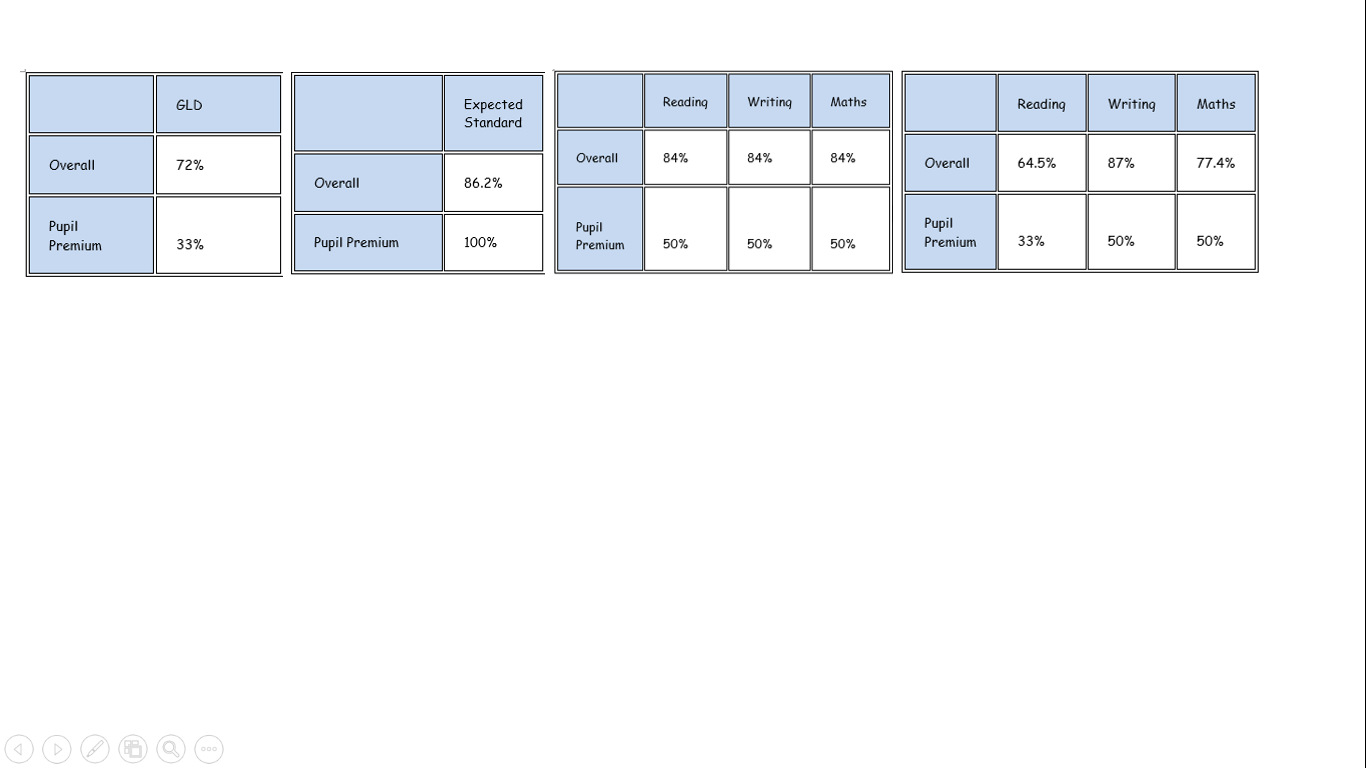
|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 1. **Summary information** | | | | | |
| **School** | Portobello Primary School | | | | |
| **Academic Year** | 2018/19 | **Total PP budget** | £1,320 per PP child and Ever 6 FSM  £2,300 LAC  £300 Service Children  **£36,840** | **Date of most recent PP Review:** | September 2018 |
| **Total number of pupils** | 199 | **Number of pupils eligible for PP** | 31 | **Date for next internal review of this strategy** | Jan 2019 |

Current Attainment:

**Attainment at the end of Key Stage 2 data- Expected Standard**

**Attainment at the end of Key Stage 1 data- Expected Standard**

**Attainment at the Year One Phonics Screening test**

**Attainment at the end of EYFS – Good Level of Development**

|  |  |  |  |
| --- | --- | --- | --- |
| 1. **Barriers to future attainment (for pupils eligible for PP, including high ability)** | | | |
| **In-school barriers** *(issues to be addressed in school, such as poor oral language skills)* | | | |
|  | | * Gap already exists between PP and non PP on entry to Rec. * Some PP pupils need early support with toileting, speech and vocabulary development, social skills, exposure to number, physical development and the wider world. * School are not always aware that children are entitled to PP in EYFS and KS1 so opportunities to support families are missed. | |
|  | | * Pupil Premium children who have Special Educational Needs and Disabilities are making less progress than other pupils across Key Stage2. This prevents sustained high achievement in Key Stage 2. In the current Y6 cohort (which has the greatest % of PP children with SEN pupils in school and poor attendance) there are less pupils achieving age related expectations in Writing and Maths than non PP pupils. | |
| * **External barriers** *(issues which also require action outside school, such as low attendance rates)* | | | |
| **C.** | | * Poor attendance and punctuality rates of pupils eligible for PP. This reduces their school hours and causes them to fall behind on average. | |
| **D.** | | * Low parental expectations and complex social needs which can hinder children’s views in realising their goals and why it is important to aim for success. | |
| 1. **Desired outcomes** | | | |
|  | *Desired outcomes and how they will be measured* | | *Success criteria* |
|  | * To speed up development of language skills on entry to EYFS to enable children to achieve the Early Learning Goal for Communication and Language and Y1 Phonics standard. * To promote communication and language in all areas of learning and to train adults to deliver language rich activities. * To increase parental engagement in reading and speaking and listening activities | | * All PP children will achieve the Early Learning Goal for Communication and Language. * All PP children will reach Year 1 Phonics standard |
|  | * To improve the quality of teaching, intervention and monitoring for SEND pupils so that the differences in progress and attainment between ‘PP children’ and ‘all children’ are significantly diminished. | | * There will be a rise in the % of PP children who are on the SEND register achieving Age Related Expectation (ARE) across the school. * The progress of PP children who are on the SEND register, will be comparable to those not on the register. |
|  | * To improve the attendance and punctuality of PP pupils by engaging with vulnerable families to specifically address the importance of punctuality and attendance issues. | | * Reduce the number of persistent absentees among pupils eligible for PP. * Overall PP attendance improves to be in line with non PP attendance. |
|  | * To increase parental engagement for those parents in challenging circumstances | | * Parents and carers will access the new fortnightly coffee mornings * Parents will access family learning opportunities * The % of PP children accessing after school clubs will increase * Parents of PP children will feel more confident in supporting their child’s learning * Develop Parent Partner Lead within structure to develop further opportunities |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 1. **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. | | | | | |
| 1. **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.  To speed up development of language skills on entry to EYFS to enable children to achieve the Early Learning Goal for Communication and Language and Y1 Phonics standard.  To promote communication and language in all areas of learning and to train adults to deliver language rich activities.  To increase parental engagement in reading and speaking and listening activities | * Targeted CPD * Early identification of needs * Parent workshops * All adults * Tri observations * Working in partnerships with other schools * EYFS cluster * LA input * Staff training (staff meetings) * INSET | * Identification found from baseline assessment and previous cohorts * OFSTED feedback | * Clear CPD plan linked to School Improvement Plan Priorities. * Evaluation of CPD courses and trialling new ideas. * Discussion with staff * Flexibility of timetable and cover for staff. | EYFS Lead  KS1 Staff | Ongoing review, through monitoring and discussion with staff:   * at staff meetings * following lesson observations and book scrutiny * at pupil progress meetings * at performance management meetings. |
