**Pupil premium strategy statement:**

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| 1. **Summary information** | | | | | | | | | | | | | | | | | | | | |
| **School** | | | | | Tydd St Mary Church of England Primary School | | | | | | | | | | | | | | | |
| **Academic Year** | | | | | 2019/20 | **Total PP budget** | | | £19,453 | | | | **Date of most recent PP Review** | | | | | | | Feb 17 |
| **Total number of pupils** | | | | | 106 | **Number of pupils eligible for PP** | | | 14 | | | | **Date for next internal review of this strategy** | | | | | | | Feb 2020 |
| 1. **Current attainment** | | | | | | | | | | | | | | | | | | | | |
| **KS2 Attainment for: 2018-2019 (15 pupils)** | | | | | | | | | | *Pupils eligible for PP (6 pupil)* | | | | | *Pupils not eligible for PP* | | | | | |
| **% achieving expected standard or above in reading, writing and maths** | | | | | | | | | | 83% | | | | | 89% | | | | | |
| **% achieving expected standard or above in reading** | | | | | | | | | | 100% | | | | | 89% | | | | | |
| **% achieving expected standard or above in writing** | | | | | | | | | | 100% | | | | | 89% | | | | | |
| **% achieving expected standard or above in maths** | | | | | | | | | | 83% | | | | | 89% | | | | | |
|  | | | | | | | | | |  | | | | |  | | | | | |
| **KS1 Attainment for: 2018-2019 (15 pupils)** | | | | | | | | | | *Pupils eligible for PP ( pupils)* | | | | | *Pupils not eligible for PP* | | | | | |
| **% achieving expected standard or above in reading, writing and maths** | | | | | | | | | | 50% | | | | | 78% | | | | | |
| **% achieving expected standard or above in reading** | | | | | | | | | | 67% | | | | | 78% | | | | | |
| **% achieving expected standard or above in writing** | | | | | | | | | | 50% | | | | | 78% | | | | | |
| **% achieving expected standard or above in maths** | | | | | | | | | | 50% | | | | | 78% | | | | | |
| 1. **Barriers to future attainment (for pupils eligible for PP, including high ability)** | | | | | | | | | | | | | | | | | | | | |
| **In-school barriers** | | | | | | | | | | | | | | | | | | | | |
|  | | Home learning | | | | | | | | | | | | | | | | | | |
|  | | % PP pupils with moderate learning difficulties/ significant needs – number of EHCP | | | | | | | | | | | | | | | | | | |
|  | | Early years speech | | | | | | | | | | | | | | | | | | |
| **External barriers** | | | | | | | | | | | | | | | | | | | | |
| **D.** | | Attendance of proportion of pupils in receipt of PP – 5 /14 | | | | | | | | | | | | | | | | | | |
| 1. **Desired outcomes** | | | | | | | | | | | | | | | | | | | | |
|  | *Desired outcomes and how they will be measured* | | | | | | | | | | | *Success criteria* | | | | | | | | |
|  | Children will become independent learners and use time away from school to develop themselves and extend their knowledge – reading at home, learning tables and bringing school learning home with them | | | | | | | | | | | Children are reading for pleasure at home  Children are using Rockstar Tables (website-purchased by school) to rehearse their tables  Knowledge organisers are being used to allow extend and rehearse topic information – key facts | | | | | | | | |
| **B** | IEP targets are specific to progress steps  1:1 EHCP children make progress on individualised programmes | | | | | | | | | | | Reduce the number of persistent absentees among pupils eligible for PP  Attendance for the children is in line with national at 96% | | | | | | | | |
|  | EYFS Spoken word- increased use of language and understanding of language - children have extended vocabulary to use on a daily basis | | | | | | | | | | | WellComm Assessments show accelerated progress (PP children becoming more in line with average – reduce the gap) | | | | | | | | |
|  | The attendance of PP children improves | | | | | | | | | | | Progress can be seen in small steps – specific targets for needs | | | | | | | | |
| 1. **Planned expenditure** | | | | | | | | | | | | | | | | | | | | |
| **Academic year** | | | | **2019/20** | | | | | | | | | | | | | | | | |
| 1. **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?** | |
| % of children reaching EXP at end of EYFS in Speaking and Listening increases | | | | Use of WellComm resources  S+L team requested to assist children  Vocab to be a focus during topics – word mats shared at home with appropriate vocab to use.  Time set aside for adults to spend time listening and responding to PP children | | | | Evidence from previous 3 academic years demonstrates a decrease in % of children meeting EXP in S&L in EYFS – Welcomm was successful last year (see data). Baseline assessment suggest this year that children are further behind that usual. | | | | | | Run and organised by V Parker in her daily timetable and planning. We will review progress 3 times a year. | | | V Parker | | Dec 2019, Mar 2020, Jul 2020 | |
