

1. Summary Information (Information Correct as from September 2019)

School Courtney Primary							
Academic Year		2019-20		Total PP Budget		£65,280	
Date of recent PP Review		September 2018 Ofsted May 2019		Date of internal Review		February 2020	
Total Number of Pupils		177		Number of Pupils Eligible for PP		38 (21.5%)	
YR 6 (21%)	Y1 5 (18%)	Y2 5 (24%)	Y3 3 (12%)	Y4 2 (9%)	Y5 6 (23%)	Y6 11 (42%)	

2. Assessment Data: End of Year Attainment July 2019

EYFS End of Year	All Pupils	PP Pupils (5)	Non PP Pupils (21)	Gap	National
Good Level of Development	85%	60% (SEND 40%)	90%	-30%	72%

Phonics	All Pupils	PP Pupils (5)	Non PP Pupils (16)	Gap	National
Y1 Phonics	71%	60% (SEND 60%)	75%	-15%	81.9%
	Out of 4	PP Pupils (4)			
Y2 Phonic Retakes (4)	75%	75%	n/a	n/a	56%

Y2 End of KS1	All Pupils at Expected Standard	PP at EXS (3) (100% SEND)	Non PP at Expected Standard (25)	Gap	National	All Pupils at Greater Depth	PP at Greater Depth (3)	Non PP at Greater Depth (25)	Gap	National
Reading	64%	33%	68%	-35%	75%	32%	0%	36%	-36%	25%
Writing	64%	0%	72%	-72%	69%	18%	0%	20%	-20%	15%
Maths	64%	67%	68%	-1%	76%	21%	33%	20%	+13%	22%
RWM Combined	61%	0%	68%	-68%	65%	18%	0%	20%	-20%	12%

Y6 End of KS2	All Pupils at Expected Standard	PP at EXS (7) (43% SEND)	Non PP at Expected Standard (20)	Gap	National	All Pupils at Greater Depth	PP at Greater Depth (7)	Non PP at Greater Depth (20)	Gap	National
Reading	48%	28%	55%	-27%	73%	15%	14%	15%	-1%	27%
Writing	82%	57%	90%	-43%	78%	26%	29%	25%	+4%	20%
Maths	63%	43%	70%	-27%	79%	15%	14%	15%	+1%	27%
GPS	59%	29%	70%	-41%	78%	7%	14%	5%	+9%	36%
RWM Combined	37%	14%	45%	-31%	65%	7%	14%	5%	+9%	10%

Y6 End of KS2 Progress	All Pupils Progress	PP Pupils Progress (7)	Non PP Pupils Progress(20)	Progress Gap	South Glos Gap
Reading	-3.3	-3.1	-3.3	+0.2	-2.9
Writing	+1.0	-0.3	+1.3	-0.7	+0.7
Maths	-2.5	-4.6	-1.9	-3.1	-2.1

3. Barriers to Future Attainment (for pupils eligible for PP including high ability)

Barriers	Approach
A Pupils who are eligible for PP (and have no other complicating factors) are making less progress than others in Reading between KS1 and KS2.	CPD; TA Provision Tracking and Monitoring
B Pupils who are eligible for PP (and have no other complicating factors) are making less progress than others in Mathematics between KS1 and KS2.	CPD; TA Provision Tracking and Monitoring
C All children need to have daily high quality first teaching.	CPD; TA Provision Tracking and Monitoring
D Pupils' Speech and Language may be underdeveloped on entry to primary school and this limits progress in communication, language and literacy.	SALT Team; TA Provision Tracking
E Pupils eligible for PP are sometimes not getting the exposure to a strong and varied reading diet regularly or at an appropriate level.	CPD; TA Provision; RA Provision Tracking and Monitoring
F Pupils eligible for PP have sometimes not developed the Mathematical fluency skills they need which results in low confidence in Mathematics.	CPD; TA Provision Tracking and Monitoring
G Pupils may be dealing with many factors internally and externally which may affect their Social, Emotional and Mental Health Needs (SEMH) which may have a negative impact on learning and attainment.	Family Link Worker Student Welfare Group Play Leader
I Non-attendance or lateness of pupils in school reduces their school hours and causes them to fall behind academically.	Attendance Tracking EWO Attendance Meetings
J Financial limitations can prevent inclusion in the wider opportunities offered by school.	Uniform Subsidy; Office Time Visit Subsidy
K Parents and carers of pupils eligible for PP sometimes need greater encouragement to become involved with school life.	Family Link Worker Tracking and Monitoring
L Staff need to keep abreast of research and have knowledge of current best practice in PP provision.	

