

Pupil premium strategy statement

Probus Primary School

1. Summary information					
School	Probus Primary School				
Academic Year	2019/20	Total PP budget	£48,800 (PP and PP+)	Date of most recent PP Review	July 19
Total number of pupils	198	Number of pupils eligible for PP	34 PP and PP+ eligible pupils.	Date for next internal review of this strategy	Feb 2020

2. Current attainment		
2019 SATs	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP (national average)</i>
82% meeting standard or above in reading, writing and maths	75%	71%
89% meeting standard or above in reading – KS2	75%	78%
86% meeting standard or above in writing – KS2	75%	83%
86% meeting standard or above in maths – KS2	75%	84%

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>	
A.	Stalled progress rates of most-able PP pupils - PAG outcomes at risk. Historic disengagement in Mathematics has impacted on progress and attainment which is still below national. PP pupils do not engage with reading at home as often as non PP pupils.
B.	A number of PP pupils also have SEND and attachment needs which may impact on academic progress.
C.	Children, including those in care and previously looked after, have high levels of emotional needs which need to be met before they can fully engage in learning.
D.	Rural location with limited cultural, enrichment experiences.
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	

4. Desired outcomes <i>(Desired outcomes and how they will be measured)</i>		Success criteria
A.	<ul style="list-style-type: none"> i. Quality of teacher input, organisation and delivery ensures work matched to pupil needs and high engagement and enthusiasm for learning is evident. ii. Ongoing commitment to a quality curriculum to ensure a rich, vibrant curriculum is delivered and continual improvement for all groups is a consistent focus in every phase. iii. Widespread adoption of mastery mathematics approaches across every phase will improve pupil confidence and ability to reason and problem-solve this will raise pupil engagement and impact positively on progress rates and attainment. iv. Establish 1:1 targeted intervention sessions for KS2, utilising teachers (EEF Research) to ensure greatest impact – incremental learning and accelerate progress. 	<p>Gap between PP and non-PP pupils is reduced in all subjects but significantly so in mathematics.</p> <p>Pupils rates of progress in mathematics will improve. Pupils mathematical confidence will improve and end of KS attainment (particularly GD) will improve. The gap between PP pupils and other pupils will diminish in maths.</p>
B.	<ul style="list-style-type: none"> i. Introduce earlier assessment of need through the EY SEN support route. ii. Effectively deploy PSA to focus on support for PP families and PP+ families on entry to school (including those transferring from other settings). iii. Ensure that all pupils understand how they're self-confidence and learning behaviours can be influenced by their PSHE needs. Ensure that pupils with SEMH needs are supported. 	<p>Equal access to outside/ enrichment activities; parents/carers know how to access both emotional and financial support.</p> <p>Parent opinion will show that staff are approachable and parents feel they are well supported. (Questionnaires).</p>
C.	<ul style="list-style-type: none"> i. Increase enthusiasm and engagement in reading for PP and PP+ pupils. Extend the use of class texts, opportunities for reading across the curriculum and enthuse PP pupils to read a wider range of literature. ii. Improve specific support for reading through the appointment of additional staff. iii. Purchase a range of phonic texts matched precisely to pupil's phonic phase. iv. Increase boys' enthusiasm and engagement in learning, especially writing through deliberate ILP choice. v. Extend use of story stones and story scribing across KS1. 	<p>School monitoring will show PP children read at least as often as their peers.</p> <p>Reading / intervention logs will show that pupils are read with by staff and enabled to access high quality texts.</p> <p>Children will be skilfully questioned to deepen their understanding of reading.</p> <p>PP boys GLD, interest and achievement in writing will improve at every phase and diminish the gap between boys and girls further – it will fall to below 10% at every phase.</p>
D.	<ul style="list-style-type: none"> i. Increase the variety of cultural experiences available to children and track their engagement in additional opportunities. Ensure that there are no barriers to this e.g. cost. ii. Teachers will continue to plan ILP related visits and experiences to raise pupil engagement. iii. Progressive residential programme and whole school arts experiences will enrich learning, narrow the culture capital deficit and be accessible to all. 	<p>PP pupils to have access to wider cultural, arts and sports experiences linked to ILPs and subsidised.</p>

