# Pupil premium strategy statement: Padiham Green CE Primary School

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| **School overview** |
| 1. School name
 | 1. Padiham Green CE Primary School
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| 1. Pupils in school
 | 1. 201
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| 1. Proportion of disadvantaged pupils
 | 1. 34%
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| 1. Pupil premium allocation this academic year
 | 1. £112,800.00
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| 1. Academic year or years covered by statement
 | 1. 18/19 19/20
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| 1. Publish date
 | 1. November 19
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| 1. Review date
 | 1. September 20
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| 1. Statement authorised by
 | 1. Mark Dixon
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| 1. Pupil premium lead
 | 1. Lisa Tyrer
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| 1. Governor lead
 | 1. Debbie Barsby
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| Current attainment KS2 |
| **KS2 SATS results summer 2019** | **Pupils eligible for PP** (13 children 42.1% in this cohort) | **Pupils not eligible for PP – all pupils** | **Lancashire/National** |
| % achieving expected level in reading, writing and maths 2019

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 | (3) 21% | 53.3% | 65%/65%  |
| % achieving expected level in writing 2019 | (4) 31% | 50% | 77.6%/78.4% |
| % achieving expected level in reading 2019 | (5) 38.5% | 53% | 71.7%/73.1% |
| % achieving expected level in maths 2109 | (8) 62% | 70% | 78.1%/78.6% |
| Current attainment KS1 |
| **KS1 SATS results summer 2019** | **Pupils eligible for PP** (11 children 37% in this cohort) | **Pupils not eligible for PP (national average)** | **National** |
| % achieving expected level in reading, writing and maths 2019

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 | 45% | 40% |  |
| % achieving expected level in writing 2019 | (6) 37% | 43% | 71.7%/69% |
| % achieving expected level in reading 2019 | (8) 73% | 60% | 77.2%/62% |
| % achieving expected level in maths 2109 | (8) 73% | 60% | 76% |

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| 1. Barriers to future attainment (for pupils eligble for PP including high ability)
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| In-school barriers (issues to be addressed in school, such as poor oral language skills) |
| a. |

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| 1. Literacy skills of children on entry to school are often lower for pupils eligible for PP than for other pupils. This slows reading/writing progress in subsequent years.
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| b. | 1. High proportion of Pupil Premium children identified as having Social and Emotional learning difficulties compared to their peers. These children often need additional help to improve their interaction with others and the self-management of their emotions.
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| External barriers (issues which also require action outside school, such as low attendance rates) |
| d. | Lateness and punctuality for pupils eligible for PP is higher than the other pupils. This reduces their school hours and can potentially cause them to fall behind on average.  |
| e. | Social deprivation, lack of structure and routine at home, coupled with a lack of life experiences (holidays, visits and trips to places of interest) can result in little or no engagement in learning and issues with behaviour.  |

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| 1. Outcomes
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|  | Desired outcomes and how they will be measured | Success criteria |
| a. | 1. Improve Writing and Reading skills for pupils eligible for PP in Key Stage One.
 | 1. Pupils eligible for PP in Key Stage One make rapid progress by the end of the Key Stage so that an increased proportion of those pupils meet age related expectations.
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| b. | Those children identified as having Social and Emotional difficulties given effective strategies to help them cope within school.  | 1. Pupils gain greater resilience and a range of coping strategies which help them to close the gap on their peers by the end of the Key Stage Two.
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| c. | 1. Increased percentage of pupils achieving ARE in writing at Key Stage 2
 | 1. Year on year percentage increase of pupils (whole class as well as PP children) achieving greater depth in core subjects in KS2 SATs.
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| d. | 1. Increased attendance rates for pupils eligible for PP.
 | Reduce the percentage of absence among pupils eligible for PP. 1. Overall PP attendance improves to be in line with ’other’ pupils.
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| Planned expenditure |
| Academic year | 2018/19 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. |
| 1. Quality of teaching for all
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| 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? |
| Improve children’s attainment levels in core subject areas.  | School will implement training for all teaching staff to support and embed priorities 1, 2, and 4 of the SDP.Training for all teachers on the planning and delivery of English through the Lancashire English units.Introduction of Mastery Maths in years 1 and 2.£7530 for training | We wanted teachers to follow a phased approach to the teaching of English so that children were immersed in different genres to fully understand the different features before they were expected to write them. | Well-planned and expertly delivered CPD to all staff.  | Lisa Tyrer  | June 2020Post-SATs when results are available.  |
| Improve teachers’ core skills and introduce new practices with proven beneficial outcomes.  | School training budget to be allocated. | All children benefit from improved practices and more experienced and confident teachers.  | Select suitable training for individuals, teams and whole staff.  | Lisa TyrerMark Tranmer  | July 2020 |
|  Budgeted cost | £7530 |

