

Blackwell Primary School Pupil premium strategy statement

1. Summary information					
School	Blackwell Primary School				
Academic Year	2019-20	Total PP budget	£44880	Date of most recent PP Review	Nov.2019
Total number of pupils	116	Number of pupils eligible for PP	34	Date for next internal review of this strategy	Oct 2020

2. Current attainment		
2018-19 Attainment Year 6 pupils	<i>Pupils eligible for PP (School)</i>	<i>All pupils in cohort (National)</i>
% achieving at least expected standard in reading, writing & maths	50%	60%
% making at least expected standard in reading	67%	73%
% making at least expected standard in writing	83%	80%
% making at least expected standard in maths	50%	73%

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers	
A.	Raising the attainment of pupils achievements in line with non PP pupils.
B.	Social and emotional needs of pupils hinder their attainment and independent learning skills; friendship, behaviour and academic progress.
C.	Attendance is below national average.
External barriers	
D.	Attendance for pupils lower than national levels.

E.	Low aspirations (Data collected from Derbyshire Observatory)	
4. Desired outcomes		Success criteria
A.	<p>Academic</p> <p>Subject specific and wider vocabulary will be mastered and built upon, having greater impact for inference within reading across the school.</p> <p>To increase the percentage of pupils making good or better than good progress in core subjects.</p>	<p>Evidence that vocabulary has had a significant impact on the knowledge they have acquired within subjects, equipping them for subsequent learning and end of year /key-stage assessments.</p> <p>Clear evidence that end of year outcomes are improved and in line with national expectations, verified through monitoring and swift interventions. Teachers ensure pupils are problem solving variety of ways, using and applying they knowledge.</p>
B.	<p>Social and emotional well-being and low self-esteem & Attitudes to learning</p> <p>Learn to learn skills and Blackwell values are embedded and at the heart of the Curriculum, as a result pupils self-esteem and attitudes towards learning are improved.</p> <p>'Cultural capital' delivers prominence throughout the curriculum so pupils are knowledgeable about a wide range of cultures and are comfortable discussing its value and merits.</p>	<p>All pupils use Learning to Learn/characteristics of learning skills as part of their everyday approach to learning. Opportunities for well-being (physical and mental) are embedded through all subjects and is evident through monitoring/cohort profiling.</p>
C.	<p>Attendance</p> <p>The attendance of disadvantaged pupils is good and in line with other pupils - aim is 96%. Regular attendance checks are carried out and prompt action is taken where attendance dips.</p>	<p>Reduction in persistent absentees for disadvantaged children so they are at 96% attendance. Absences are short and pupils return to work quickly.</p>

5. Planned expenditure					
Academic year		2019-20			
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?
A. Subject specific and wider vocabulary will be mastered and built upon, having greater impact for inference within reading across the school.	Vocabulary mats shared with pupils. Topic specific vocabulary on display for each topic. Regular work scrutiny / learning walks identifying opportunities for inference and deduction. Y6 booster lessons weekly after school from November 2019	End of year attainment in mathematics at the end of KS2 is low. Progress from KS1 to KS2 is low.	Learning walks Cohort profiling	RB GG	Termly

<p>A.1 To increase the percentage of pupils making good or better than good progress in core subjects.</p>	<p>Maths week (spring term) Maths rewards every two weeks Pre learning and post learning tasks clearly demonstrate progress across units of work. Regular work scrutiny / learning walks identifying opportunities for reasoning and using/applying. Y6 booster lessons weekly after school from November 2019 DCC deep dive with a mathematics focus</p>	<p>End of year attainment in English (particularly reading) at the end of KS2 is low. Progress from KS1 to KS2 is low.</p>	<p>Cohort profiling termly. Work scrutiny. SLT learning walks. Link Governor meetings. Quality feedback is an effective way to improve attainment.</p>	<p>RB GG</p>	<p>Termly</p>
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<p>B Learn to learn skills and Blackwell values are embedded and at the heart of the Curriculum, as a result pupils self-esteem and attitudes towards learning are improved.</p> <p>'Cultural capital' delivers prominence throughout the curriculum so pupils are knowledgeable about a wide range of cultures and are comfortable discussing its value and merits.</p>	<p>School display so that learn to learn skills are prominent for all Assemblies to have learn to learn skills identified Reward assemblies based on learn to learn skills in and out of the classroom Learn to learn skills section on MTPs so kept at forefront of planning.</p> <p>Explicitly value and validate students' home languages. Leadership opportunities for children. Enhanced pupil opportunities to speak and perform publicly/ share experiences/work within the community. Parent meetings for all year groups to share the SMSC scheme of work which school will be following in line with government statutory guidelines.</p>	<p>Metacognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of seven months' additional progress. (EEF)</p>	<p>Pupil / parent questionnaires.</p> <p>Subject leaders to focus on this when carrying out subject inspections.</p> <p>Learning walks during cohort profiles</p>	<p>RB</p> <p>All Staff</p> <p>SLT</p>	<p>Half termly</p>
<p>C. The attendance of disadvantaged pupils is good and in line with other pupils - aim is 96%. Regular attendance checks are carried out and prompt action is taken where attendance dips.</p>	<p>Text messages sent by 9:30am if not in school. Parent meetings with RB if attendance drops below national average. Attendance certificates given half termly. Class attendance reward for highest percentage weekly and half termly. Weekly attendance reward and reported through newsletters and texts (DCC attendance guidelines followed)</p>	<p>Attendance was 95.2 %</p>	<p>Half termly absence report collected and given to RB. Letters/meetings for pupils that dip below 95%. Wider opportunities, learning and "wow" experiences are shared in advance with the children so that they want to attend school.</p>	<p>GG, RB & SW</p>	<p>Daily</p> <p>Half termly</p>

