

Pupil premium strategy statement (primary)

1. Summary information					
School	Upshire Primary Foundation School				
Academic Year	2019/2020	Carry forward from 2018/19	£16,397.00	Number of pupils eligible for PPG	38
Total number of pupils	230	PPG for 2019/20	£68,222.00	Date of most recent PP Review	July 2020
Amount per pupil	£1,320	Total PPG received	£84,619.00	Date for next internal review of this strategy	July 2021

2. Current attainment			
	<i>Pupils eligible for PPG 5/30</i>	<i>Other pupils</i>	<i>Nationally</i>
Early Years Foundation Stage– Reading (Secure or +)	2/5 = 40%	14/25 = 56%	n/a
Early Years Foundation Stage– Writing (Secure or +)	2/5 = 40%	14/25 = 56%	n/a
Early Years Foundation Stage– Maths (Secure or +)	1/5 = 20%	15/25 = 60%	n/a
Year 1 – Phonics	n/a	n/a	n/a
KS1 Outcomes:	<i>Pupils eligible for PPG 16/56</i>		
Reading – teacher assessment	1/16 = 6%	23/40 = 58%	n/a
Writing – teacher assessment	2/16 = 13%	15/40 = 38%	n/a
Maths – teacher assessment	2/16 = 13%	15/40 = 38%	n/a
KS2 Outcomes:	<i>Pupils eligible for PPG 7/30</i>		
Reading - – teacher assessment	4/7 = 57%	18/23 = 78%	n/a
Writing – teacher assessment	4/7 = 57%	20/23 = 87%	n/a
Maths - – teacher assessment	4/7 = 57%	19/23 = 83%	n/a

3. Challenges to future attainment (for pupils eligible for PP, including high ability)	
In-school challenges (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Emotional wellbeing and self-esteem and SEMH difficulties co-occurring with other SEND needs. Social and emotional learning interventions have an identifiable and significant impact on pupils' attitudes to learning, social relationships in school, and attainment.
B.	Speech language and Communication Needs and SLCN difficulties co-occurring with other SEND needs
C.	Behaviour
D.	Reading attitudes - how reading attitudes impact on progression (refer to SDP)

External barriers (issues which also require action outside school, such as low attendance rates)

E.	Attendance
F.	Parental attitudes to leaning

4. Desired outcomes

	<i>Desired outcomes and how they will be achieved</i>	
A.	Growth in confidence and social skills, improved attitude to learning, academic progress and improved break and lunchtimes. Identifying and supporting those children who are Young Carers	We have sourced a range of support services Therapists and Counsellors. The emotional well-being of key children is addressed which in turn improves learning potential. Training staff within the school so that they are able to identify a young carer and support/refer for support.
B.	Growth in confidence, independence, improved attitude to leaning and academic progress	Additional LSA support for SEND ensuring pupils make good progress
C.	Improvde attitude to learning, academic progress, improved break and lunchtimes, improved pupil choices	Social Skill Interventions such as Talkabout and Lego Therapy to help pupils understand how their behaviour choices impact on their learning and also on their peers. MDAs are able to promote the school values and keep children safe. They support game playing and problem solving and help Play Leaders to do the same. Improved social skills helps children to enjoy their lunchtimes and return to class ready to learn.
D.	Getting children to read for pleasure and encouraging a culture of reading for enjoyment throughout the school. Developing skills and strategies to become a better readers. Children motivated to read for pleasure both at school and at home, which in turn will improve learning potential	Purchase of new books and after school Reading Stop to develop parent and children attitudes towards reading.
E.	Improved attendance for persistently absent pupils, reduced holiday requests in term time	Reminders to parents/carers on the importance of attendance. Only authorised absence for exceptional circumstances.
F.	Improved parental engagement. Greater working partnership with school.	Children whose parents have a positive attitude towards learning and education generally perform better in school than those whose parents have a negative attitude towards learning and education. Open door policy. Parent consultations.

5. 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.					
i. 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 ?
LSAs will confidently support children to reduce the gap from their peers.	SENCo non-class based	Use of SENCo directed support, including training for LSAs to support and assist children fully to ensure they reach Age Related Expectations.	LSAs are trained by NW and outside agencies in order to support the children effectively. Key LSAs provide structured interventions which are monitored to measure impact.	SENCo	Half Termly
All staff will be using TERRIFIC language which will be replicated by the children.	Interventions – additional support at lunchtimes	Some children struggle during unstructured times and therefore need support to develop their social and emotional skills.	SENCo/DH and trained LSA on duty at lunchtime to provide support where required	SENCo/HT/DH	
Total budgeted cost					£32,952.50
ii. 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 learning due to increased targeted support.	Additional LSA support	Teaching and learning is improved because Class Teachers are able to meet with LSAs and specialist staff to agree targets and next steps. LSAs feel more confident when delivering support sessions. Key LSAs provide structured interventions to KS1 and KS2.	Use of LSAs to provide 1:1 interventions and support programmes. Tailored support and teaching for pupils which raise engagement and aspirations. Key LSAs provide structured interventions to KS1 and KS2.	SENCo/CT	Termly
Teachers/LSAs will meet with specialist teachers to share good practice and discuss next steps.	DH and SENCo non-class based	Class teachers have the opportunity to meet with specialist staff and observe outstanding practice	Class teacher cover enabling peer coaching and modelling opportunities and time with specialist staff and LSAs.		Termly
Specialist support strategies will be implemented to enhance learning.	Interventions	Bespoke Speech and Language support with qualified therapist to assess children's needs and design intervention programme.	Narrative Therapy, Precision Teaching, Lego Therapy, reading support, WellComm, resources.	SENCo	Termly
Total budgeted cost					£32,952.50

iii. 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?
The social and emotional skills will improve to enable children to focus on learning.	Counselling services and therapists.	Use of counselling services and therapists, monitored throughout to measure impact. PSHE curriculum and workshops from SCARF (Safety, Caring, Achievement, Resilience and Friendship)	Narrative Therapy, reading support, Pilates, Young Carers support, professional counselling.	SENCo/CT	On-going
Parents/carers feel supported by school and able to approach school	Close communication by SENCo	Families supported to build positive parenting skills and relationship with school. Signposting for additional support.	Source workshops and parent help topics which will be disseminated to parents.	SENCo	At end of sessions
Purple Mash Nessy	Personalised computer programme	Children work at individual level to fill in gaps and move on when appropriate	Ongoing analysis of impact	SENCo/HT	On-going
Supporting pupils with IT	Twinkl Resources		Ongoing analysis of impact		On-going
My Concerns	Safeguarding computer database	Concerns are closely monitored by SLT. There are no gaps in communication.	SLT are able to spot patterns and act on concerns without delay	DH/SENCo/HT	On-going
Targeted training for staff	Specialised autism training session				
Total budgeted cost					£8,781.03