



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)	
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 2019-20						
Year Group	Item/Project	Cost £	% from PP	Cost from PP £	Expected Outcome	Evidence/Impact Evaluation Spring 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.	Pupil progress meeting were held, for all classes, in November 2019 and March 2020. Class RAPs and Edukey provisions were produced and have been monitored throughout the term.
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.	Further Edukey training & review has been provided for all teaching staff. Dedicated Edukey time over 2 staff meetings per term. Edukey being used to set educational targets and track pupil progress. Avg point score combined for PP with SEN in both keystages is: <ul style="list-style-type: none"> • Writing 2.4 TT pts • Reading 2.1 TT pts • Maths 2.4 TT pts <p><i>(standard progress for all pupils would be 3pts at this point of the year).</i></p> <p>A significant number of these pupils have EHC plans for highly complex needs.</p>

Whole School Whole School C, E, G, H	Learning Mentor / Pastoral Lead / SEN Behaviour Support	47540	26%	12360	<p>Learning mentor deployment reduces barriers to learning.</p> <p>There is a particular focus on those underachieving pupils who are in danger of not achieving age related expectations.</p> <p>The social and emotional wellbeing of children is supported effectively. Reduction of behaviour incidents on CPOMs.</p> <ul style="list-style-type: none"> - Working alongside SLT to support and monitor targeted, vulnerable families. <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>	<p>As the NC is set on end of year expectations, mid-year data has to be based on teacher predictions which are supported through the use of the Target Tracker database.</p> <p>The average TT pts progress of PP pupils across school is: Read: 3.4 Write: 3 Maths: 3.3</p> <p>Within this all PP cohorts are above TT 3pts standard progress.</p> <p>This demonstrates that focus pupils are being effectively targeted and making better than standard progress.</p> <p>This is our 5th year of CPOM use. As a result of staff training and their confidence to use the system, we are seeing that CPOMs is now a fully embedded and consistent practice in school which is used effectively to address the issues in the previous column.</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.	See above section
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.	<p>Service level agreement with EWO in place.</p> <p>Average PP attendance figure from Sept to Feb half term is showing a 1% dip for the same period last academic year. However, despite this the overall</p>

						3 year trend remains upward. Additionally only 0.2% of PP have taken extended leave (unauthorized holiday).
Whole School A - D	Making good progress in core subjects through school 3 staff members in EYFS 4 staff members KS1 6 staff members KS2 ICT technician across school	211751	26%	55055	Accelerate progress for PP children who are currently under attaining and/or under achieving in reading, writing, communication and maths through: <ul style="list-style-type: none"> • Same day/rapid interventions • Bespoke feedback and guidance • ICT support <i>Focused on:</i> <ul style="list-style-type: none"> • Reading, writing and maths <i>By:</i> <ul style="list-style-type: none"> • Small group work • Application and practice across all areas of the curriculum <i>Staff training</i> <ul style="list-style-type: none"> • Metacognition 	Edukey provision and/or Raising Attainment Plans created, implemented, reviewed & revised at progress meetings. Data shows that overall impact has been positive with all PP cohorts making more than standard progress (See data in 2 nd and 3 rd sections of this document). PP students are also doing well compared to the TT pts progress for the full cohort of pupils: Read: 3.4 Write: 3 Maths: 3.3
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.	Books purchased.
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.	Initial Neli assessment completed and majority of the course delivered. Exit data was expected in the last week of the Spring term. Data unavailable due to Covid 19 closure. Additionally a staff member retired in February who was integral to the programme. Staff have commented on the significant sentence level structure from pupils since beginning the course.
Y2-Y4 B - E	Project X code delivery of sessions	4474	23%	1029	Project X Code, catch-up programme with daily reading and comprehension.	Most pupils on the programme cannot be assessed using a standardised score due to their chronological age. Therefore a comparison of percentage score on paper A to percentage score on paper B was the planned assessment measure. However, the end of Spring term tests (paper B) have not been completed due to Covid 19 school closures. However, prior to the closures, pupil and staff feedback has been positive with the majority of pupils believing their attitude to reading has improved.
Y2-Y4 B - E	Pera test materials for baseline and exit data – Project x code	48	23%	11	Pupil reading progress in project x code can be tracked.	Purchased. (see above section)

