

Proposed Pupil Premium Spending Plan 2019– 2020

Allocation: 47,520

Some of the common barriers for disadvantaged children at Minsterley Primary School.

Barriers	Example of solutions
Children receive less home support than others.	Intervention groups are set up, quality first teaching and individual scaffolding. Curriculum events for parents/carers.
Weak language and communication skills.	Language focus in EYFS, story sacks sent home for parents to talk about stories with their children. Work with Nursery for story time weekly to ensure gap is closed early.
Low attainment on entry (reception baseline)	Quality first teaching and objective based planning. Working with the Nursery.
Children who find it difficult to fall between expected behaviour standards.	Behaviour plans, family support. Relevant and personalised curriculum. (CPD for staff – MAPA)
Low aspirations	Experiences that raise aspirations outside of the curriculum. Visits, clubs, taking part in a range of competitions.
Attendance and punctuality.	Tracking and regular monitoring of attendance. Building relationships which parents. Certificates at the end of term to celebrate attendance.
Reading at home.	Using accelerated reader to motivate and support children, develop reading skills and comprehension skills. Awards for reading at home. Clear communication and support using Class Dojo to communicate with parents around reading.
Extended learning opportunities	Purchase more IT equipment in school so that children have the opportunity to complete multiplication homework and spelling homework using online tools. Increasing the club opportunities for children to experience different skills in school. Extend breakfast club to targeted families to support with routines at home and provide teaching opportunities with card and board games.

Key Objective 1:**To improve PP attainment and school exit data**

Rationale:

- ‘A Guide to the Pupil Premium’: ‘Quality of teaching and learning counts most. Schools that create the best outcomes for pupils, recruit, train and retain great teachers and support staff. They adhere to model practice in the use of professional development.’
- From the EEF Toolkit: Pupils taught in small groups make on average four months additional progress when compared with larger groups or whole class teaching.

When	Responsible	Initiative/Intervention	Cost	Activity/Evaluation
Ongoing	KW/JH	To ensure quality first teaching in all classrooms through targeted CPD and INSET	£1000	
		Staff meeting and release time for moderation of KS1 tests/Teacher Assessments and Early Years Outcomes.	£1000	
		CPD to enable staff to move from good to outstanding	£1000	
		Ungraded coaching observations between teachers in school and other local schools.	£500	
		Peer observations – teachers and HLTAs to observe other staff members on chosen subject areas they would like to develop	£500	
		Planned interventions based on pupils needs that run throughout the term in small groups or QFT using researched based evidence as resources. (See individual PP plan below)	£15,000	

Key Objective 2:**To accelerate progress and reduce gaps**

Rationale: From the EEF Toolkit: Pupils taught in small groups make on average four months additional progress when compared with larger groups or whole class teaching. If at Key Stage 1 a child achieves level 2 in Reading, Writing and Maths, 45% of them go onto achieve 5 A-C grades in English and Maths which is considerably higher than if they only achieved a level 2 in one of the subjects (between 8-11%)(from The Pupil Premium: Making it work in your school. Oxford school improvement).

When	Responsible	Initiative/Intervention	Cost	Activity/Evaluation
Termly	Assessment coordinator/ PP Leads, Team Leaders/SLT and all staff	<p>To review PP data/case studies half termly to evaluate effectiveness</p> <p>To meet with team leaders and intervention teachers to evaluate interventions and to replace less effective strategies with more effective ones.</p> <p>Pupil Progress Meetings with SLT and teachers. PP lead to check wave 2- SEN files to ensure suitable provision for those below expectations</p> <p>Staff to analyse own data regularly to monitor gaps within their class and identify strategies for their children using CPD provided.</p> <p>‘To continue to provide CPD for staff to support diminishing the difference’.</p> <p>Share strategies for accelerating progress of PP children in the classroom as part of INSET/staff meetings.</p> <p>Whole school gaps to be shared and celebrated in staff room so that profile remains high.</p>	<p>£2000</p> <p>£5000</p> <p>£1200</p> <p>£500</p> <p>£1500</p> <p>£500</p>	

Key objective 3 (enrichment and engagement): To develop personal qualities and extend opportunities, giving aspirations to PP children.				
Rationale: From EEF toolkit: Outdoor adventure learning interventions consistently show positive benefits on academic learning and wider outcomes such as self confidence. On average, children who take part in outdoor learning interventions make approximately three months additional progress per year.				
When	Responsible	Initiative/Intervention	Cost	Activity/Evaluation
Ongoing	KW	PP children to be with class teacher on school trips to maximise benefits of experience All children to have forest school sessions for at least a 6 week period during the year.	£1000	
Engaging Curriculum with context and purpose through theme so children have real life goals that they can achieve.	KW	Re design the curriculum so that intent is clear and children are able to engage with what they are learning. Enquiry approach to learning through children asking 'The Big Question.' Extended opportunities for children to have different experiences.	£3000	
Increased opportunities to develop the use of computing throughout the curriculum.	KW/JH	Purchase new computers and look at management system throughout school to bring all equipment into good use. Provide opportunities to use computers at break and lunch so that children are able to develop their use of independent learning to	£10,000	

		complete homework that they may not be able to do at home.		
Increased opportunities to engage with parents.	KW/MW	<p>ECINS/Liquid Gold- waiting for update. Staff members trained in early Help Practitioners. Looking at how to engage with families.</p> <p>Targeted family support through School Help (universal) to Early Help.</p> <p>Family learning programme to run throughout school to engage families.</p> <p>Staff support network available for families to build trust with school. SENCO/HEAD/TA</p> <p>Mental health support in school from newly trained HLTA to take the lead and deliver evidenced based interventions.</p>	<p>£1000</p> <p>£500</p> <p>£2000</p> <p>£1320</p>	