

Peters Hill Primary School

Pupil Premium 2019-20 Plan

Pupil Premium is an allocation of additional funding provided to schools to support specific groups of children who are vulnerable to possible underachievement. These include pupils who are entitled to free school meals; those looked after by the local authority and children of armed service personnel. The intended effect of this funding is to accelerate progress and raise attainment. This is a raising achievement agenda as well as a narrowing the gap agenda. Both agendas are priorities for Peters Hill. All schools are required to report on the amount of funding received, how this is being used, and the impact of any work done.

Our Strategy

Values

The values that we adopt in our approach to pupil premium support are to ensure children have:

1. Moral purpose.
2. Curiosity, enthusiasm and engagement.
3. Independence and confidence.
4. Logical, creative and deep thinking.
5. Respect for others and personal self-esteem.
6. Awareness of civic responsibility and global citizenship.
7. High standards of behaviour and positive attitudes.
8. Broad and balanced experiences with imagination, purpose and value.
9. Value all abilities, interests, cultures and beliefs.
10. Embrace and have autonomy with innovative technology.
11. Be part of a structured, caring and purposeful learning environment.

Our strategy is to focus our PP expenditure on the main barriers to learning for this group of children at Peters Hill.

The barriers to learning are;

1. Pupils basic needs may not be met.
2. Pupils may not have enriched curriculum opportunities.
3. Pupils may not have access to curriculum resources.
4. Pupils may need specific age-related teaching and learning that narrows the attainment gap.
5. Pupils may not demonstrate positive behaviours for learning.
6. Pupils may lack social skills and struggle with social inclusion.
7. Pupils may have poor attendance and punctuality.
8. Pupils may not have the regular support of parents.

Innovation

We aim to develop our own approach on pupil premium support that has a heavy emphasis on raising achievement and narrowing the gap. We establish clearly how we are spending this money and the impact it is having.

Partnership

We aim to ensure that we are outward looking using evidence from the many numbers of case studies that exist around good practice. We regularly access these examples to improve our own provision and the outcomes for our children. We use information from the Education Endowment Foundation to ensure that our work is evidence based and that our 7 core steps are all linked to the most positive strategies shown through the EEF. These range from strategies that have an impact of +2 to those of +8. The link to this information is shown here <https://educationendowmentfoundation.org.uk/>

Peters Hill Primary School

Funding - In the 2019/20 academic year Peters Hill Primary School will receive £176,720 in Pupil Premium funding.

Aim - Our aim for 2019/20 is for all children in receipt of Pupil Premium funding to make good progress from starting points in all subjects and to continue to narrow the attainment gap for disadvantaged pupils.

PLANNED EXPENDITURE					
Total income £176,720					
Number of eligible pupils - 105					
	April - Aug	Sept - Dec	Jan – Mar	Total	Expected Impact
Staffing/Intervention/Inclusion					
<p>Targeted TA support in each year group. Interventions in place through improving outcomes plans where small group tuition is in place with a teaching assistant. Termly reviews of progress against starting points to be in place. Short term intensive sessions to be happening across every year group in school.</p> <p>EEF Toolkit impact – Small group tuition +4</p>	25,571	25,571	25,571	76,713	<p>Continued increase in attainment for pupils in each year group across the school.</p> <p>Clear evidence of teaching assistants supporting individual learning.</p> <p>Evidence of teaching assistants supporting group learning on a daily basis.</p> <p>Improving outcome plans in place through pupil premium ambassadors.</p>
<p>Nurture Room. Learning Mentor and pastoral mentor. Continued work around the development of childrens social skills. A consistent base that children access to ensure integration and inclusion in the school community and curriculum. The introduction of 'Wellbeing attitudes to Learning' Survey and Strategies across the whole school. All children to access this. Small group tuition timetable to be in place with learning mentor.</p> <p>EEF Toolkit impact – Behaviour Interventions +3 Small group tuition +4</p>	8,930	7,144	5,358	21,432	<p>Children continue to feel safe and supported at school and able to be part of the school community on a day to day basis. Children demonstrate they understand how they positively contribute to the school community. Pupils show improved social and emotional skills through support in the 4 key areas of Positivity, Self-Efficacy, Motivation, Resilience and Persistence. Improved self-confidence and feelings of self-worth. Improved ability to form new friendships and relationships. Improved understanding of how pupils feel about themselves and their learning.</p>

