

# Patrington Primary Academy Pupil Premium Strategy Statement



1. SUMMARY INFORMATION			
School	Patrington Primary Academy	Total PP Budget	£56,760
Academic Year	2018-19	Number of Pupils Eligible for PP	52
Total Number of Pupils	222	Date of internal PP Review	July 2019

## Whole school 2019 Overview

Reading, Writing & Maths - Year 6				Reading, Writing & Maths - Year 2				GLD			
School	National Other	National Gap	School Gap	School	Reading (Nat)	Writing (Nat)	Maths (Nat)	School	National other	National Gap	School Gap
29	65	-36			75 (76)	65 (70)	74 (77)	70			

2. CURRENT ATTAINMENT - PUPIL PREMIUM								
No of pupils -	Expected Standard				High Standard			
	% Estimated	% Actual	Difference	Gap (expressed as pupils)	% Estimated	% Actual	Difference	Gap (expressed as pupils)
Reading	46% (24)	38% (20)	-4	4	13% (7)	12% (6)	-1	-1
Writing	42% (22)	33% (17)	-5	5	8% (4)	4% (2)	-2	-2
Maths	44% (23)	38% (20)	-3	3	12% (6)	8% (4)	-2	-2
RWM Combined	40% (21)	33% (17)	-4	4	8% (4)	0% (0)	-4	-4

## 3. BARRIERS TO FUTURE ATTAINMENT (for pupils eligible for PP)

<b>In-school barriers</b>	
<b>A.</b>	Lower than average speech and language development, which may be caused by a problem in pronunciation (Which then in turn impacts on phonics acquisition) so treatable through speech therapy, or by vocabulary acquisition that may be through lack of conversation, saying rhymes, hearing stories and life experience in early childhood.
<b>B.</b>	Breadth of vocabulary to understand texts once pupils are able to read (see precursor at A)
<b>C.</b>	Emotional, social and behavioural difficulties that impact on the child's and their peers learning that may include meeting basic needs e.g. having breakfast, having the appropriate equipment within school e.g PE shoes, high levels of egocentricity, anger issues.
<b>External Barriers</b>	
<b>D.</b>	Attendance of a few families.

<b>4. OUTCOMES</b>		
	<b>Desired outcomes and how they will be measured</b>	<b>Success Criteria</b>
<b>A.</b>	Specific phonics support in EYFS and KS1 to improve early phonics acquisition in readiness to enter year 1. Further support in order to improve % of pupils achieving the required standard in the Year 1 phonics check. Over time this should result in an improvement in spelling within KS2.	Improvement in phonics shown by improved writing scores at end of EYFS so contributing to improved GLD at end of EYFS. Less phase 2 phonics required in Year 1. Year 1 phonics check shows school at least equalling national percentage. Over time pupils' spelling improves as seen in half termly spelling tracking and improvement in spelling test and within writing at KS2.
<b>B.</b>	Pupils develop wider vocabulary so that they can understand texts without needing to check dictionary definitions as frequently as at present. Guided reading records and intervention records should show pupils creating own lists of synonyms for basic vocab e.g. happy, said; pupils own records of words they do not understand from texts they read and the definitions they then find.	Pupils' understanding of texts meets or exceeds national standards.
<b>C.</b>	Number of pupils who are able to manage feelings and emotions within the class and in friendships improves. Behavioural strategies are effective with specific pupils, causing less disruption to their own and others' learning.	Pupils identified and targeted intervention put in place. Clear outcomes identified and progress towards those measured frequently.
<b>D.</b>	Specific families are supported by the school and the EWO to improve attendance, including coming to school for a meeting.	Discussion with professionals brings about an improvement in attendance.