					Total budgeted cost	£39974.05
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?	
A. Subject specific and wider vocabulary will be mastered and built upon, having greater impact for inference within reading across the school.	Targeted support for pupils through intervention, which are robustly monitored by the leadership team. Opportunities for overlearning, small group intervention. Precision teaching	Not all Pupils eligible for PP are achieving expected progress.	PP intervention impact reviewed by SLT and Governors. Impact of interventions measured by SENCo and Pupil Premium leader termly Start and end point tracked for Y6 booster group using progress points. PP 'more able' pupils progress is in line with non PP pupils (more able).	GG / PB RB & AW GG, AW & RB	Every FGB Weekly Daily	
A.1 To increase the percentage of pupils making good or better than good progress.	Rapid Reading intervention to improve fluency in reading. Talk boost intervention. 1:1 maths intervention where PP pupils need concepts revisiting or embedding.	Not all Pupils eligible for PP are achieving expected progress.	PP intervention impact reviewed by SLT and Governors. Impact of interventions measured by SENCo and Pupil Premium leader termly Start and end point tracked for Y6 booster group using progress points. PP 'more able' pupils progress is in line with non PP	GG / PB RB & AW GG, AW & RB	Half termly	

<p>B Learn to learn skills and Blackwell values are embedded and at the heart of the Curriculum, as a result pupils self-esteem and attitudes towards learning are improved.</p> <p>'Cultural capital' delivers prominence throughout the curriculum so pupils are knowledgeable about a wide range of cultures and are comfortable discussing its value and merits.</p>	<p>Improved transition into Secondary school allowing them to access the wider curriculum with solid prior learning. Sibling interventions</p> <p>PP children to have leadership roles Enhanced pupil opportunities to speak and perform publicly/ share experiences/work within the community Regular visits to local care home. Increased links within the local community for example; the parish council. To work towards achieving the 'Arts Mark' Ensure access / transport to clubs</p>	<p>Lack of resilience and perseverance in task which require a deep level of thinking. Local secondary school asked to work alongside primary schools to support pupils accessing the ks3 / 4 curriculum.</p> <p>The potential benefits for children include positive changes in perceptions and attitudes about older people, increased self-confidence, and better behaviour in school, increased self-management skills and higher standardised reading test scores. (Dr D Hinchcliff 2018)</p>	<p>Fortnightly reward assemblies. Displays in each classroom making each learn to learn skill explicit for pupils. DCC project with cluster schools & training for KS2 staff.</p> <p>Opportunities for pupils / community engagement is put onto MTP to ensure links are made and opportunities created.</p>	<p>RB All Staff</p> <p>RB, AW, DH</p> <p>All Staff</p>	<p>Fortnightly</p> <p>Ongoing</p> <p>Half termly</p>
<p>C. The attendance of disadvantaged pupils is good and in line with other pupils - aim is 96%. Regular attendance checks are carried out and prompt action is taken where attendance dips.</p>	<p>Attendance given to RB weekly. Nurse involvement/PY4P involvement for pupils that attendance is low. Attendance reported on at all parent consultations and phone calls for pupils where it is beginning to dip.</p>	<p>Attendance was 95.2%</p>	<p>Weekly attendance report collected and given to RB</p>	<p>SW RB</p>	<p>Daily Termly</p>
Total budgeted cost					<p>£1903.62</p>

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?
Attendance at school to increase	Across school all PP children receive interventions eg. - well-being - Art Therapy - Sibling intervention - Drama club	Increased attendance at school	Club timetables and registers Feedback from parents and pupils	RB	Termly
Developing cultural capital		Widen their experiences		All Staff	
Children ready for learning at the start of the day.	Half price breakfast and after school club	Well-being of parents and pupils	PY4P Specific staff member	AH	
Inclusion of disadvantaged pupils within the whole school.	Food parcels			PY4P	
	Playworker identifying disadvantaged pupils during dinner times			AH	
Diminished difference between pp and non pp pupils.	Free uniform / equipment		Available upon request	RB	
Total budgeted cost					£3002.33

