

Charles Saer Community Primary School

Pupil Premium Strategy 2019-20

Total Number of Pupils on roll	Number of pupils entitled to Pupil Premium	Total Amount of Funding
328	172	£253,320

Barriers to learning

Our last full Ofsted noted

- that the proportion of pupils known to be eligible for support through the pupil premium is well above average.
- That the attainment of pupils known to be eligible for free school meals is behind that of their peers in school by about a term in reading and writing and by approximately half a term in mathematics. The gap between their attainment and that of other pupils in the school is closing, particularly in mathematics. Currently, they outperform their national peers in reading and mathematics. This group of pupils makes good progress in reading, writing and mathematics. The school shows a positive commitment to the promotion of equality of opportunity and to tackling discrimination.

BARRIERS TO FUTURE ATTAINMENT

Academic barriers:

A	Low baseline on entry to school, particularly communication
B	Pupil premium children need to make accelerated progress in order to achieve at least age related expectations
C	Percentage of pupil premium pupils achieving at the higher levels is low

ADDITIONAL BARRIERS

External barriers

D	Pupils and their families often have low aspirations for their futures which impacts on their motivation and commitment to learning
E	Pupils and their families have social and emotional difficulties including medical and mental health issues
F	Pupils and their families lack first hand experiences

INTENDED OUTCOMES

Specific outcomes		Success criteria
A	Pupils with poor communication will be identified in nursery and reception and will be provided with extra support	Increased number of pupils achieve the expected standard in the communication strand at the end of reception
B	Disadvantaged pupils maintain levels of previous years and those who are not at age related expectations exceed previous attainment standards	Increased percentage of pupils achieving age related expectations at the end of each phase
C	Disadvantaged pupils will be supported to achieve the higher levels in reading, writing and maths	Increased percentage of pupils achieving at the higher levels at the end of key stage 2
D	Pupils and families will show increased motivation and commitment to academic and school activities	Increase in completion of homework activities, attendance at sharing/celebration events and workshops
E	Pupils and families with social, emotional and mental health needs will be provided with appropriate support	Pupils are able to access learning in the classroom and are making good progress due to SEMH needs being addressed
F	Pupils will be provided with curriculum related first hand experiences as well as having opportunities to take part in a wide range of extra-curricular activities which will develop cultural capital	All pupils will be able to access first-hand experience including trips and visits and all key stage 2 pupils will have the opportunity to take part in at least one extra curricular activity

Planned expenditure for current academic year 2019-20

	Action	Intended outcome	How will you make sure it's implemented well?	Staff involved	When will you review this?
A	<ul style="list-style-type: none"> • Talk Boost groups – identified nursery and reception • Hanen groups –all nursery and reception • Support from in-house speech and language assistant • PACT project • 1-1 phonics 	Pupils with poor communication will be identified in nursery and reception and will be provided with extra support	Increased number of pupils achieve the expected standard in the communication strand at the end of reception	Helen Dawson, Kerry Greenhalgh, Tracey Douglas	July 2020
B	<ul style="list-style-type: none"> • Half termly pupil progress meetings to track pupil progress • Regular book scrutinies and pupil interviews to monitor progress of identified pupils • Support for parents of identified pupils to help with homework and to be involved in their child's progress 	Disadvantaged pupils maintain levels of previous years and those who are not at age related expectations exceed previous attainment standards	Increased percentage of pupils achieving age related expectations at the end of each phase	Carolyn Thackway and class teachers	

C	<ul style="list-style-type: none"> • Moderation of greater depth pupils through school • Regular tracking of GD pupils, including book scrutinies and pupil interviews • Recognition and incentives for pupils who are achieving higher levels • Opportunities for pupils working at GD to work on shared projects with pupils from neighboring schools 	Disadvantaged pupils will be supported to achieve the higher levels in reading, writing and maths	Increased percentage of pupils achieving at the higher levels at the end of key stage 2	Carolyn Thackway, Upper Key Stage 2 team	
D	<ul style="list-style-type: none"> • Registers kept of parents who attend events in order to personally encourage/invite missing parents • FSW to contact families to offer support for attending workshops and events • Feedback gathered from parents regarding how to make events more appealing 	Pupils and families will show increased motivation and commitment to academic and school activities	Increase in completion of homework activities, attendance at sharing/celebration events and workshops	Helen Dawson, Paula Atkinson, Mike Lees Sonia Lemon	
E	<ul style="list-style-type: none"> • High quality nurture provision for pupils identified through the boxhall profile • Regular pastoral meetings to identify and support parents and pupils with SEMH needs • Maintain links with external agencies to support pupils and families 	Pupils and families with social, emotional and mental health needs will be provided with appropriate support	Pupils are able to access learning in the classroom and are making good progress due to SEMH needs being addressed	Julie Cameron, Laurie Webb, Sonia Lemon, Helen Deaville, Danelle Riding	
F	<ul style="list-style-type: none"> • Children will be provided with a wide range of extra-curricular activities • Some activities will be for identified pupils to meet a particular need i.e. girls group to build self-esteem • First hand experiences will be planned to support the curriculum 	Pupils will be provided with curriculum related first hand experiences as well as having opportunities to take part in a wide range of extra-curricular activities which will develop cultural capital	All pupils will be able to access first-hand experience including trips and visits and all key stage 2 pupils will have the opportunity to take part in at least one extra-curricular activity	Helen Dawson, Paula Atkinson, Mike Lees	

ADDITIONAL INFORMATION

https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance.pdf

Family of schools data – EEF <https://educationendowmentfoundation.org.uk/tools/families-of-schools-database/charles-saer-community-primary-school-fy7-8dd/>

Ofsted next steps

Leaders and those responsible for governance should ensure that:

- Rates of attendance improve further, and the number of pupils who are persistently absent reduces, so that no groups of pupils are disadvantaged by poor attendance
- The teaching of reading continues to improve so that the most able pupils across the school make more rapid progress.