5. Planned expenditure					
Academic year	2019/20				
The three headings below enable schools to demonstrate how they are using the Pupil Premium (including Pupil Premium Plus) 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?
(A) i. All pupils access quality first teaching including lessons that are well differentiated, take into consideration different learning styles and are based around pupils' interests.	<ul style="list-style-type: none">➤ Appropriate subject specific CPD for all staff.➤ Commitment to Maths/Lit and Network Lead CPD.➤ PP pupils will be explicitly planned for in all lessons. Lessons will be linked to IEPs and matched appropriately to pupil needs.➤ Incremental coaching will be introduced as a school improvement tool to impact positively on and evidence high quality teaching and learning. AHT and HOS will receive incremental coaching training and will carry out weekly incremental coaching for all teaching staff on a rotational basis. As this becomes embedded subject leads will be released.➤ Pupil Premium Lead will refine record systems, process and targeted intervention support programmes for PP pupils (based on progress measures and teacher liaison).	A large body of research evidences that quality first teaching has a major impact on pupils' progress. This includes disadvantaged pupils. IC – based on the research into marginal gains.	Termly lesson observations Incremental coaching records Book scrutiny Pupil progress meetings Performance management	Strategic Partner Head of School Asst HT	Reviewed termly
ii. Ongoing commitment to a quality curriculum resource. Investment to ensure a rich, vibrant curriculum is delivered and continual improvement for all groups is a consistent focus in every phase.	<ul style="list-style-type: none">➤ Appropriate CPD for all staff in the use of the new Maestro Curriculum.➤ SLT CPD with regard to Curriculum contextualisation➤ The intent and implementation of all learning objectives will be consistent across classes.➤ ILPs will be carefully considered to engender interest, will be used consistently across all phases (including Pre-school) in order to diminish gaps.	To demonstrate the embeddedness and breadth of curriculum study in the light of the publication of a new OFSTED Framework (2019)	Lesson observations Subject specific IC Work scrutiny Introduce a tracking tool to measure outcomes across other subject areas (not Maths/English) to raise pupil engagement, willingness to have a go and contribute to self-esteem/confidence		

iii. Widespread adoption of mastery mathematics approaches across every phase will improve pupil confidence and ability to reason and problem-solve this will raise pupil engagement and impact positively on progress rates and attainment.	<ul style="list-style-type: none"> ➤ Subject leads and class teachers will receive ongoing CPD and support to continue to develop skills and acquire subject knowledge to ensure mastery in mathematics is evident across phases. 	To apply and skills, knowledge and subject understanding acquired through whole school participation in 2 SSIF Maths Hub Programmes throughout 2018/19	Maths audit by Shelley Beckerlegg Maths Lead Monitoring		
iv. Increase boys' enthusiasm and engagement in learning, especially writing through deliberate ILP choice. v. Extend use of story stones and story scribing across KS.	<ul style="list-style-type: none"> ➤ Teachers will make careful selections with regard to ensuring high-interest ILPs are selected to deliberately engage boys in learning. ➤ A focus on Physical development in order to ensure readiness for writing will continue. ➤ Story-stone and story-scribing approaches will be continued into Y1 specifically targeted at; the reluctant writers and those pupils that didn't make a GLD due to the writing ELG 	EYFS data historically evidences the boy/girl gap in writing.	Work scrutiny	HOS/EY & KS1 staff	On-going
(B) iii. Ensure that all pupils understand how they're self-confidence and learning behaviours can be influenced by their PSHE needs. Ensure that pupils with SEMH needs are supported.	<ul style="list-style-type: none"> ➤ All pupils will access a comprehensive PSHE (incorporating Spiritual, Moral, Social and Cultural) curriculum that is developmentally appropriate for all year groups. ➤ Pupils will receive subject specific teaching including topics of cyber and homophobic bullying, internet safety, body image, self-esteem, financial capability, health education, and relationships and sex education. Assessment resources will be used to identify pupils who require additional support in any of the above topics. 	New PSHE/SMSC guidelines	PSHE / SMSC co-ordinator will ensure that Jigsaw resources are being used to support pupils' development in this area. A whole school approach using Jigsaw will be adopted with celebrations and achievements also represented as a whole school.	HOS & PSHE Lead	On-going
(C) i. Increase enthusiasm and engagement in reading for PP and PP+ pupils.	<ul style="list-style-type: none"> ➤ All teachers will engender a love of reading and story through the careful selection of classic texts (and associated teacher support) that support learning across the curriculum. ➤ Increase the number of volunteer readers across KS2 to ensure that PP pupils who do not read at home have increased opportunities to read to an adult. 	Research indicates that there is a significant vocabulary gap between PP and non-PP pupils. To improve PP GD outcomes in Reading.	Pupil conferencing Improved Reading comprehension assessment.	HOS, Asst HT, SP	Termly

