

Pupil premium strategy / self-evaluation 2019-2022

1. Summary information					
School	Blackford CE Primary				
Academic Year	2019-20	Total PP budget	£ 18 908	Date of most recent PP Review	n/a
Total number of pupils	42	Number of pupils eligible for PP	12	Date for next internal review of strategy	July 22

2. Current attainment (from 2018-19 results)				
	Pupils eligible for PP (your school)		Pupils not eligible for PP (national average 17/18)	
	Year 6 (3)	Year 2 (1)	Year 6 (5 pupils)	Year 2 (5 pupils)
% achieving expected standard or above in reading, writing & maths	33	100	60 (70)	60
% making expected progress in reading (as measured in the school)	33	100	80 (80)	60 (79)
% making expected progress in writing (as measured in the school)	66	100	100 (83)	60 (74)
% making expected progress in mathematics (as measured in the school)	33	100	80 (81)	80 (80)

3. Barriers to future attainment (for pupils eligible for PP)	
Academic barriers (issues to be addressed in school, such as poor oral language skills)	
A.	Poor speech and language skills on entry
B.	Low home-learning support for GRT/PP pupils
C.	Lack of home internet access for some PP families
Additional barriers (including issues which also require action outside school, such as low attendance rates)	
D.	Low attendance

4. Intended outcomes (specific outcomes and how they will be measured)		Success criteria
A.	Further develop quality of teaching for all children	All teaching continues to be good or better; children make expected or better progress
B.	Improve attendance for all PP pupils	Attendance is at 96% for all pupils

C.	Increase language skills for younger PP children	PP children in EYFS make rapid progress and can communicate their thoughts and ideas clearly and articulately. Specialist advice is sought and acted upon where necessary
D.	Improve English and maths skills for PP children	Children make expected or better progress according to tracking systems; gaps close with non-PP children;

5. Review of expenditure

Previous Academic Year

2018/19 Total PP budget: £ 22 733 Actual spend £23 756

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
CLPE membership	Access to high quality texts and	PofR texts used across the school.	Great texts that engage and increase skills	£300
Move to blocked planning approach. Incorporate elements of mastery in maths teaching.	Application of maths skills improves	Maths results higher this year than in previous years in Y2 and Y6. Chn in Yrs 2, 5 and 6 all made expected or better progress. 90% of chn in Year 4 and 75% of chn in other years made expected or better progress. 3 out of 5 year groups with PP children in, PP made greater progress than non-	Works well and will continue this approach	£0
Attend CSP sessions with Uni of Cumbria	Increase K&U for maths leader and cascade to other staff	Maths Lead confident in delivery of maths curriculum and able to advise other staff. See also above	Worked well but sessions now ended. Will continue to access CSP maths forum.	£200 (supply)
Buy more resources for concrete learning	Increased skills in chn	See above	Concrete resources are invaluable. Will build on these	£500

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
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Increase language skills for younger PP children by having HLTA with YR	Greater language skills	100% achieved exp or better in Communication and Language	Works well	£ 7 877
Improve English skills for PP children by intervention 1-1 or 1-2 with teachers and partly with STA	Improved reading, writing and speaking skills	Extra staff member for phonics in KS1 resulted in 3 out of 4 gaining phonics pass in Y1 and increased writing score in Y2. Increased writing score in Y6	Teacher led work leads directly from learning in class. STA involved in classwork as well so knows where children are in their learning	£14 364
Improve maths skills for PP children as above	Improved maths skills	Maths results up in Y2 and Y6. 3 out of 5 year groups with PP children in, PP made greater progress than non-PP	Teacher led work leads directly from learning in class. STA involved in classwork as well so knows where children are in their learning	

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
Support for PP on residential and other trips (Fellside)	All children participate and benefit	Most children, bar GRT children, who were eligible attended. Increased confidence and social skills.	Will continue	£300
Keep attendance policy in spotlight Share with parents Continue reward systems.	Increased attendance	Higher awareness in parents but some very challenging to engage	Some parents dislike overt reward systems so have been adapted; some families are difficult to move forwards with attendance	None

6. Planned expenditure

Academic year	2019-20 Total PP budget: £ 11 900 + £7 008 estimated
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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?
Maths Mastery approach with no grouping	Increased maths skills across the school with greater application of skills to new areas/problem solving. Increased confidence and resilience in pupils.	There are a number of meta-analyses which indicate that, on average, mastery learning approaches are effective, leading to an additional five months' progress over the course of a school year compared to traditional approaches. Unusually however, among the evidence reviewed in the Toolkit, the effects of mastery learning tend to cluster at two points with studies showing either little or no impact or an impact of up to six months' gain. This clear split and wide variation implies that making mastery learning work effectively is challenging. (Sutton Trust).	Also part of maths action plan. Reviews at staff meetings. Reports to S&C committee	LWS	July 2020
CPD for staff – joint INSET with CSP	Increased staff skills	High quality teaching benefits all children, inc those eligible for pupil premium funding. Sutton Trust stated “The effects of high-quality teaching are esp significant for pupils from disadvantaged backgrounds: over a school year, these pupils gain 1.5 years' worth of learning with very effective teachers, compared with 0.5 years with poorly performing teachers..... for poor pupils the diff between a good teacher and a bad teacher is a whole year's learning.”	Feedback and evaluation after attendance. Subject leads to integrate outcomes into their action plans	LWS	Feb 2020 and July 2020
Join science network with CSP	Increased skills for science lead. Application and strengthening of maths and English skills		Feedback at staff meetings Report to S&C committee	SN	July 2020
Total budgeted cost					£800

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?
Increased STA/HLTA time with YR children. CPD for TAs	Improved language and communication skills Increased staff skills	Sutton Trust research shows Oral Language Intervention has a high impact on pupil progress.		MC	July 2020
2 x KS2 teacher to carry out 1-1 or 1-2 interventions with children they teach. KS1 1-1 or 1-2 interventions by experienced class teacher. groups	Improved maths and/or English skills	Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average.		MC SN LWS	July 2020
Use of Lexia reading programme.	Increased reading skills	Studies consistently find that digital technology is associated with moderate learning gains: on average, an additional four months' progress. However, there is considerable variation in impact.		MC SC	July 2020
Total budgeted cost					£18,000
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?
Ensure equality of opportunity	Support for PP on residential and other trips (Fellside)	On average, pupils who participate in adventure learning interventions make approximately four additional months' progress over the course of a year.	Discussions with PP parents and carers	LWS	Summer 2020 (after trip)

Improve attendance for all pupils	Keep attendance policy in spotlight Share with parents Continue reward systems Attendance display board reinvigorated and more prominent.	Good attendance is vital for good progress. Large evidence base for this.	Follow procedures as outlined in the policy	LWS	Weekly Half-termly Termly
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Total budgeted cost £500

7. Additional detail