| Children are learning and developing their knowledge at home – some parental involvement | | | | Quality texts will be purchased to enable pupils to take reading materials home  Curriculum topics to be enhanced using books  New knowledge organisers will allow children and parents to have the key learning available. They will be able to extend topic areas  Rockstar tables will be purchased to allow children to get better at multiplication tables. Parents will be encouraged to take part too | | | | Reading is known to have an impact upon all curriculum areas. It extends vocabulary knowledge in all subjects.  Evidence suggests children need to rehearse a learning element many times before it becomes secure, therefore learning at home gives an extra opportunity to secure knowledge.  Reading has improved across the school but we need to continue the enthusiasm for reading | | | | | | Rockstar tables shows progress in tables and usage outside school hours – full package purchased  Children will share books and knowledge they have gained from home | | | Class teachers | | March 2020 | |
| The attendance of PP children improves | | | | Rewards systems for 100% attendance for each of the 6 terms will include certificates and prizes. These will be presented in a Star of the Week Assembly Annual trophies will be awarded for 100%  New topics will interest all children and especially PP children.  They will include WOW days exciting activities and trips throughout the term. | | | | Children thrive on positive praise and the reward system acts as an incentive  This can be a hook to make them want to come to school.  Exciting activities throughout the term will be fun and the children will want to be part of them. Mysterious Mondays will focus on projects that will engage and motivate pupil | | | | | | Governor monitoring  Topic webs will be shared and be interesting. Exciting days will be shared with the children and parents as something to look forward to. They will be in the diary on the website. Pupil interviews with PP will support planning of Mysterious Mondays. | | | S. Ely  Class teacher  D Howell | | Termly  January 2020 | |
| 1. **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 speech and language | | | Some children will receive further support- small groups/ 1:1. Use of Talking Time programme and specific SALT programmes, | | | | EEF toolkit demonstrates impact of interventions chosen. | | | | Intervention charts will show the children who need support in this area. | | | | | V Parker | | September 2020 | | |
| Targeted support 1:1 | | | Some EHCP 1:1 adult to be used for specific targeted support.  2 children to receive programme of support specific to needs outside of classroom environment.  Also support to look at social needs of the child – break time/lunch time support when necessary | | | | Children with EHCP sometimes find it difficult to access the work within the age range and need to work and progress at different rates this will help with motivation and sense of achievement. They will remain with the class at other times to continue to develop friendships and social aspects.  Last year it allowed one child to make progress with learning and was successful at building learning whilst addressing misconceptions | | | | Timetable to be organised  Items purchased to enable specific learning objects can be addressed  Training given to adults who require to run a new intervention  Progress reviewed in small steps | | | | | Class teacher  D Howell | | Jan2020  July 2020 | | |
| The attendance of PP children improves | | | EWO will be involved with families  The children will be invited to partake in planning the medium term curriculum and desired outcome – taking some ownership and interest.  Awards are given to children who have 100% attendance. | | | | When children attend school regularly without constant breaks, they make more progress. Evidence shows that children who attend school make better friendships, take more ownership in their learning and are more confident.  Children enjoy receiving awards and will often try harder when an award is being offered. | | | | Attendance will be monitored monthly  Any absence will be addressed immediately.  A chart of which children receive awards will be logged and tracked. | | | | | S. Ely | | Dec, March and July- Attendance Governor | | |
| Home learning | | | PP children will receive Book Trust packages to ensure they have age appropriate reading material at home every month  Some PP children will spend extra time talking about things they could do at home on their own – they can bring work/information back to an adult who will make time to listen to them  Feed and Read project links PP children to adults who have received in school training to maximise impact of reading opportunity given  Homework Club for PP children explored- Spring Term | | | | It has been researched that some children do not have access to books, in particular age appropriate  Some adults are unable to help and support their child at home due to own capabilities | | | | Book Trust sent home termly  Time with adults – high level of adult support throughout school | | | | | S Ely  Adults within school | | July 2020 | | |