ii. Improve specific support for reading through the appointment of additional staff.	➤ Employment of a part time qualified (1:1 and 1:2 interventions focussing on reading in KS2 for the 1 st half of Autumn term) and TA (to support fluid pre-teach / top up teach) to be deployed across classes.				
iii. Purchase a range of phonic texts matched precisely to pupil's phonic phase.	<ul style="list-style-type: none"> ➤ Comprehensive review of phonics to be carried out by HOS and, potential, phonic CPD sought. ➤ Lit Lead and HOS to complete an audit of reading book/phonic match and share audit with EY & KS1 staff. ➤ Investment in and purchase of phonic-matching texts. 	In preparation for the new 'deep dive' focus on reading and phonic acquisition. To improve boy's phonics rapidly in Y1 to narrow the gender gap. a high impact on raising attainment.	Phonic Standard Test Reading assessments	Head of School Asst HT	Reviewed termly
Total budgeted cost					£ 25,300
ii. Targeted support (including PP+ funding)					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented	Staff lead	When will you review implementation?
(A) v. Establish 1:1 targeted intervention sessions for KS2, utilising teachers (EEF Research) to ensure greatest impact – incremental learning and accelerate progress.	<ul style="list-style-type: none"> ➤ Y6 teacher and HOS will assess and identify pupils to receive support. ➤ 1:1 programme of revision support devised through data and gap analysis. ➤ Schedule devised and resources to address gaps sought and made available for teachers to deliver. 	EEF evidences that small group and quality one to one support that is focussed on need and learning styles has a high impact on raising attainment.	Class teachers and SLT to identify pupils requiring additional support to make expected / accelerated progress. Weekly planning meetings / discussions between teachers to ensure maths is targeted to plug gaps and enable pupils to work at ARE.	Class teachers HOS + Asst HT	Termly

