

Pupil premium strategy statement 2019-20

1. Summary information

School	Partington Central Academy				
Academic Year	2019-20	Total PP budget	£208, 560	Date of most recent PP Review	Nov 2019
Total number of pupils	359	Number of pupils eligible for PP	152	Date for next internal review of this strategy	July 2020

2a. Current attainment KS2

	<i>Pupils eligible for PP (school)</i>	<i>Pupils not eligible for PP (school) 'Other'</i>	<i>National Average (all pupils)</i>
% achieving reading	55%	74%	73%
% achieving writing	67%	74%	78%
% achieving SPaG	70%	87%	78%
% achieving maths	70%	78%	79%
% achieving science	67%	87%	83%
% achieving in reading, writing and maths	39%	65%	65%
% making progress in reading	-0.76	-0.62	0.03
% making progress in writing	-1.54	+0.17	0.03
% making progress in maths	-1.12	+0.18	0.03

2b. Current attainment KS1

	<i>Pupils eligible for PP (school)</i>	<i>Pupils not eligible for PP (school) 'Other'</i>	<i>National Average (all pupils)</i>
% achieving reading	61%	68%	75%
% achieving writing	61%	68%	69%
% achieving maths	78%	82%	76%

% achieving science			82%
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3. 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)

A.	Speech & language skills, limited vocabulary and poor oral skills
B.	Low attainment on-entry
C.	Poor writing skills
D.	Behaviour & attitudes to learning

External barriers (issues which also require action outside school, such as low attendance rates)

E.	Attendance and Punctuality
F.	Emotional Barriers (resilience, low self-esteem, managing behaviour)
G.	Complex family circumstances
H.	Financial limitations. Limited access to educational experiences, opportunities and resources (e.g. books, uniform, homework support, healthy diet etc.)

4. Desired outcomes

	Desired outcomes and how they will be measured	Success criteria
A.	Improved oral language skills and extended vocabulary (entrance/exit data from S&L programmes, OTrack data, phonics screening)	Higher % of PP pupils achieve the expected standard in reading (particularly at the end of KS1). Higher % of PP pupils achieve the expected standard in phonics Higher % of PP children achieve the expected standard in writing and SPaG by the end of KS2.
B.	Higher rates of progress through KS1 for pupils eligible for PP (SATS, OTrack, NFER).	Higher % of PP pupils achieve the expected standard in R/W/M at the end of KS1.
C.	More PP children achieve the expected standard in reading and writing at the end of KS1. Increased levels of progress are made by PP children in reading and writing through KS2.	% of PP children achieving the expected standard in reading, writing and SPaG is in line with children nationally by the end of KS1 & 2. KS2 progress measures in reading and writing are in line with national for PP children.
D.	Highly positive attitudes to learning and few behavioural incidences involving PP children that impact on learning time. Increased engagement with homework. (Behaviour logs, Cpoms, homework books, school planners.)	0% Permanent exclusions for PP children. 0% Fixed term exclusions for PP children. Reduced number of incidents of 'red' warnings. Increased number of 'gold' rewards.
E.	PP children are punctual and their attendance records are in line with national. (Sims, attendance and punctuality records)	96.2% - 97% attendance for PP children. Less than 5% Persistent Absenteeism. Less than 1% late attendance.
F.	Emotional barriers don't impact on PP children accessing learning. Children have increased levels of resilience, high self-esteem and can manage their own behaviour. (Behaviour logs, CPoms)	The % gaps between PP and 'Other' children is reduced in reading and writing by the end of KS2.

		Higher % of attainment and the % gaps between PP and 'other' children is reduced in all subjects in KS1.
G.	Staff have a good understanding of family circumstances and support in school means this does not impact on PP children accessing the curriculum or attendance. (CPoms)	<p>Early identification of SEND, family needs, emotional, social and behavioural needs.</p> <p>The % gaps between PP and 'Other' children is reduced in reading, writing and maths by the end of KS2.</p> <p>Higher % of attainment and the % gaps between PP and 'other' children is reduced in all subjects in KS1.</p> <p>96.2% - 97% attendance for PP children. Less than 5% Persistent Absenteeism. Less than 1% late attendance.</p>
H.	Extended curriculum opportunities are in place and children are offered varied educational experiences.	PP children can access the same activities/equipment/opportunities as nonPP children as part of school and the school's extended provision.

