

Pupil Premium Strategy Statement for Tower View Primary School

1. Summary information					
School	Tower View Primary School September 2019				
Academic Year	2018/2019	Total PP budget	£137280	Date of most recent PP Review	April 2019
Total number of pupils	368	Number of pupils eligible for PP	85	Date for next internal review of this strategy	April 2020

2. Current attainment (end of KS2 July 2019)		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths	60%	64%
% achieving in reading	64%	75%
% achieving in writing	73%	78%
% achieving in maths	73%	76%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Poor Oral Language Skills - use of WellComm and ICan materials
B.	Concentration skills and engagement in learning - use of outdoor learning and more independent learning skills/practical skills.
C.	Resilience - building ethos of aspect through non-academic areas such as dance, Forest Schools, ICT (IPAD) use and poetry.
4. External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Homework completion and literacy support from parents deters some engagement and extra learning. Lack of expectation from parents does not enable pupils to consistently engage in schooling. Smaller minority of families do not adhere to "attendance is key" ethos. Serious dis-functional families make children's overall life difficult to maintain good attitude and stable viewpoint on school.

5. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	To accelerate progress with PP children in maths in KS1 and throughout KS2 through carefully planned interventions and monitoring of the impact of these.	Progress from KS1 to KS2 is at least in line with progress rates of non-pp children. Children to be targeted to achieve appropriate combined results in RWM. Progress of P.P. children in maths was -0.2 (cohort 1.01). (3 children made up for 75% of negative progress of 22 P.P. pupils).

B.	To accelerate progress with PP children in writing in KS1 and throughout KS2 through carefully planned interventions and monitoring of the impact of these. Focus on improvement in phonetical awareness in reading at K.S. 1.	Progress from KS1 to KS2 is at least in line with progress rates of non-pp children. Children to be targeted to achieve appropriate combined results in RWM. Progression of P.P. at K.S. 2 was +16% as opposed to +9% for non-P.P. pupils (RWM) Progress of P.P. children in reading was 2.68 points average (cohort 1.85) in writing was 0.9 (cohort -0.51).
C.	To increase attendance of all children and especially pupil premium children so that they can access the whole of the curriculum and the sequential lessons that are required to bring greater learning.	Attendance figures for 2017-18 : Attendance figures for 2018-19 : Some specific issues with particular pupils e.g. P.C. have caused issues but those pupils involved were dealt with appropriately with L.A. and maximized learning.
D.	All pupils access enrichment activities, increase engagement and access to the curriculum	The increase of Forest Schools, maintenance of dance, trips and visitors alongside the increased use of IPADs has positively affected the performance of pupils by engaging them more and reducing absences.

6. Planned expenditure					
Academic year	2018/19				
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.					
i. Quality of Teaching for all					
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 implementation?
<p>Pupils eligible for PP make at least expected progress in maths and writing at KS1 and 2 (at greater depth for Reading in KS2)</p> <p>The % of PP children reaching National Standard in all three areas is in line with the % of Non-PP children and in line with pupils nationally.</p>	<p>Employ extra T.A. hours to work with specific groups of children, thus providing accelerated and targeted support as necessary. In addition D.H.T. to support and monitor specific children in years 5 & 6.</p> <p>Introduce a new approach to teaching reading based on "Good Readers can..."</p> <p>Embed the CPA approach to teaching Maths, especially Bar Modelling..</p>	<p>Headline data for 2017-2018 showed that whilst PP children achieved in line with or above children Nationally, progress in maths was not as good as expected.</p> <p>EEF research reveals that high expectations and effective AfL are key strategies to improve progress and attainment</p>	<p>SLT to monitor teaching of reading throughout the school, including regularly reviewing the use of intervention groups and which pupils need to be part of these, SENCo. lead.</p> <p>Specialist training to be given to staff on teaching and assessing the skills of maths.</p> <p>Pupil progress meeting to take place termly.</p> <p>Effective tracking and monitoring. Common termly tests in order to benchmark performance</p>	SLT	December 2018
Total budgeted cost					£88918
ii. Targeted support					
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 implementation?
Emotional support is in place for children and families who require advice and intervention	<p>Education Welfare Worker and the Local Support Team accessible and known by the parents.</p> <p>New approach to collecting and recording attendance data across the whole school to identify specific and vulnerable pupils.</p>	<p>Engagement with school is crucial so that all families understand the importance of education and are able to access the support available. The EEF Toolkit suggests that "Social and Emotional learning have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (four months' additional progress on average)."</p>	<p>All vulnerable families identified swiftly with the Head Teacher and they are involved with families who require support</p> <p>Needs of families addressed as appropriate.</p>	HeadTeacher	March 2018

Use of weekly Speech & Language therapist will increase Early intervention on spoken language and communication skills, which in turn will support later written and reading skills.	Employ a specific Speech & Language Therapist weekly.	Evidence of previous years and national evidence indicates good early intervention into spoken language has a positive and lasting effect on written and reading skills later in schooling.	SENCo. Monitor children involved in internal data monitoring and through termly discussions with class teachers involved.	SENCo.	Sept. 2018
To provide a location to raise effectiveness and variation of intervention programmes and life skills. In turn to raise pupil self-confidence and independence.	Re-furbish Caretaker's bungalow to enable pupils to safely and effectively use it to develop skills.	A pleasant and stimulating environment where pupils can be safe and secure as well as being in a more relaxed environment leads to greater developmental and positive outcomes.	Head Teacher and SENCo. With support from specialist staff will develop the use of the area.	Head Teacher & SENCo.	Sept. 2018
Total budgeted cost					£25535
iii. Other approaches					
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 implementation?
Children take part in extra- curricular activities and feel included in all aspects of school life	Financial assistance for trips/residential uniform/extra-curricular clubs e.g. sports, music lessons	The EEF shows the impact of arts participation on academic learning appears to be positive. Improved outcomes have been identified in English, mathematics and science learning. Benefits have also been found in both primary and secondary schools, though on average greater effects have been identified for younger learner	Reviews will be take place after 6 months and 12 months. Initial requests are discussed with parents.	Head Teacher & S.L.T.	September 2018
<ul style="list-style-type: none"> a. Trip & Camp support (£5000). b. Pantomime & live theatre (£1500) c. Music lesson support (£1599) d. Dance (£160) e. Yoga Training (£473) f. IPADs upgrading and training (£8514) 					
Total budgeted cost					£17246

This leaves £6681 for other items such as Taxi bills, music and E.P. S.L.A. and B.Y.C.

3 Review of expenditure

Previous Academic Year

2017/2018

i. Quality Teaching

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Increase participation in enhancement and extra-curricular activities in order to broaden the children's learning experience and increase self-esteem.	To broaden the pupils' learning experience through educational visits, a vast range of extra-curricular activities, additional music and sports activities.	High impact - All pupils eligible for PP participated in at least one enhancement and at least one extra-curricular activity throughout the year.	Participation in enhancement activities and extra-curricular activities has increased and has had a major impact on pupil self-esteem. This approach will continue but be developed.	