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.	Books purchased Prints of photocopy resources made (teacher/pupil packs created)
Y2-Y5 B, D	Lexia reading intervention	580	29%	168	Purchase of Lexia licences for targeted children to develop phonic recognition.	Purchase made (70 site licences). Progress data available Summer 1, although not likely to show the same level of impact as in other years due to Covid 19 school closure
Y6 B-D,H	SATs revision club	660	33%	218	After school club – Feb til May to target support for identified children.	Provision ran for 3 weeks prior to Covid 19 School Closure. To that point the uptake of PP pupils was 100% (all 9 pupils). N.B. DfE announced that the 2020 SATs will not be administered.
Y6 B-D,H	Revision SAT packs 100 & 100+ for reading, GPS & Maths.	600	33%	198	Purchase additional revision resources for Year 6.	Materials purchased. Pupils used these from 10 th February until school closure as part of a 1:1 tuition programme within the school day. The pupils have taken the packs home to complete as learning activities during the closure.
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.	Pupils in both KS1 and KS2 are regularly set activities both in school and for homework.
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.	From baseline assessments PP students have increased: 100% by 1+ lexile range (1yr of prog.) 89% by 2+ lexile range (2yrs of prog.) 67% by 3+ lexile range (3yrs of prog.) 56% by 4 lexile range (4yrs of prog.) From their baseline assessment 22% of PP pupils were working at or above the Y6 expectation. It is now 89%. Additionally 89% of the pupils have a reading comprehension speed of 185

						wpm (Y6 expectation). The remaining 1 PP student from the group has a speed of 183.
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	Materials purchased. Pupils have used these as part of small group assembly time interventions since October 2019. The pupils have taken the packs home to complete as learning activities during the closure.
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	These materials formed part of the packs for the intervention groups mentioned in the section immediately above.
Maths						
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.	KS1 pupils are regularly set activities both in school and for homework.
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.	Pupils in both KS1 and KS2 were regularly set activities both in school and for homework. Since school closure it continues to be used to set learning activities for pupils.
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. 	22 pupils from across years 2 and 3 received the intervention 2 times a week from September until school closure. Progress / impact data is not available as the course was not due to be completed until Summer 1. Staff have commented regarding an improvement in pupil confidence.

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 	Materials purchased.
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. 	Programme did not commence. See additional training section later in this document.
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	Materials purchased. Pupils have used these as part of small group assembly time interventions since October 2019. The pupils have taken the packs home to complete as learning activities during the closure.
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.	
Whole School D, E, H	ESCAP 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.	There has been an increase in attendance, school work productivity and a reduction of CPOM entries.
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.	There has been an increase in attendance, school work productivity and a reduction of CPOM entries.

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.	Pupils have participated in a range of sports led by Mr Richardson and Project Sport. Additional weekly timetabled sessions have taken place during lunchtimes at both sites led by Project Sport Staff.
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.	There has been an increase in attendance, school work productivity and a reduction of CPOM behaviour entries for all pupils in attendance.
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.	Winston Plowes (Poet) attended school on 4 th and 6 th March to work with all pupils at both sites.
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.	All y5 pupils have participated weekly in these sessions and the tutor has indicated that good progress is being made.
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	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 	Michelle Joyce (SIP) has visited the school in both the Autumn and Spring Term. A deep dive has conducted in both Reading and Science. She has met with SLT / English / Science coordinators to discuss follow up action points to be developed and

	level of reading across school.				<ul style="list-style-type: none"> • Further development of writing action plan • Evaluation of impact 	provided school with detailed reports for each visit. Third visit planned for summer term to evaluate outcomes and impact. An additional session has also been included for Michelle to meet with HT and DHT to discuss the further development of the school's curriculum.
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.	Both the KS1 and KS2 leaders have attended several sessions at the hub school and have had the course leader visit them in school on a number of occasions. They have had the opportunity to view maths teaching in a number of educational settings and develop their own practice, as well as review several aspects of maths teaching and learning within Savile Park including maths learning walks, book scrutiny, peer lesson observations. Outcomes of which are to be shared with staff and actions forthcoming for the improvement of maths provision across school once school re-opens. They have also secured the purchase of 'The Power of Maths' textbooks – utilising a grant within the project.
Y3 - 6 A-E	Edgehill University Training Course Success@Arithmetic Calculations Programme (12 TAs to be trained across school)	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 • Develop a wide range of mathematical talk – explaining, instructing, presenting... 	12 TAs from across school attended and completed the addition and subtraction elements of the course over a number of days in November. The course provider was expected to deliver the remaining 2 sections (multiplication and division) of the programme by the Christmas holidays but due to personal circumstances was unable to do so. These were rescheduled for summer 1. This will

					<ul style="list-style-type: none"> Develop speaking and listening skills in number contexts Strengthen reflection and metacognition 	again likely need re-scheduling when school re-opens following Covid 19 closure.
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.	Due to take place during Spring 2 but has been postponed due to Covid 19 school closure.
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>	L Komarynskyj, as DT leader, attended the course in the Autumn term. She has since looked at DT progressions and given feedback in staff meetings.
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.	Unfortunately, this will no longer be taking place due Covid 19 Lockdown and school closures.
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>	<p>Pupils continue to have a wide range of educational visits and since September 2019 pupils have attended 29 visits (7 more than the same time period last year) including; places of worship, sporting events, historical sites and working museums with practical hands on experiences. They have also benefitted from visits made to the school including the Space Dome, Dinosaur and Family Learning workshops to name a few.</p> <p>Unfortunately further planned visits have had to be placed on hold due to Covid 19 school closure.</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.	Both pupils have participated weekly in these sessions and the tutor has indicated that good progress is being made.
Total		365437		122494		