5. Planned expenditure

Academic year	2019-20
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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?
Improved oral skills & vocabulary	Talk for Writing Read, Write, Inc SLC training for support staff team	Increases fluency and extends vocabulary range. Improves reading skills. Improves story telling skills. Increases frequency of oral activities with links to writing. Nationally recognised programmes Expertise of other professionals (speech and language service)	Lesson observations Learning Walks Book scrutiny Termly Data Pupil Progress meetings	Heather Wright (English Lead) SENDco	Termly outcomes of monitoring cycle & pupil progress meetings S&L plan reviews - termly
Higher rates of progress through EYFS, KS1 and KS2 for pupils eligible for PP.	TA/Teacher ratio (1:15) for educational support Maths Mastery Talk For Writing Guided Reading Carousel Read, Write, Inc	Structured support needed for children e.g. phonics, guided reading, maths mastery within the classroom. Pupils acquire a long-term, secure and adaptable understanding of maths. T4W enables children to imitate the language they need before reading and analysing it and then writing their own version. Improves outcomes in S&L, reading and writing. Pupils learn strategies and skills that allow them to read and interpret texts independently. Pupils use the strategies independently on their way to becoming fluent, skilled readers which lays the foundation for writing. Early Years Quality Mark – framework nationally recognised	Lesson observations Book scrutiny Learning walks Termly data Pupil Progress meetings EYFS QM achieved	Heather Wright (T&L lead) Katy Higginson (Assessment Lead) Elaine Caswell (EYFS Lead)	Termly outcomes of monitoring cycle & pupil progress meetings

<p>Increased % PP children achieve expected standards in reading and writing in KS1 and progress in KS2</p>	<p>Talk For Writing Basic Skills – SpaG, cursive handwriting Read, Write, Inc TA/Teacher ratio (1:15) for educational support Accelerated Reader</p>	<p>As above</p>	<p>As above</p>	<p>Heather Wright (English Lead) Katy Higginson (Assessment Lead)</p>	<p>Termly outcomes of monitoring cycle & pupil progress meetings</p>
<p>Highly positive attitudes to learning and few behavioural incidences involving PP children that impact on learning time. Increased engagement with homework.</p>	<p>School Values 'Pot Of Gold' system Homework Planners</p>	<p>Systematic and consistent approach to behaviour management across the school. Children, staff and parents have a clear understanding of expectations.</p>	<p>CPoms Learning Walks Behaviour Logs School Planners Pupil Interviews Parent Questionnaires</p>	<p>Claire Barrett (Behaviour Lead)</p>	<p>Weekly review of behaviour logs Termly</p>
<p>PP children are punctual and their attendance records are in line with national</p>	<p>EWO appointed Tracking System implemented Attendance strategy implemented – systematic approach</p>	<p>Targeted, systematic approach needed. Improve communication to parents. Tracking system and weekly analysis of pupil data to identify target groups/families. School statistics historically show poor levels of attendance and a culture change is needed.</p>	<p>SIMs Attendance & punctuality weekly reports Tracking system</p>	<p>Stella Ifon (Attendance Lead) Ian Wilmott (EWO)</p>	<p>Weekly</p>
<p>Emotional barriers don't impact on PP children accessing learning. Children have increased levels of resilience, high self-esteem and can manage their own behaviour.</p>	<p>Revised behaviour system School values Growth Mindset strategies PSHE curriculum Assembly schedule Robinwood</p>	<p>Systematic and consistent approach across the school. Children, staff and parents have a clear understanding of expectations. To develop resilience in pupils and improve self-esteem. To develop cooperation and team work skills. Children feel confident to face challenges.</p>	<p>Cpoms Learning Walks Behaviour Logs Pupil Progress data</p>	<p>Claire Barrett (Behaviour Lead)</p>	<p>Weekly behaviour logs</p>