Peters Hill Primary School

<p>Wellbeing and Attitudes to Learning Survey and Strategy learning resources. Half a day a week of KB (Safeguarding Officer) release time to work with teaching staff and children on follow up strategies.</p> <p>EEF Toolkit impact –</p> <p>Metacognition and Self-Regulation +7</p> <p>Social and Emotional Learning +4</p>	120	100	80	3753	<p>All children will have completed the survey. Strategies will be in place to support pupil development in the core areas of the survey.</p> <p>School will be able to demonstrate improved outcomes in the following areas:</p> <p>Positivity – Self esteem Optimism Satisfaction with school School belonging School/Class climate</p> <p>Self-Efficacy – Emotional self-efficacy Interpersonal self-efficacy Academic self efficacy/self regulated learning</p> <p>Motivation – Task value Intrinsic/Extrinsic motivation Support</p> <p>Resilience and Persistence –</p>

Peters Hill Primary School

<p>Inclusion Manager and Early Help strategies through the pastoral support team</p> <p>EEF Toolkit impact – Parental Engagement +3</p>	4518	3652	2739	10,909	<p>A greater capacity to support more families in need across the school.</p> <p>Appropriate agencies in place and support monitored.</p> <p>Information regularly shared with parents and carers.</p> <p>Pupils accessing well-chosen intervention that will narrow the gap to their peers.</p> <p>Staff supported in ensuring that resources are available.</p> <p>Staff supported in ensuring that strategies are effective.</p> <p>Early needs identified and effective strategies in place to support progress and attainment.</p>
<p>Speech & Language teaching assistant across the school with a sharp focus on early intervention. This is the in the format of one to one tuition.</p> <p>EEF Toolkit impact – One to One tuition +5 Early Years intervention +5</p>	0	1765	1765	3,530	<p>Children identified early (Nursery, Reception, Year 1).</p> <p>Regular programs of support are in place and monitored.</p> <p>Progress is tracked with IOPs.</p> <p>The percentage of children needing speech and language support decreases as they move through their early education.</p>
<p>Nurture room Breakfast support - Dr Kevan Collins, Chief Executive of the Education Endowment Foundation, said: "Having a good breakfast is something which many of us take for granted as a good start to the day, and has been shown to make a real difference to pupils' concentration."</p> <p>EEF Toolkit impact –</p>	535	428	321	1284	<p>A positive social experience at the start of the school day for every child.</p> <p>Children more focused and engaged in lessons and ready to learn.</p> <p>Positive relationships with members of staff and a point of contact for support.</p> <p>Increased opportunities to bond and socialize with children from different year groups.</p> <p>Increased punctuality figures for disadvantaged children.</p> <p>Increased attendance figures for disadvantaged children – above 95%</p>
<p>Nurture room Breakfast resources</p>	325	350	300	975	
Core Development					
<p>Reading books for KS1 and KS2 for current/new titles and authors including accelerated reader and beanstalk reading support.</p>	6000	9400	0	15400	<p>Improved rates of motivation in independent reading.</p> <p>Greater engagement in reading and particularly reading for pleasure.</p>

Peters Hill Primary School

<p>Accelerated reader access for all pupil premium children including access to chrome books in the classroom on a daily basis. Two devices in each classroom.</p> <p>EEF Toolkit Impact – Reading Comprehension strategies +6</p>					<p>Significant improvement in pupils accessing age related reading materials.</p> <p>Increase in boys engagement in library access.</p> <p>Improved behaviours for learning through improved access to resources.</p> <p>Improved feelings of confidence and self-worth.</p> <p>Improved age-related reading attainment outcomes with a positive progress indicator at the end of KS2.</p>
<p>Birmingham Rep SLA – focus on performance and oracy.</p> <p>EEF Toolkit Impact – Arts Participation +2</p>	2,453	2,490	2,490	7,434	<p>More children are engaged in opportunities for drama and theatre across the school.</p> <p>Increased children’s knowledge and skills in drama and theatre studies.</p> <p>Increased children’s confidence and self-esteem when performing individually or working as part of a group.</p>
Behaviour for learning					