**5. PLANNED EXPENDITURE 2019/20**

i	<b>Quality of teaching for all</b>					
	<b>Desired Outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff Lead</b>	<b>Review Date</b>
<b>A.</b>	The aspirations of all staff are raised through awareness of national expectations. Pupils aspirations are raised.	Internal moderation and moderating with other schools within the trust.  Specilist support for subject leads to understand the expectation and be able to support staff in achieving this.  Identification of resources required to support improved T & L.	Evidence in work seen shows throughout the school in every year group children are not achieving the expected.	Feedback from moderation and review of specialist support.	<b>Head and subject leads</b>	<b>At the end of each cycle, during SDP review and end of academic year.</b>
<b>B.</b>	All teaching and learning is planned to meet the needs of all pupils.	CPD for all staff. Specialist support. Rigorous tracking and pupil progress meetings.	Evidence in work & data shows that pupils are not achieving their potential based on prior attainment.	Discussion at pupil progress meetings are rigorous and ensure pupils are identified who are no on track to achieve their potential based on prior attainment. Teacher tracker will reflect evidence seen in class and encourage professional dialogue. All forms of monitoring to ensure work activities match the needs of pupils at all levels.	<b>SLT</b>	<b>At the end of each cycle review and end of academic year.</b>
<b>C.</b>	All EYFS & Ks1 staff to be confident in teaching phonics.	Specialist staff training to ensure staff have a good understanding of how to teach an effective and pacy phonics lesson.	Throughout school children are not applying phonics knowledge in their spellings.	Drop ins recorded on teacher tracker will encourage a professional dialogue. End of cycle assessments to track progress	<b>Head and phonics lead</b>	<b>At the end of each cycle review and end of academic</b>

				PP meetings Review of specialist support Phonics screening data		year.
D.	Improve percentage of pupils achieving GLD in EYFS.	Introduce Exaat and staff training in the use of it. Regular tracking Specialist support	At the end of 2016 only 30% of children achieved GLD.	PP meetings Assessment point data Review of specialist support End of key stage data	Head and EYFS lead	At the end of each cycle review and end of academic year.
ii	<b>Targeted Support</b>					
	<b>Desired Outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff Lead</b>	<b>Review Date</b>
A.	Appropriate interventions e.g behaviour support, speech and language.	Behaviour support advice sought. Speech and language.	Not in key year 2 and year 6 classes. Both had high numbers of pupils eligible for pupil premium in the classes. Extremes of behaviour seen in both classes resulted in exclusions. Additional TA support provided for three specific pupils.	PP meetings Regular reviews and data	SLT	At the end of each cycle review and end of academic year.
B.	Pupils feel supported with emotional and social issues at school.	A member of staff identified s well-being lead to provide support and specific intervention as identified. Providing wrap around care where appropriate.	Pupils display extreme behaviours and disrupt the learning of others.	Introduction of effective systems and procedures to identify specific barriers both in learning and emotional needs. Regular meeting between SENDCO, HT and wellbeing lead. Introduction of tracking and monitoring systems.	Head, SENDCo, Well being lead	At the end of each cycle review and the end of the academic year.
iii	<b>Other</b>					

	Desired Outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff Lead	Review Date
A.	Enrichment opportunities provides aspiration and helps language development.	Pay for music lessons for guitar and/or violin for pupils eligible for PP. Live theatre visits and music concerts. Contributions towards class educational visits.	<b>Many pupils do not have the opportunity to have many experiences beyond the local community.</b>	<b>Impact seen in work and data. Pupil voice.</b>	SLT and class teachers	<b>July 2020</b>
B.	Pupils attendance improves following systems implemented within school.	Identified member of staff responsible for tracking attendance. Action plan meetings with parents. Advice and support from the Trust.	<b>Although attendance on the whole is improving PA has an impact on attitudes and learning.</b>	<b>Regular monitoring Reports to governors</b>	<b>Attendance officer, HT and governors</b>	<b>Half termly</b>
<b>TOTAL BUDGETED COST</b>						<b>56,760</b>

## 1. ADDITIONAL INFORMATION

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