4. Research-Based Evidence of Most Effective Methods to Close Pupil Premium Attainment Gaps

From **TES** article, Sir Kevan Collins of the Education Endowment Fund explained the merits of sticking with the policy and provided three suggestions to ensure the original aims are achieved. (16th October 2018)

So, how can schools and academies ensure that, when budgets are under such immense pressure, pupil premium is making the greatest difference? Sir Collins shares three suggestions:

"First, we must strengthen the link between the pupil premium and teaching. While the premium should remain a ring-fenced part of school budgets, this financial separation should not cause it to become isolated from the core business of schools. We can be obsessed with add-ons. There is undoubtedly still a place for targeted support, but high-quality first teaching is the most powerful driver of educational equity.

"Second, schools should regard it as absolutely legitimate to spend their pupil premium to get – and keep – the teachers they need to deliver that high-quality teaching. In 2015, **the NAO found** that fewer than five per cent of schools used the premium to support recruitment. But using the premium to tackle the recruitment and retention challenge – and evaluating new approaches as we innovate – must make sense at a time when it is schools' biggest worry.

"Third, more should be done to encourage schools to share successful strategies. Increasing the level and quality of school-to-school support, as recommended this month by the **NAHT Headteacher Union's Accountability Commission**, is crucial to creating a consistently excellent system."

Education Endowment Fund Attainment Gap Report 2018	
Sharing effective practice between schools – and building capacity and effective mechanisms for doing so – is key to closing the gap.	CDP, Best Practice
Catch up is difficult: we should aim to get it right first time round for all children.	CPD, Monitoring and Tracking
Early Years education has huge promise in preventing the attainment gap becoming entrenched before children start school.	EYFS Leadership
What happens in the classroom makes the biggest difference:	CPD, Monitoring and Tracking
Targeted small group and one-to-one interventions have the potential for the largest immediate impact on attainment.	TA Feedback, Pre- & Post Teaching
The transition between phases of education – notably early years to primary, and primary to secondary – is a risk-point for vulnerable learners.	EYFS Leadership, Y6 Transition
Pupil Premium funding is a valuable focus to support senior leaders in raising the attainment of disadvantaged young people...Good teaching for all pupils has a particular benefit for disadvantaged pupils.	CPD, Monitoring and Tracking
The ... teaching assistants can be deployed more effectively. Though previous research had suggested that teaching assistants can have a negative impact on children's learning, EEF trials have shown how, when properly trained and supported, teaching assistants working in structured ways with small groups can boost pupils' progress.	TA Feedback, Pre- & Post Teaching, CPD

5. Desired Outcomes and how they will be measured

Area of Spend	Pupil Premium Spend	Description of Intervention to Address Barriers to Learning (Linked to Education Endowment Foundation)	Intended Outcomes	How Impact will be Measured	Impact
Pupil Premium Champion Time	£7,241 (0.5 day of HT time pw)	Rigorous monitoring and tracking with a focus on PP pupils who are not making expected progress. Leading Pupil Progress Meetings with staff to ensure quality first teaching and appropriate interventions and provisions are used to accelerate pupil progress. (10 ½ days pa) Leading small maths tuition for pupils in Year 6. PPC monitor and influence reading choices of PP children. 2 day PP audit and Follow Up. Report to Governors and Link Governor Meeting. Networking Opportunities with other PP champions. <i>Education Endowment Foundation:</i> <ul style="list-style-type: none"> • <i>small group tuition +4 months</i> • <i>high quality feedback +8 months</i> 	Pupils who are eligible for PP, and have no other complicating factors, are making as good or better progress than others in Reading and Mathematics between KS1 and KS2.	Progress gap between the proportion of pupils with PP and those non-PP has diminished. Books PP children are reading are at an appropriate level and Reading 25 certificates are being earned.	
DHT / Maths Lead	£5,521 (0.5 day of DHT time pw)	Development of quality first teaching through personalised support and coaching. Development of pupil leadership. Inclusion in Pupil Progress Meetings. (5 ½ days pa) 2 day PP audit. Behaviour monitoring and nurturing.	Quality First Teaching is occurring in every class. Coaching and Mentoring develops good and outstanding practice	Triangulation of monitoring book look, data and teaching.	
Family Link Worker	£8101 (10 hours per week)	Family and parent support to raise engagement through: 1:1 family support 1:1 sessions to signpost Completing referrals Attending/leading SAF meetings Attending case conferences Attending training and leading reading workshop <i>Education Endowment Foundation:</i> <ul style="list-style-type: none"> • <i>social and emotional learning +4 months</i> • <i>Parental engagement +3months</i> 	Individual pupil need is met and attainment is at least expected. Families of our vulnerable pupils are engaged.	Number of parents who are disengaged in school is reduced. Family Link Worker's tracking shows a positive impact on PP children who she has worked with. Pupils' social, emotional and mental health needs are met.	