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| 1. Targeted support
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| 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? |
| Improved ‘access to learning’ for children who receive PP, especially those with social and emotional issues which can prevent or hinder learning.  | Use of a counsellor one morning per week to support and work with children across the whole school to ensure that their pastoral needs are met so that they can access the curriculum. Wellbeing warriors to work with children developing confidence and self-esteem.Wellbeing Warriors £1600£2850 for Counselling | Many of our children who receive PP struggle to concentrate or engage with the curriculum due to their pastoral needs. This can be seen in a number of behaviours which can prevent the child from accessing their learning as fully as they should.  | A timetable of support, geared to the identified needs of the pupils will be put in place. Nurture provision is monitored closely by Deputy Head to ensure quality of provision.  | Lisa Tyrer  | March 2020To ensure nurture provision is meeting current needs of children across  |
| Boost confidence and social skills of PP children who may lack these skills.  | Implement a programme of Precision teaching to boost children’s learning in identified areas. | Some of the students need targeted support to catch up. A variety of intervention programmes are implemented across school to specifically target areas of need within each cohort, with a particular emphasis on PP children. | The programme to be planned & delivered by trained and experienced teacher to a small group of targeted children, with a view to possible future investment in training and development for the wider staff.  |  Lisa Tyrer | June 2020 |
| Improve communication skills of our children  | Children have access to SALT. All children in reception are accessed using WELCOM and needs addressed following this through working with SALT therapist and SALT specialist TA.£26368.75 | Many of the children come into school in reception with language skills below expected levels. This impacts on learning in other areas so by addressing these needs there is less impact on this. | A timetable of support, geared to the identified needs of the pupils will be put in place. SALT provision is monitored closely by Deputy Head to ensure quality of provision. | Lisa Tyrer | June 2020 |
| Increased attainment, particularly for PP children, through greater engagement with learning.  | 1:1 and small group provision by use of Intervention by Teaching Assistants. X12 teaching assistants 1-2hours per day of intervention KS1 £26,886KS2 £31,542  | Some of the students need targeted support to catch up. A variety of intervention programmes are implemented across school to specifically target areas of need within each cohort, with a particular emphasis on PP children.  | Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time. Deputy Head teacher, Assistant head and KS1 Leader to monitor delivery and outcomes.  | Lisa TyrerMark TranmerBecky Mac  | Jun 2020Ongoing, routinely. Monitored by class teachers.  |
|  Budgeted cost | £89,246.75 |

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| 1. Other approaches
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| 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? |
| To ensure equal opportunities for all children who receive PP funding.  | -Paying for individual items that children may need e.g. uniform, revision study books etc.(£2500) -Paying for children to attend Breakfast and After School Club (£3400)  | Many of our PP children struggle to access out of school activities due to cost. By using the PP funding to pay for these things, it increases the children’s confidence and sense of equality in school.  | The Head teacher and bursar will monitor who needs what support in certain areas.  | M. DixonM. Barber | June 2020 |
| To enable access to enriching, extra-curricular activities.  | Subsidising school trips (£3510)  | Many disadvantaged families would struggle to pay for additional activities such as visits and residential trips.  | Review annually.  | M. Dixon  | July 2019  |
| Improved performance and greater understanding in various curriculum areas.  | Subscribing to online learning resources which engage learners and help introduce fun and/or competition to home learning. (£300)  | Use of TT Rockstars, and Spelling Shed provided– similar engagement and the provision for children to learn at home. | Review annually.  | M. DixonM. Barber  | July 2019  |
|  Budgeted cost | £9710 |
|  Total budgeted cost | £106,486.75 |