are using the Pupil Premium to improve classroom teaching (pedagogy), provide targeted support and support whole school strategies.

### Quality First Teaching 2019 2020

Desired Outcome	Chosen approach	What is the evidence for this choice?	How will we ensure it is implemented well?	Cost
Ensure good progress for Pupil Premium children throughout the school.	Invest in teacher and TA training that improves Quality First Teaching, including subject specific training, metacognition and inclusive strategies.  Continue the review cycle for Pupil Premium children through PP pupil progress meetings termly.	EEF Pupil Premium Guide 2019 states that <i>“Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils.”</i>  Teachers and TAs need to be fully aware of who their Pupil Premium children are and how to meet their needs.	SLT will ensure that training is disseminated as appropriate and monitor impact through monitoring systems, including work scrutiny, data analysis and lesson observations.	£750
Raise standard of spoken English for pupils who are disadvantaged by poor language skills.	Lift Off to Language and Fantastic Foundations (training January 2020) are used to raise standards in language and communication. Both are used for all children in Foundation Stage and for intervention groups in Year 1.	Early intervention (EYFS and Year 1) ensure that pupils are not disadvantaged by poor language skills.	Monitor EYFS and Year 1 data to ensure we are closing any gap between PP and non-PP children in Literacy.	£640

All children deemed LAC are well supported via personal education plans through the year.	Designated LAC teacher (Looked after children)	To ensure that LAC progress is monitored and PEPs are effective and implemented to have maximum impact.	Feedback from the LA LAC team. Progress of LAC pupils is in line with National progress measures.	£300 (towards full cost)
Raising the attainment of Pupil Premium and Pupil Premium SEN children so that the gap closes between levels of attainment and national expectations for disadvantaged pupils.	Teaching Assistants to provide focused support interventions: Lift off to Language, Kaleidoscope and ongoing interventions to address gaps in learning. Minimum of 5 hours per week per class of TA support to be dedicated to specific intervention / support of PP pupils.  Enhancement of reading and maths resources – contribution to subscription for example Bug Club, Nesy, TT RockStars.	According to the Sutton Trust, different technology has the potential to enable changes in teaching and learning interactions, such as providing more effective feedback for example, or enabling more helpful representations to be used or simply to motivate children to practise more.	Monitor the progress of children accessing the resources.	£41,308

Targeted Support 2019 2020				
Desired Outcome	Chosen approach	What is the evidence for this choice?	How will we ensure it is implemented well?	Cost
Improve outcomes in Maths for Pupil Premium children who are not making	Third Space Maths 1:1 online tutoring interventions in termly blocks (Autumn 2, Spring and Summer) for targeted pupils who	The gap between Pupil Premium and non-Pupil Premium in Maths is greater than in other core subjects. The challenges that face	Monitoring of teaching and learning.	£2,535



<p>expected progress or show the potential to make better progress.</p>	<p>are vulnerable to not making expected progress for a range of reasons. Target Year 6 then Year 5 pupils.</p> <p>In all year groups:</p> <ul style="list-style-type: none"> <li>- Raise the profile of mental maths and improve outcomes through KIRFs</li> <li>- Trial the PACE approach to Maths to improve metacognition and Maths literacy</li> <li>- Promote the use of TT Roackstars within school.</li> </ul>	<p>individual pupils vary widely and in some cases are best addressed on a 1:1 basis.</p>		
<p>To support children and families where there are issues that can present barriers to learning.</p>	<p>Contribution to cost of Family Support Worker .</p> <p>Current priority areas include:</p> <ul style="list-style-type: none"> <li>● Liaison with families to assist with overcoming barriers to learning.</li> <li>● Improving attendance and punctuality.</li> <li>● Develop targeted behavioural interventions.</li> <li>● Support with emotional barriers to learning.</li> <li>● Run social groups for children.</li> <li>● Emotional and wellbeing support.</li> </ul>	<p>The school's knowledge of the challenges faced by families in our community, both short and long term.</p>	<p>Respond promptly to arising needs and match resources to needs, including signposting external services where appropriate.</p> <p>Monitor the data of Pupil Premium children to ensure that and impact on progress is quickly picked up and addressed.</p>	<p>£19,418</p>

	<ul style="list-style-type: none"> <li>● Signposting families to other agencies, including mental health.</li> <li>● Parenting workshops.</li> </ul>			
To maintain the improved attendance of Pupil Premium children.	Continue with the effective strategies currently used, including rapid response to poor attendance, before school activity club, a consistent approach to authorising absence for holiday and rewards for improved attendance.	Strategies have proved effective in reducing absence.	Termly attendance reports.	£1,578
To support pupils well being and improve social and emotional aspects of learning.  To reduce behaviour incidents at lunchtimes and improve attitudes to learning on return to class.	Additional lunchtime staff to enable:  Computer Club. Adapted routines. Special responsibilities 1-1 and small group support.	A number of pupil premium pupils with social, emotional, wellbeing and behaviour issues, which manifest in less structured times.	Regular monitoring by members of the Inclusion Team.	£5,981

Other approaches 2019 2020				
<b>Desired Outcome</b>	<b>Chosen approach</b>	<b>What is the evidence for this choice?</b>	<b>How will we ensure it is implemented well?</b>	<b>Cost</b>

<p>Improve pupils ability to recognise, name and regulate emotions.</p> <p>Help to prevent mental health issues that impact on learning and wellbeing.</p>	<p>Mind Map whole school approach to developing emotional literacy. Training on 12th December 2019 followed by demonstration lessons and workshops with every class in January 2020. Weekly Mind Map sessions will take place in every class delivered by teaching staff.</p>	<p>Recommendations from other schools who have undertaken the program. Identified need in school, particularly among pupils at risk of exclusion, for support for regulating emotions and preventing escalating behaviours.</p>	<p>Monitor red cards and exclusions. Interview pupils about wellbeing.</p>	<p>Fundraising event for Mind Map charity.</p>
<p>Increase opportunities for cultural and social experiences for Pupil Premium pupils.</p> <p>Ensure that Pupil Premium children have opportunities to develop personal skills and characteristics in the wider curriculum and beyond the school day.</p>	<p>Subsidise trips and residential visits to support children in broadening their life experiences.</p> <p>Continue with the Pegasus Award for Key Stage 2 pupils. Support for Pupil Premium children to complete experiences.</p>	<p>National studies provide evidence that cultural capital is vital to improving education outcomes for Pupil Premium children.</p>	<p>All teachers and leaders will be responsible for ensuring that visits and events are of relevance, broaden experiences and are of good quality.</p> <p>Pupil Premium children will be targeted for financial support if this is a possible barrier to engaging with the full range of extended opportunities, including trips and clubs.</p>	<p>£1500</p>
<p>To be able to respond to unforeseen needs that create barriers to learning and wellbeing.</p>	<p>Contingency fund, to be used flexibly as need arises.</p>	<p>Unexpected circumstances can impede progress and impact wellbeing. A rapid response can mitigate the impact.</p>	<p>Review the effectiveness of spending through the Pupil Premium report.</p>	<p>£500</p>