

Tower Hill Primary Pupil Premium Strategy (2020-21)

1. Summary information					
School	Tower Hill, Oxfordshire				
Academic Year	2020/21	Total PP budget	£98,000	Date of most recent PP Review	HT is reviewer
Total number of pupils	189	Number of pupils eligible for PP	68	Date for next internal review of this strategy	Jan 2021

2. Current attainment	
	<i>Pupils eligible for PP (your school 2019)</i>
% achieving expected standard in reading, writing and maths	41%
% achieving expected standard in reading	47%
% achieving expected standard in writing	59%
% making expected standard in maths	53%

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>)	
A.	Low starting points into EYFS (Nursery and Reception)
B.	Social and emotional factors (Mental health impacting on learning)

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External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
C.	Attendance rates for pupils eligible for PP are lower than those of non-pp pupils. This reduces their school hours and causes them to fall behind on average.	
D.	Early language acquisition and development	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	PP children will have closed gap with non-PP children by end of Reception	Percentage of PP pupils achieving GLD is same as non-PP children.
B.	Higher rates of progress across KS1 and KS2 for pupils eligible for PP who may be experiencing poor mental health and need an improved emotional well-being. Focus on Young Carers, families with MH issues, pupils requiring nurture.	Pupils eligible for PP to make as much progress as 'other' pupils across Key Stage 2 in maths, reading and writing. Measured with tests and teacher assessments and successful moderation practices established across the multi-academy trust (MAT). Nurturing intervention programmes will enable successful reintegration into all aspects of school, including academic achievement.
C.	Increased attendance rates for pupils eligible for PP.	Reduce the number of persistent absentees among pupils eligible for PP to 10% or below. Overall PP attendance improves from 93.6% to 96% in line with 'other' pupils.
D.	Language deficit/gap closed for PP pupils by the time they reach KS2	PP children will score above age-related National Averages in ALL areas. Currently lagging behind in reading, due to vocabulary deficit. Aim to score ABOVE ARE.

5. Planned expenditure				
Academic year	20/21			
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	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
All pupils to access QfT in the classroom and with no-excuses- high expectations for all culture permeating all lessons	Mastery approach to teachingall children expected to participate in the same learning, with scaffolding or extension. Prioritise marking first for PP pupils. Targeted questioning in class.	Use INSET days to deliver training. Peer observations, lesson obs and learning walks Lessons from training embedded in school T and L. Use PP money release staff for monitoring time and to pay TA overtime for training outside of working hours.	Head	Ongoing
All PP pupils to be working within age-related expectations, eg in Maths, phonics etc	No streaming, no ability groups outside of classrooms and mastery-approach teaching. Pre-teaching and boosting for any falling behind. Prioritise marking first for PP pupils. Targeted questioning in class.	Learning walks, lesson obs, formative and summative assessment, including assessment of each group over a fixed period of time.	Head/SLT	Ongoing
Total budgeted cost				£5,000
ii. Targeted support				
Desired outcome	Chosen action/approach	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

Improved oral language skills in Reception.	Language rich environment Talk Boost Nuffield Early Language Intervention	Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time.	Reception Staff Becky Jackson	Ongoing Cost £11,000
Boosting phonics/spelling/GPS of PP pupils falling behind.	Daily small group sessions to boost phonics, in addition to standard lessons. Using interventions: Talk Boost Read Write Inc Fresh Start NELI-R	ExtraTA time and preparation time paid for out of PP budget. Becky Newport KS1 afternoons. Engage with parents and pupils before intervention begins to address any concerns or questions about the additional sessions. Additional resources	HT and Lit Lead	January 2021 £7,000 £4,000
Total budgeted cost				£22,000
iii. Other approaches				
Desired outcome	Chosen action/approach	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Increased attendance rates	Attendance Officer employed to monitor pupils and follow up quickly on absences. First day response provision. Learning Mentor in Y6 will work with disengaged boys in KS2 to improve attendance and engagement.	Thorough briefing of support worker about existing absence issues. PP coordinator, support worker, head etc. will collaborate to ensure new provision and standard school processes work smoothly together.	Head and CL-F	January 2021 Cost: £10,000 Cost: £20,000