Peters Hill Primary School

<p>Forest school (inc ASC Summer) – weekly sessions across the whole school.</p> <p>EEF Toolkit impact –</p> <p>Outdoor Adventure Learning +4</p> <p>Collaborative Learning +5</p>	2,730	2,520	2,160	7,410	<p>Direct impact on children will be...</p> <p>Confidence – freedom, time and space to learn and demonstrate independence.</p> <p>Communication – language development prompted by children’s sensory experiences. Motivation and Concentration – a keenness to participate and concentrate over time. Physical skills – physical stamina and gross and fine motor skills. Knowledge and understanding – an interest in their natural surroundings and respect for their environment. The wider impact will be...</p> <p>New perspectives – new understanding of children observed in a different setting.</p> <p>Extended learning – families engaging in outdoor learning experiences following positive pupil feedback. Social Skills – increased awareness of the consequences of actions on peers through team activities such as sharing tools and participating in play.</p>
Strategic direction					
<p>Pupil premium ambassadors – one teacher in each phase to be allocated as the PP ambassador. These roles will give a greater focus on specific barriers to learning and the strategies that can be used to overcome these. Whole school pupil premium lead to be in place for this group. The group to ensure the strategic direction of the area through:</p> <p>Action Plans Review PP Registers Spreadsheets Cohort Tracking (RAG Rated) Per Pupil Sheets</p>			7,000	7000	<p>All staff to be fully aware of those pupils who are in receipt of Pupil Premium.</p> <p>Improved individual staff/pupil engagement through one-to-one discussions.</p> <p>Detailed Tracking of academic progress of every pupil.</p> <p>Monitoring of the social well-being of each pupil and actions taken.</p> <p>Monitoring of attendance and punctuality for individual pupils and actions taken.</p> <p>More focussed intervention with those pupils who have been identified as requiring a higher level of need.</p> <p>Up-to-date case studies for Pupil Premium pupils including pupil profile sheets outlining barriers to learning.</p> <p>Clear allocation of funds in relation to need.</p> <p>Up to date document which clearly summarises how the Pupil Premium Fund has been spent for the year group and the impact it has had.</p> <p>Effective decision making in every year group regarding the support that PP children will receive.</p>

Peters Hill Primary School

<p>Curriculum and Quality First Teaching – Whole school Curriculum to be reviewed by subject leaders to ensure that learning is sequenced against the curriculum intent statements. End points to be clearly established and all staff to be given support to ensure that the curriculum is implemented effectively to raise attainment and progress across all areas. Assessment routines are to be reviewed along with the introduction of quality learning logs to ‘test out’ knowledge and understanding in all subjects. Assessment used for within class attainment grouping on a flexible basis.</p> <p>EEF Toolkit Impact – Within class attainment grouping +3</p>	1373	1373	1373	£4119	<p>Higher demands of pupil involvement in all elements of the curriculum.</p> <p>Clearer examples of and higher engagement with learning.</p> <p>Clearer understanding of what is being learnt and new knowledge being developed.</p> <p>Sharper understanding of the link to previous learning.</p> <p>Higher levels of interaction from all pupils.</p> <p>Increased percentage of pupils working at age related expectations across all curriculum subject areas.</p> <p>Children using an inquisitive approach to the curriculum – extended research opportunities are taken regularly.</p>
<p>PE sports coach – School to use a sports coach to support the delivery of PE in two year groups where PP children would benefit from greater physical involvement.</p> <p>EEF Toolkit Impact – Sports Participation +2</p>	0	2280	2280	£4560	<p>Improved confidence within sports activities.</p> <p>Higher rate of participation from pupils.</p> <p>Increased knowledge and understanding of how to be active – a genuine interest in leading an active life (healthy schools survey and pupil voice).</p> <p>Improved rates of uptake of pupils accessing before and after school sports clubs.</p> <p>Improved discipline and perseverance including in competition.</p> <p>Increased understanding of leadership skills and team work qualities.</p>

Peters Hill Primary School

<p>Writing – Elevate Leadership Programme to be used to target the monitoring of writing across the school. Writing progression pathways to be reviewed across the whole school with ‘end point’ expectations established for all genres. ELP feedback to be used to target provision of quality first teaching for all children.</p> <p>EEF Toolkit Impact – Within class attainment grouping +3</p> <p>Feedback +8</p> <p>Homework +2</p>	0	2650	2650	£5300	<p>All pupils writing outcomes will improve from prior attainment.</p> <p>Children will have a clear understanding of what they are writing about and how they can develop a genre specific piece.</p> <p>Children will be proud of written outcomes and will share the regular pieces they have created.</p> <p>Children will learn the skills of self and peer assessment to move content forward.</p> <p>Children will be fully aware of the progress they are making and what writing specifics they are developing.</p> <p>Quality feedback from the teacher will be driving up standards and outcomes across the subject.</p> <p>Children will have out of school opportunities to write with purpose.</p> <p>The percentage of children meeting age related expectations and greater depth outcomes will be increasing across the school.</p>
<p>Residential and ed visits – Children to access an educational visit in every year group. This to include theatres, museums, residential and sporting activities.</p>				6900	<p>Children will develop a strong awareness of their own spiritual understanding.</p> <p>Children will develop a strong awareness of their own moral understanding.</p> <p>Children will develop a strong awareness of their own social understanding.</p> <p>Children will develop a strong awareness of their own cultural understanding.</p> <p>Children will develop a strong sense of empathy and understanding.</p> <p>Children will develop an appreciation of the arts and how they can access these.</p> <p>Children will develop an understanding of the importance of teamwork and tolerance.</p> <p>Children will have a clear understanding of the past, present and the future and how they can contribute positively to the world around them.</p>
Total spend				176,720	