



Pupil Premium Strategy Statement

Context: Pupil premium allocation for the **2019/20** financial year: **£118460**

The financial year allocation is based on 90 children who have been allocated pupil premium based on 'Ever 6' (any child who has received free school meals at any time in the past six years and is therefore entitled to pupil premium funding). This equates to 26% pupils on roll in receipt of pupil premium. We have therefore taken the percentage of children eligible for pupil premium and we have apportioned the pro-rata cost of each aspect of provision to pupil premium funding. Where we have judged the provision to be beneficial to other children in school (who are very often just as, or more, disadvantaged but where family finances sit just below the threshold to receive funding and are therefore not eligible for pupil premium) the additional cost has been met through the school budget.

| Barriers to learning (for pupils eligible for PP) | |
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| In School Barriers | |
| A | Low levels of spoken English and the associated understanding of the language on entry |
| B | Language deficit – both a gap in vocabulary and the ability to manipulate language for effect |
| C | Difficulty with metacognitive strategies |
| D | Special educational needs in relation to maths, reading comprehension, writing, and personal and social development |
| E | Low self-esteem and resilience |
| External to school barriers | |
| F | Some eligible pupils have limited wider life experiences |
| G | Some eligible pupils have poor attendance |
| H | Some eligible pupils have a difficult home environment |

Almost all of our vulnerable pupils are experiencing more than one of these barriers to learning, with some of them experiencing all of them.

| Savile Park Primary Pupil Premium 2018-19 | | | | | | |
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| Year Group | Item/Project | Cost £ | % from PP | Cost from PP £ | Expected Outcome | Evidence/Impact Evaluation |
| Staffing – supporting vulnerability in learning and social / emotional aspects | | | | | | |
| Whole School A - E | Tracking of Progress & Provision | 16412 | 100% | 16412 | Analysis of progress and attainment data for individuals and groups of children. SLT analysis of progress and attainment of individual and groups of children (x3 annually). Meetings with class teachers. Provision evaluated to ensure all needs are met. | |
| Whole School D | SENDco Inclusion provision organised, monitored and tracked for all PP students | 13501 | 100% | 13501 | Analysis of progress and attainment data for individuals and groups of children. SEND analysis of progress and attainment of individual and groups of children. Meetings with class teachers, parents & external agencies. Provision evaluated to ensure all needs are met. | |
| Whole School Whole School C, E, G, H | Learning Mentor / Pastoral Lead / SEN Behaviour Support | 47540 | 26% | 12360 | Learning mentor deployment reduces barriers to learning. There is a particular focus on those underachieving pupils who are in danger of not achieving age related expectations. The social and emotional wellbeing of children is supported effectively. Reduction of behaviour incidents on CPOMs. | |

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| | | | | | <p>- Working alongside SLT to support and monitor targeted, vulnerable families.</p> <p>To improve communication between home and school. Help reduce language barriers within this communication. To improve liaison between 'hard to reach' parents and school. To support families of pupil premium children with a range of issues including attendance, punctuality, housing and behaviour.</p> | |
| Whole School E, G, H | CPOMS | 895 | 26% | 233 | Annual subscription to CPOMS website to ensure robust safeguarding procedures relating to recording and monitoring information. | |
| Whole School G | Educational Welfare Officer | 400 | 26% | 104 | To monitor and support attendance of the children, including staff CPD and working with specific families. | |
| Whole School A - D | <p>Making good progress in core subjects through school</p> <p>3 staff members in EYFS</p> <p>4 staff members KS1</p> <p>6 staff members KS2</p> <p>ICT technician across school</p> | 211751 | 26% | 55055 | <p>Accelerate progress for PP children who are currently under attaining and/or under achieving in reading, writing, communication and maths through:</p> <ul style="list-style-type: none"> • Same day/rapid interventions • Bespoke feedback and guidance • ICT support <p><i>Focused on:</i></p> <ul style="list-style-type: none"> • Reading, writing and maths <p><i>By:</i></p> <ul style="list-style-type: none"> • Small group work • Application and practice across all areas of the curriculum | |