PUPIL PREMIUM SPENDING PLAN 2019-20

Staffing	£1803	Inclusion in Pupil Progress Meetings and Provision Map Writing Maths head (RW) 5 ½ days pa Senco (LB) 5 ½ days pa Supply 10 ½ days pa	Tracking and Monitoring lead to early intervention and provision changes if progress is slowing.	PP children identified in Pupil Progress Meetings will have provision altered leading to a positive impact.	
Training and Research	£1500	Attendance on Training Courses Purchase of Books to inform practice	Staff and Leaders plan for vulnerable groups using latest research and thinking	PP children are making at least expected progress.	
Teacher and TA Intervention Reading Assistants	£27,396 (c.36 of TA hrs £7,682 for 45% of time	Quality feedback and teaching to close gaps in understanding is used with individuals or small groups of identified children across the school to include: <ul style="list-style-type: none"> • Feedback to writing • Pre- and post-teaching for Maths • Gap-filling spelling sessions <i>Education Endowment Foundation:</i> <ul style="list-style-type: none"> • small group tuition +4 months • 1:1 tuition +5months • Early Years interventions +5 months • reading comprehension strategies +6 months • social and emotional learning +4 months 	Accelerated progress and raised attainment for pupils identified as needing additional support in English and Maths. Increased confidence in pupils particularly with Maths. Children are confident about their learning and know that the 'Learning Pit' and 'Marvellous Mistakes' help them to learn.	Gap between PP and non-PP pupils has diminished. Increased proportion of pupils achieving expected standard or better in reading, writing and maths and their progress is at least expected.	
School Visit	£1170 (39 x £30)	Subsidised visits for enrichment for those eligible for free school meals. <i>Education Endowment Foundation:</i> <ul style="list-style-type: none"> • social and emotional learning +4 months 	FSM pupils are able to take part in high quality enrichment activities.	Raised levels of 'inspire' and development of vocabulary through day and residential visits.	
Contribution to Residential Y6 Trip	£1650 (11 x £150)	Subsidised visits for enrichment for those eligible for free school meals <i>Education Endowment Foundation:</i> <ul style="list-style-type: none"> • social and emotional learning +4 months 	FSM pupils are able to take part in high quality enrichment activities.	Raised levels of 'inspire' and development of vocabulary through day and residential visits.	
Pastoral LBS Lead	£2,098	Play and social intervention work with identified pupils across the school to support social need and vulnerability at lunchtimes.	Pupils with specific social and emotional needs have them met at lunchtimes.	Pupils feel safe and happy at lunchtimes and know how to get extra support if needed.	

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		<i>Education Endowment Foundation:</i> • <i>social and emotional learning +4 months</i>			
Uniform Starter Packs	£520 (5 x £40 + 32 x £10 top up)	FSM pupils are provided with a free uniform when they start and an annual top up grant.	FSM pupils are smart and look part of the Courtney team.	All pupils are dressed equally.	
Speech and Language Therapy	£1,250 50% of SALT costs	Employment of a Speech and Language therapist to work one to one with children and to provide training for TAs. Wellcomm Screener to be used for all children at the start of EYFS.	Children have speech and language needs addressed early.	Children in EYFS with S&L needs make accelerated progress in this area.	
TOTAL	£65,932				