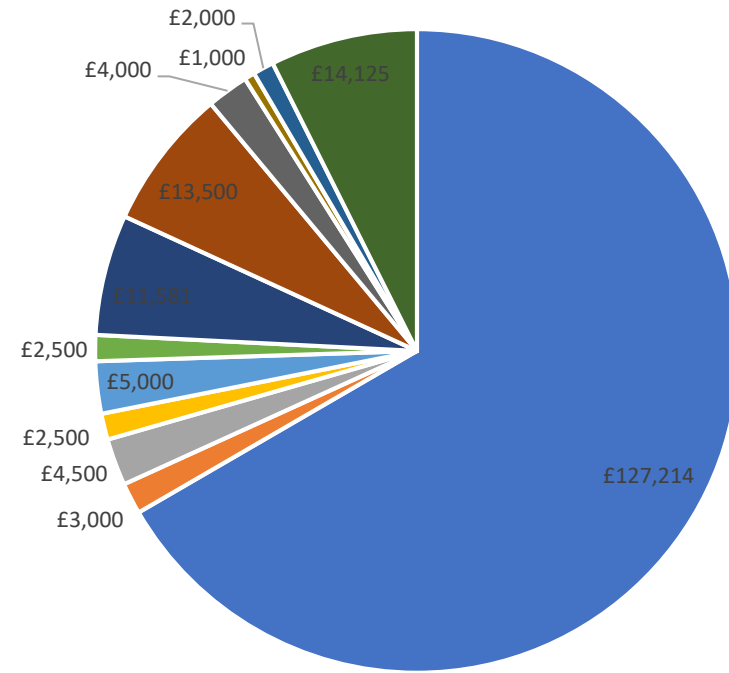
<p>Staff have a good understanding of family circumstances and this does not impact on PP children accessing the curriculum or attendance at school.</p> <p>Children are supported in school and make progress in line with NonPP children.</p>	<p>Education Welfare Officer Post</p> <p>Safeguarding Officer Post</p> <p>CPoms system</p> <p>Subsidised enrichment activities</p> <p>Subsidised wrap around care</p> <p>Fruit scheme</p> <p>'New to school' uniforms</p>	<p>Specific families are targeted for support and liaise with a central point of contact in school (EWO / Safeguarding Officer). Key personnel responsible for engaging target families.</p> <p>A central system of information is held so staff are kept up to date with developments and alerted about key issues. (CPoms)</p> <p>All PP children can access learning opportunities.</p> <p>PP families can access breakfast club/after school club to support family circumstances.</p> <p>Children have access to fruit daily.</p> <p>Children develop a sense of belonging and embrace the school ethos. Start school on an even footing with all pupils.</p>	<p>SIMs</p> <p>Attendance & punctuality reports</p> <p>Tracking system</p> <p>Family Meetings</p> <p>CPoms</p> <p>Learning Walks</p> <p>Behaviour logs</p> <p>Pupil Progress data</p>	<p>Ian Wilmott (EWO)</p> <p>S.Marsh (S/guarding Officer)</p> <p>Katy Higginson (HofS)</p>	<p>CPoms alerts</p> <p>Attendance reports weekly</p>
<p>Extended curriculum opportunities are in place and children are offered varied educational experiences.</p>	<p>Subsidised enrichment activities inc.. after school clubs and lunchtime clubs, visitors, workshops, trips, residential outdoor learning, competitions, tournaments etc.</p> <p>Including science opportunities for workshops and visits.</p>	<p>Equal access for all pupils to participate in extended learning opportunities and gain valuable experiences to add depth to the curriculum.</p>	<p>Enrichment programme/ timetables</p> <p>EVC applications</p>	<p>S.Ifon (SLT)</p> <p>K.Higginson (HofS)</p>	<p>Termly</p>
<p>Extend opportunities for learning in science with additional learning experiences within and beyond the classroom.</p>	<p>Science Week</p>	<p>Annual Science Week to be planned and implemented including EYFS through to Y6.</p> <p>Assessment, Monitoring & Moderation cycle to be implemented.</p>	<p>SLT meetings</p> <p>Staff meetings</p> <p>Reports to Govs</p> <p>Otrack data</p>	<p>E.Norbury</p>	<p>July 2020</p>
Total budgeted cost					<p><i>Refer to breakdown in chart below</i></p>
<p>ii. Targeted support</p>					

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?
Improved oral skills and vocabulary	<p>Targeted speech & language support programmes e.g. Blast</p> <p>Phonics support (Read, Write, Inc)</p>	<p>Early identification of specific S&L needs. To plan 1:1 and small group support. Improve language auditory skills and talking. Recognised phonics programme with high quality training available. Impact driven scheme of work. S&L plans</p>	<p>S&L reports Learning Walks</p> <p>Blast outcomes Phonics screening checks</p>	<p>S.Layton (SENDco)</p> <p>H.Wright (English Lead)</p>	Termly
Higher rates of progress through KS1 and KS2 for pupils eligible for PP.	<p>TA support 1:1 and small group interventions (Reading / SEN)</p> <p>Interventions: reading, writing, maths, phonics.</p> <p>Read, Write, Inc Accelerated Reader</p>	<p>Pupils with gaps in learning have the opportunity to access the relevant support to 'catch up'. Staff can target individuals and groups of children to 'pre-teach' challenging objectives where it is required. Individual pupil targets can be met.</p>	<p>Learning Walks Data OTrack End of KS tests Phonics screening checks</p>	<p>S.Layton (SENDco)</p> <p>H.Wright (English Lead)</p>	Termly
Increased % PP children achieve expected standards in writing in KS1 and progress in KS2	<p>TA support 1:1 and small group interventions (Reading / SEN)</p> <p>Basic Skills timetabled daily</p> <p>Cursive handwriting</p> <p>SPaG - review of current SoW Spelling SOW</p>	<p>Pupils with gaps in learning have the opportunity to access the relevant support to 'catch up'. Staff can target individuals and groups of children to 'pre-teach' challenging objectives where it is required. Individual pupil targets can be met. Consolidation can be done daily.</p> <p>Checks on whether current SPaG provision is effective.</p>	<p>Learning Walks Data OTrack Timetables</p> <p>Audit info</p>	As Above	As Above
Highly positive attitudes to learning and few behavioural incidences involving PP children that impact on learning time. Increased engagement with homework.	<p>Nurture Groups</p> <p>Longford Park intervention groups</p>	<p>Specialist staff able to develop skills through 1:1 and small group support. Specific strategies taught that are otherwise not taught as part of the national curriculum. Children receive emotional support and strategies to manage their emotions and behaviour. Children develop social skills.</p>	<p>SIMs Drop-ins Behaviour logs Number of exclusions</p>	<p>S.Layton (SENDco)</p> <p>Ian Wilmott (EWO)</p> <p>Longford Park staff</p>	Weekly