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| | | | | | <i>Staff training</i> <ul style="list-style-type: none"> • Metacognition | |
| Whole school E, G , H | Purchase and subscription costs of 'mySchoolApp' | 646 | 26% | 168 | Strengthened communication links with parents detailing: <ul style="list-style-type: none"> • School information • Key dates • Latest news • Unread message flags • Preferred language options • Attendance • My child filters (secure) | |
| Curriculum Provision | | | | | | |
| Early Years | | | | | | |
| FS A - C | Development of the outside learning provision at both sites. | 2000 | 20% | 400 | Support children's problem-solving skills and nurture their creativity, as well as providing rich opportunities for their developing imagination, inventiveness and resourcefulness. | |
| Reading & Writing | | | | | | |
| Whole School B – E, H | To replace and enrich home reading books across school | 1000 | 26% | 260 | Pupils have access to books which will enrich curriculum studies and provide quality reading materials for pupils to enjoy at home. | |
| Y1 A-C E | Delivery of Neli intervention | 4474 | 15% | 671 | Catch-up programme to improve the spoken language ability of children in reception and Y1 classrooms. | |
| Y2-Y4 B - E | Project X code delivery of sessions | 4474 | 23% | 1029 | Project X Code, catch-up programme with daily reading and comprehension. | |
| Y2-Y4 B - E | Pera test materials for baseline and exit | 48 | 23% | 11 | Pupil reading progress in project x code can be tracked. | |

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| | data – Project x code | | | | | |
| Y2-Y4 B - E | Additional top up resources – project x code. | £500 | 23% | 115 | Additional reading resources to supplement the core project x code reading scheme. | |
| Y2-Y5 B, D | Lexia reading intervention | 580 | 29% | 168 | Purchase of Lexia licences for targeted children to develop phonic recognition. | |
| Y6 B-D,H | SATs revision club | 660 | 33% | 218 | After school club – Feb til May to target support for identified children. | |
| Y6 B-D,H | Revision SAT packs 100 & 100+ for reading, GPS & Maths. | 600 | 33% | 198 | Purchase additional revision resources for Year 6. | |
| Whole School B, D,H | Online subscription to Bug Club | 1280 | 26% | 333 | Children are able to access from home and in School and develop their reading comprehension skills. | |
| Y6 B, C, D, E | Reading Plus | 1500 | 33% | 495 | Develop fluency and stamina in reading. Build vocabulary and comprehension. Increase interest, confidence and motivation. | |
| Y6 B-D,H | Collins GPS pupil study book & SAT revision guide | £100 | 33% | 50 | Resource materials for the teaching of small group GPS intervention for all Y6 pupils with the intended outcome to raise levels of attainment at the end of KS2 | |
| Y6 B-D,H | Reading resource budget to support preparation for SATs | £100 | 33% | 50 | Photocopy budget for preparation of resource materials for the teaching of small group reading intervention for all Y6 pupils with the intended outcome to raise levels of attainment at the end of KS2 | |

| Maths | | | | | | |
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| Y1 – Y2 B, D, H | Online subscription to primary active learn – Abacus (online maths activities) | 1795 | 15% | 269 | Children are able to access from home and in School. | |
| Whole School B, D,H | Online subscription to My Maths (online maths teaching programme) | 381 | 26% | 99 | Children are able to access from home and in School. | |
| Y1 to Y4 B-E | 1 st Class@number sessions | 4474 | 19% | 850 | <ul style="list-style-type: none"> Intervention for children who need to catch up with maths – increase the % of children achieving ARE in maths. | |
| Y3-5 A-E | Success@Arithmetic Calculations programme resources | 500 | 32% | 160 | <ul style="list-style-type: none"> Pupils have quality resources to complete the course | |
| Y3-5 A-E | Success@Arithmetic delivery of sessions | 4474 | 32% | 1432 | <ul style="list-style-type: none"> Intervention for children who need to catch up with maths – increase the % of children achieving ARE in maths. | |
| Y6 B-D,H | Collins Maths pupil study book & SAT revision guide | 150 | 33% | 50 | Resource materials for the teaching of small group Maths intervention for all Y6 pupils with the intended outcome to raise levels of attainment at the end of KS2 | |
| Provision to support Pupil Wellbeing | | | | | | |
| Whole School G, H | Breakfast Club | 1500 | 100% | 1500 | Children arrive on time and have a good start to the school day with a healthy breakfast, increased readiness to learn. | |