Increased engagement and motivation of PP pupils in school	Subsidised trips, residentials Free Breakfast Club Subsidised school uniform Junior Active Sports Leaders Brilliant Club			January 2021 Cost: £6,000 Cost: £3,000 Cost: £2,000
Problem behaviour in high-level pupils addressed	Use Pastoral Support worker and Assistant SENCo to engage with parents before intervention. Nurture work Social stories Drawing therapy Family Links	Ensure identification of target pupils is fair, transparent and recorded. Monitor behaviour but also monitor whether improvements in behaviour translate into improved attainment.	SENCO	Jan 2021 Cost: £22,000
Total budgeted cost				£63,000

Review of expenditure 2019-20

Desired Outcome	Chosen Action	Impact	Lessons Learned	Cost
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<p>Higher number of PPG children achieve the Y1 phonics pass mark</p>	<p>Increased focus on phonics from EYFS through to Year 1</p> <p>Embedding of Read Write Inc</p> <p>Talk Boost</p>	<p>No phonics test at the end of Y1 due to lockdown. A significant amount of learning was lost for this cohort. In phonics testing at the end of Term 1 2020/2021 only 55% of the cohort reached the expected level. This was far lower than in previous years. PPG children had an even lower achievement level with only 36% of them passing.</p>	<p>More one to one tuition for children falling behind to embed the practice or for children entering school in Year 1 from settings where phonics has not been taught so rigorously.</p> <p>Target use of covid catch up funding on phonics for disadvantaged children who have lost learning due to school closure.</p>	<p>£20,000</p>
<p>More PPG children to achieve the higher levels in maths</p>	<p>CPD and Glowhub input into developing Mastery Maths approach. Teachers involved in learning walks and book scrutinies, research into strategies for Mastery Maths.</p>	<p>No end of KS SATS or accurate end of year assessments were possible due to covid lockdown, but in-school assessments at the start of 2020/21 show PPG children are still underperforming compared to non-PPG children.</p>	<p>Attitudes to maths improving and greater consistency across the school has improved quality of maths teaching. Need for basics (number bonds and multiplication facts) must not be missed.</p> <p>Teachers to timetable daily maths fluency sessions.</p>	
<p>Attainment and progress for more able children in KS1 eligible for PPG will be in line with attainment for all pupils at the end of the Key Stage</p>	<p>Targeted small group work, greater focus on pre teaching and over teaching for targeted pupils,</p> <p>Teacher focus groups</p>	<p>No end of KS SATS or accurate end of year assessments were possible due to covid lockdown, but in-school assessments at the start of 2020/21 show PPG children are still underperforming compared to non-PPG children.</p>	<p>PP children still at risk of underachieving. PP children who are also SEN are particularly vulnerable. Make them focus children for extra intervention using covid catch up funding.</p>	

<p>Close the gap between PP and non-PP at the end of Key Stage 2</p>	<p>High quality first teaching by class teachers, awareness of the need of PPG pupils, targeted questions during lessons. Target for intervention and booster groups.</p>	<p>No end of KS SATS or accurate end of year assessments were possible due to covid lockdown, but in-school assessments at the start of 2020/21 show PPG children are still underperforming compared to non-PPG children.</p>	<p>Develop pupil profiles for each pupil so that we can target interests more closely and targeted use of covid catch up funding..</p>	
<p>Increase attendance rates for PP Pupils</p>	<p>Early intervention from attendance worker, support for families from Pastoral Support Workers and Assistant SENCO, active involvement of class teachers and SLT.</p> <p>Additional support such as funding breakfast/after school club, sports clubs, music lessons, visits, residentials and school uniforms.</p>	<p>Unable to calculate whole year attendance due to school closures, but whole school attendance had been improving. However, PPG children's attendance was still lagging behind non-PPG children. From Sept 2019 to Feb 2020 PPG attendance was 94.5% compared to 97% for non-PPG children.</p>	<p>Early intervention with persistent absent PPG children. First contact and offer of support from school attendance worker, follow up with parenting contract if attendance does not approve, use of county attendance team if this is still not successful.</p>	<p>£75,000</p> <p>£4,000</p>