<p>PP children are punctual and their attendance records are in line with national</p>	<p>EWO 1:1 –target families identified, home visits, parent meetings</p>	<p>Key member of staff has ownership of this key area and is accountable for the % achieved by the school. Clear lines of responsibility and accountability. Direct line to home. Targeted, systematic approach. To improve attendance and punctuality. To ensure families are fulfilling their legal obligations relating to school attendance.</p>	<p>SIMs Attendance & punctuality reports Tracking system</p>	<p>S.Layton (SENDco) Ian Wilmott (EWO)</p>	<p>Weekly</p>
<p>Emotional barriers don't impact on PP children accessing learning. Children have increased levels of resilience, high self-esteem and can manage their own behaviour.</p>	<p>Nurture Groups Longford Park Intervention groups</p>	<p>Specialist staff able to develop skills through 1:1 and small group support. Specific strategies taught that are otherwise not taught as part of the national curriculum. Children receive emotional support and strategies to manage their emotions and behaviour. Children develop social skills.</p>	<p>SIMs Drop-ins Behaviour logs Number of exclusions</p>	<p>S.Layton (SENDco) Ian Wilmott (EWO) Longford Park staff</p>	<p>Weekly</p>
<p>Staff have a good understanding of family circumstances and this does not impact on PP children accessing the curriculum or attendance at school.</p> <p>Children are supported in school and make progress in line with NonPP children.</p>	<p>SCIPs (Social Care in Partnership) Safeguarding Officer Fully funded places at Breakfast Club/After School Club</p>	<p>SCIPs worker addresses key issues directly with the families that have been identified. Early Help referrals completed at the 1st stage. Coordinated, multi-agency approach to address situations for children in challenging circumstances. Supporting families through extended school provision (inc. meals and homework support)</p>	<p>Number of referrals Behaviour Logs Attendance data Exclusions data</p>	<p>S.Layton (SENDco) S.Marsh (safeguarding) SCIPs worker</p>	<p>Termly</p>
<p>Extended curriculum opportunities are in place and children are offered varied educational experiences.</p>	<p>Fully funded places for enrichment opps as required.</p>	<p>All children can access the same educational opportunities.</p>	<p>Sims CPoms</p>	<p>A.Edwards (Exec HT)</p>	
<p>Total budgeted cost</p>					<p><i>Refer to breakdown in chart below</i></p>
<p>iii. Other approaches</p>					

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 access a nutritional diet and sense of belonging to the school community	Extend free fruit in KS1 through to KS2. Uniforms Milk funds.	Children access healthy/nutritional food. Improve diet. Improved concentration and energy levels. Children have the appropriate school uniform.	Monitoring lunchboxes and playtime snacks Uniform checks	K.Higginson (HofS) Lunchtime staff Teachers on duty	SLT feedback - termly
Funding for LAC children is released and spending is planned appropriately	Pupil Premium+ Spending Plans	Strategic approach to spending plans for LAC children to ensure funds are targeted appropriately.	Planning document/application for release of PP funding.	S.Marsh (Safeguarding)	Termly
Total budgeted cost					<i>Refer to breakdown in chart below</i>

PPF Budget 2019-20



- Staffing
- Extended Services
- Milk
- Fruit
- Uniform
- Subscriptions
- SLAs
- Enrichment Opps
- Attendance
- Educ Materials
- CPD
- Trips/Visits