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| Whole School D, E, H | ESCAYP child support and counselling sessions | 400 | 100% (1 child) | 400 | To improve self-esteem, lessen anxiety and anger leading to an increase in their general well-being and engagement of their learning for an individual pupil who has demonstrated challenging behaviour both at home and school. | |
| E,H | Noah's Arc | 150 (plus cost for driver & escort) | 100% (1 child) | 150 | To improve self-esteem, lessen anxiety and anger leading to an increase in their general well-being and engagement of their learning for an individual pupil who has demonstrated challenging behaviour both at home and school. | |
| Whole School D, E | Sports coaching | 14300 | 26% | 3718 | Improve behaviour for learning, self-esteem and resilience of vulnerable pupils within a social context so that lessons flow smoothly and that behaviour outside lessons is of an equally high standard. | |
| Whole School E, H | Lunchtime (club) nurture group | 732 | 100% | 732 | Improve behaviour for learning, self-esteem and resilience of vulnerable pupils within a social context so that lessons flow smoothly and that behaviour outside lessons is of an equally high standard. | |
| Whole School C, G, H | Computer club | 373 | 26% | 97 | Pupils will enjoy participating in a computing club in which they will learn and practice IT skills such as coding. | |
| Whole School A-F | Author visit (x2) | 700 | 26% | 182 | Pupils will enjoy listening to stories read by an author and participate in writing workshops led by the author. | |

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| Y5 C - F | Ukulele sessions | 990 | 47% | 465 | Provide the opportunity for pupils to learn, a musical instrument whilst developing a love for music and arts also. | |
| KS2 C - F | Guitar sessions and after school music club | 330 | 32% | 106 | Provide the opportunity for pupils to learn, in a small group environment, a musical instrument not only developing cognitive and physical skills but a love for music and arts also. | |
| Staff Training and Consultancy | | | | | | |
| Whole School B - E | School Improvement Partner to work with Literacy coordinator to raise level of reading across school. | 350 Plus supply costs | 26% | 91 | <ul style="list-style-type: none"> • Systematic audit of current practice in setting together with writing work scrutiny on each visit • Overview of EEF guidance report findings • Focus points from national findings made by Ofsted • Further development of writing action plan • Evaluation of impact | |
| Whole school A - E | West Yorkshire Maths Hub – Mastery Readiness | Participation free. Cost - 2 staff at 10 days each supply (total 20 days @ £150) | 26% | 780 | School will join a group of six schools who will each send two teachers to receive training which will include visits to their settings. The training includes an introduction to mastery, how to prepare a school to be ready to implement teaching for mastery, initial steps, both in leadership and in classroom teaching, and strategies to overcome potential barriers. Training will be cascaded to teaching staff to improve the mastery outcomes for all pupils. | |
| Y3 - 6 A-E | Edgehill University Training Course Success@Arithmetic Calculations Programme | 3000 | 32% | 960 | <ul style="list-style-type: none"> • Develop teaching number skills • Develop teaching assistant subject knowledge and wider effectiveness • Tracking progress and impact Build mathematical language, understanding and enjoyment | |

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| | (12 TAs to be trained across school) | | | | <ul style="list-style-type: none"> • Develop a wide range of mathematical talk – explaining, instructing, presenting... • Develop speaking and listening skills in number contexts • Strengthen reflection and metacognition | |
| Y2 and Y6 B | To support teacher judgements in writing moderation in years 2 and 6 | 550 | 25% | 138 | Alison Stewart to work alongside SLT and Y2/6 staff to support writing judgements and provide focus areas for staff to work on with pupils to ensure more pupils meet ARE. | |
| Whole School C | Design & Technology Association – Subject leaders course | 350 (200 plus supply costs @ 150) | 26% | 91 | <p>Course will cover</p> <ul style="list-style-type: none"> • Curriculum planning/mapping • Pupil skill progression • Development of resources • Assessment <p>Intended outcome to improve the provision of DT across school and improve pupil outcomes</p> | |
| Enrichment Activities | | | | | | |
| Y6 F - H | Year 6 visit to Robinwood 24/5/17 – 26/5/17 | 2730 10@ 273 | 100% | 2730 | Full participation in the residential visit, results in increased confidence, social skills and problem solving. | |
| Whole School F – H | Subsidising school visits, visitors, after school clubs, including transport | 2250 £25pp | 100% | 2250 | <p>Provide opportunities for first-hand experience for everyone, full participation in all visits and remove the cost barrier.</p> <p>All children attend the trips and their writing skills improve as trips and visits used as writing stimulus.</p> | |
| Y4 C, E, G, H | 1:1 Guitar sessions | 605 | 100% | 605 | Provide the opportunity for two pupils to learn a musical instrument not only developing cognitive and physical skills but also resilience and self-esteem. | |
| Total | | 365437 | | 122494 | | |

