

# s Pupil premium strategy statement 2019/20

The Pupil Premium is a government grant allocated to each pupil on free school meals, identified as a Looked After Child (LAC) or whose parents are in the Forces. The Pupil Premium is additional funding given to schools so that they can support their disadvantaged pupils and close the attainment gap between them and their peers.

## NFER & DfE Seven building blocks of success for Pupil Premium

**Powerstock CE VA Primary School has an ethos of high attainment for all pupils. Through a notion of collective responsibility, we believe that despite some barriers, there should not and will not be a ceiling on what they can achieve. Governors and Senior Leaders have reviewed the impact of previous spending and interventions and have implemented systems across the school so that in future children make rapid progress**

### 2. Addressing behaviour and attendance



Our school works closely with the Dorset Attendance team to reduce persistent absence. Attendance is scrutinised each month and this quickly identifies children who are at risk of under achievement through non-attendance at school. Case studies demonstrate this is having strong impact with both disadvantaged children and others across the school.

### 3. High quality teaching for all



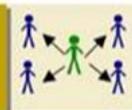
Our school ensures that all children experience high quality teaching both within the class and for interventions and catch up programmes. Outcomes are closely monitored by the HT and subject leaders with a specific focus on ensuring those who are disadvantaged are a high priority. Teachers regularly plan specific learning interventions for disadvantaged children to ensure their needs are being met both within and outside of the classroom.

### 4. Meeting individual learning needs



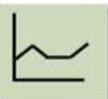
Through regular monitoring, teachers and leaders at Powerstock School identify errors and misconceptions in work, at the same time, finding out what interests children so that children are fully engaged in their learning. Our SENCO and other leaders work alongside class teachers to identify the next steps for all disadvantaged pupils. These are regularly reviewed and evaluated to ensure progress is being made.

### 5. Deploying staff effectively



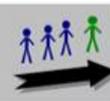
School leaders plan strategically to create an ethos of collective responsibility. Performance management is rigorous and staff are held accountable. There are clear links between whole school development priorities and increasing Continuing Professional Development opportunities for all.

### 6. Data driven and responding to evidence



The school does data checks termly and Leadership is encouraged across the school. PP and SEND is externally reviewed.

### 7. Clear, responsive leadership



The HT works with class teachers/subject leaders in response to progress at half termly scheduled monitoring meetings.

1. Summary information					
<b>School</b>	Powerstock Primary				
<b>Academic Year</b>	2019/20	<b>Total PP budget</b>	£6,600 + £2,300	<b>Date of most recent PP Review</b>	20.4.19
<b>Total number of pupils</b>	58	<b>Number of pupils eligible for PP LAC</b>	5 1	<b>Date for next internal review of this strategy</b>	April 2020

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
<b>% achieving in reading, writing and maths</b>	40%	60%
<b>% making progress in reading</b>	60%	90%
<b>% making progress in writing</b>	60%	80%
<b>% making progress in maths</b>	60%	80%

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>	
	<ul style="list-style-type: none"> <li>• Lack of access to finances which would allow pupils to experience the full range of enrichment opportunities on offer.</li> <li>• Lack of access to finances which would allow pupils to pursue particular strengths or interests.</li> <li>• Poor Speech and Language skills</li> <li>• Emotional problems and concerns.</li> <li>• Mental health difficulties.</li> <li>• Lack of future aspiration and high expectations.</li> <li>• Lack of self-confidence and self-esteem.</li> <li>• Time with an adult 1:1 to complete homework tasks.</li> <li>• Attendance issues</li> </ul>

<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )		
<b>D.</b>	<ul style="list-style-type: none"> <li>Family/personal circumstances., low attendance rate</li> </ul>	
<b>4. Desired outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Pupil achieves full potential by attaining expected at end of KS2	Pupils achieve as well or better at RWM as peers.
<b>B.</b>	Raised attendance	Pupils are attending at 95% +
<b>C.</b>	Pupils have wider experience of full curriculum and enrichment activities	Pupils attend after school club where possible and eg. Become school council/singing club involvement.

Academic year				
Desired outcome	Outcomes	Chosen action / approach	Impact	Monitoring
<p><b>A.</b> Pupil achieves full potential by attaining expected at end of KS2.</p>	<ul style="list-style-type: none"> <li>Rates of progress are accelerated for children receiving PP from their different starting points.</li> <li>Children receiving PP achieve challenging targets.</li> </ul>	<p>TA catchup sessions/1:1 sessions/TA key worker allocated</p> <p>Progress check for pupils receiving PP in designated section of moderation staff meetings.</p> <p>Learning walks highlight focus on children with PP.</p> <p>Course attended /supply costs</p> <p>Targets are specific for children receiving PP.</p> <p>Link governor engagement and understanding</p> <p>Counsellor employed in school.</p>	<p>Children feel more confident with their learning and know they have an adult to go to.</p> <p>Individual counsellor sessions help those with mental health issues which impede learning.</p> <p>Staff are aware of focus children in their lessons and can track progress effectively.</p> <p>Pupils have high profile in class, with focus on previous higher attainers.</p> <p>HT and link governor are aware of progress and any barriers to learning</p> <p>To make improvements in wellbeing and mental health issues.</p>	<p>Who? HR/HC When? Annually/weekly counselling What? Counselling/ELSA sessions Why? To ensure pupils are confident And happy to be/work in school.</p> <p>Who? Teaching staff When? Half termly What? Book scrutiny/SIMs anal Why? To ensure pupils are kept high Profile.</p> <p>Who? LG When?Termly What? Highlighted section of SIMs Why? To enable teachers' scrutiny</p> <p>Who? HC from Prout Bridge Project When? Weekly X 6 What? Hour long sessions Why? To improve wellbeing</p>

<p><b>B.</b> Raised attendance in line with national and peers.</p>	<p>Focus children are attending around 95% throughout the year.</p>	<p>Engagement of parents through half termly catch-up meetings if attendance is at risk.</p> <p>100%ers group up-profiled in school.</p> <p>Parent evening focus on attendance/checks</p>	<p>Whole family engaged.</p> <p>Child led attitude to full attendance.</p> <p>Stronger relationship and understanding between teachers and parents.</p>	<p>Who? LG When? Half termly attendance checks What? SIMs data scrutiny Why? To ensure focus children are accurately monitored</p> <p>Who? LG When? Half termly What? Check on focus children and their success Why? To ensure Focus children are aware of benefits</p> <p>Who? Teaching staff When? October and March parent eves What? Attendance flagging Why? To demonstrate importance of attendance</p>
<p><b>C.</b> Pupils have ensured wider experience of full curriculum and enrichment activities</p>		<p>Enable access to:</p> <p>Safewise Visit. Gym sessions Swimming lessons Residential trip funded Day trips subsidised Phonics catchup Musical instrument assistance</p> <p>Uniform assistance</p> <p>After School clubs</p>	<p>Children are fully integrated in whole school experience.</p> <p>Raised attainment with full engagement of swimming/enrichment activities.</p> <p>Opportunities widened including eg. Musical instruments.</p> <p>Children have access to same resources eg. Uniform as peers.</p>	

**The impact and outcomes of our pupil premium spend will be measured by:**

- SIMs data inputing for reading, writing, maths and SPAG
- SIMs attendance data
- Check on involvement with clubs, musical instrument lesson take up
- SENSS reports
- Teacher reports
- Speech and language reports