| B.  To improve the quality of teaching, intervention and monitoring for SEND pupils so that the differences in progress and attainment between ‘PP children’ and ‘all children’ are significantly diminished. | * Raise levels of progress of SEN and PP pupils across the school and develop SENCo further. | * Class teachers and SLT have identified gaps in individual's basic skills through tracking data. * Evidence shows that teaching in smaller groups is effective. Pre teaching in intervention will also ensure less able PP children will be able to access daily lessons. * Raise expectation of all staff on pupil attainment and progress | * Teaching timetables ensure adequate time is given to basic skills including comprehension, spelling, times tables, * Use staff meetings to deliver training. * Disadvantaged SEN and more able pupils are suitably challenged and achieving greater depth standards. Evidence in book scrutiny monitored by all staff at staff meeting and SLT. * Track data termly * Pupil progress meetings raise accountability | SENCo  PP lead  SLT  Class teachers | * Ongoing review, through monitoring and discussion with staff: * at staff meetings * following lesson observations and book scrutiny * at pupil progress meetings * at performance management meetings * learning walks |
| 1. **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.  Improvement in development of language and phonics skills on entry to EYFS. | * 1 to 1 and small group provision of Talk Boost/It Kit * Phonics interventions * Daily readers * Talking tables * Parental workshops * Working alongside other primary schools | * Some pupils need targeted support to catch up. Talk boost/ It Kit is a structured programme which has been independently evaluated and shown to be effective in other schools. * Target specific phonics groups * Precision teaching | * Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time. * Ensure timetabling the programme to identify any potential barriers to good implementation. * Observation of TA delivering programme. | EY lead | Termly |
| B. Improved quality of teaching, intervention and monitoring for SEND pupils. | * Small group target based interventions lead by class teachers and teaching assistants. | * Small group interventions with highly qualified staff have been shown to be effective. * We will combine this additional provision with work on metacognition (how the brain works). * Whole school focus on approaches to SPLD (mind mapping, quick draw, spell checkers etc.). * Booster sessions in Y6 have been effective intervention especially to support home-learning and consolidation | * Observations * Impact reports * Pupil progress meetings * Performance management * Learning walks * Book scrutiny | PP lead  Class teachers  TA’s | * Termly * Ongoing |
| 1. **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?** |
| C.  To improve the attendance and punctuality of PP pupils by engaging with vulnerable families to specifically address the importance of punctuality and attendance issues. | Target monitoring and support for specific families by HT and SBM, rewards, positive weekly communication support from outside agencies, targeted families, letters home and attendance meetings. | * Improved attainment cannot happen without improved attendance. * Improve the identification of barriers to learning and how best to provide support to overcome this. * All stakeholders must understand the link between attendance and achievement. * Close communication is already having a positive impact on hard to reach families. | * Half termly attendance figures used to identify and monitor families whose children's attendance is a cause for concern. * PP Governors to meet CL on a termly basis to review progress on attendance. | HT  SBM  PP lead | * Ongoing * Daily * Termly |
| D.  To increase parental engagement for those parents in challenging circumstances. | * coffee mornings * family learning opportunities * PP children accessing after school clubs will increase * Development of Parent Partner Lead | * Improved parental involvement * Higher parental expectations * Children beginning to realise their goals and aspirations * More PP children accessing school clubs * Raising expectations of parents and children | * Pupil participation tracker * Parent participation tracker | HT  SBM  PP lead  All staff | * Ongoing * Daily * Termly |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1. **Review of expenditure** | | | | |
| **Previous Academic Year** | |  | | |
| 1. **Quality of teaching for all** | | | | |
| **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** |
|  |  |  |  |  |
| 1. **Targeted support** | | | | |
| **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** |
|  |  |  |  |  |
| 1. **Other approaches** | | | | |
| **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** |
|  |  |  |  |  |

|  |
| --- |
| 1. **Additional detail** |
| In this section you can annex or refer to **additional** information which you have used to inform the statement above.  Our full strategy document can be found online at: [www.portobelloprimary.eschools.co.uk](http://www.portobelloprimary.eschools.co.uk) |