<p>(B) i. Introduce earlier assessment of need through the EY SEN support route. ii. Effectively deploy PSA to focus on support for PP families and PP+ families on entry to school (including those transferring from other settings)</p>	<ul style="list-style-type: none"> ➤ PP pupils who are not reaching their potential are identified early and targeted for intervention to teach key skills. Challenge for the most-able also included as intervention. ➤ Pupil Premium Lead and HLTA hours allocated across all phases in order to identify and target intervention specifically for PP pupils. Additional teacher hours allocated for PP intervention in the 1st half of Autumn term. ➤ PP pupils with additional SEMH needs will be able to regularly meet with a key adult to support their wellbeing. Key staff, as identified by pupils, will be made available to support, mentor and coach PP pupils with additional SEMH needs. (This can also include the PSA to facilitate home / school support). Resources / materials purchased in-line with this. ➤ Motional screening will identify pupils for intervention, this will be implemented by the TIS practitioners. ➤ 2 x afternoons of TIS practitioner release to work 1:1 and in small groups with identified pupils. Any additional resources or equipment to facilitate these sessions will be purchased. ➤ Two members of staff to continue to receive Trauma Informed Schools training /updates. Alongside a member of staff who has converted a previous Thrive accreditation this will continue to give the school a member of staff in each stage who is an accredited Trauma Informed Schools practitioner. ➤ Purchase specific resources to meet the precise needs of PP + pupils as and when required. 	<p>Data Analysis indicates that PP pupils not making progress and achieving ARE have additional SEN needs, including SEMH.</p> <p>Widely recognised brain science as used in Trauma informed schools / Thrive approaches show that feeling 'safe' and having emotional needs met for pupils with any interruptions in their early development / following a change or trauma is a foundation to being prepared to learn.</p>	<p>Intervention records in every classroom and schedule outlined.</p> <p>Pupil feedback Teacher feedback about pupils in school Parent feedback All staff to gauge wellbeing of identified pupils and feedback to relevant staff</p>	<p>Named staff for specific pupils (those TIS trained and those supported by TIS practitioners)</p> <p>PP champion and SENDCo</p>	
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<p>(D)i. Increase the variety of cultural experiences available to children and track their engagement in additional opportunities. Ensure that there are no barriers to this e.g. cost.</p> <p>ii. Teachers will continue to plan ILP related visits and experiences to raise pupil engagement.</p> <p>iii. Progressive residential programme and whole school arts experiences will enrich learning, narrow the culture capital deficit and be accessible to all.</p>	<ul style="list-style-type: none"> ➤ PP pupils will access school trips (subsidised). ➤ A PP booklet to families will be circulated advising on what Probus school offers to support PP children accessing additional opportunities. ➤ A wider range of residential trips offered to more pupils (including visiting cities, places of worship for different faiths and experiencing different performing arts) at a reduced cost. ➤ Ensure that pupils (specifically those in care) are able to access extracurricular activities and are supported in doing so. 	<p>To ensure that PP pupils experience the same opportunities as non-pp. To diminish the gap in culture capital.</p>	<p>Club attendance registers at school clubs, sporting events and follow up on pupils not accessing additional opportunities.</p>	<p>HOS/ Asst HT/ Sports Co-ordinator and all teachers</p>	<p>Ongoing</p>
<p>Total budgeted cost</p>					<p>£19,000</p>
<p>iii. Other approaches (including PP+ funding)</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?
<p>(B) ii. ii. Effectively deploy PSA/EWO to focus on support for PP families and PP+ families on entry to school (including those transferring from other settings)</p>	<ul style="list-style-type: none"> ➤ Employment of a cluster (Roseland Partnership) Parent Support Advisor. ➤ Continued engagement of families and increased confidence in the school to support their child. ➤ Established support sessions for school work, education and parenting sessions. ➤ Sharper focus on attendance; traffic light letters distributed and attendance clinics held by EWO. 	<p>Our PSA helps to promote positive links between home and school. She supports with issues surrounding attendance, sign posts to additional agencies and, supports parents to feel confident.</p> <p>Aspire focus on attendance – new EWO</p>	<p>Regular meetings between PSA and SLT (Including SENDCo) to review cases, discuss support in place for families and individual children. Parental feedback will show they feel supported both at home and school. EWO reviews every half-term.</p>	<p>HoS, Asst HT & SENDCo PSA & EWO</p>	<p>Ongoing</p>
<p>Total budgeted cost</p>					<p>£4,500</p>
<p>Overall</p>					<p>£48,800</p>

6. Review of expenditure				
Previous Academic Year		2018 / 19		
i. 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
<p>All pupils access quality first teaching including lessons that are well differentiated, take into consideration different learning styles and are based around pupils' interests.</p> <p>Additional Pupil Premium Lead and HLTA hours allocated across all phases in order to identify and target intervention specifically for PP pupils. (10 HLTA hours + 0.1 of PP Lead)</p> <p>Pupil progress tracking tool (on-going cost) and extension to include tracking across foundation subjects and improve personalised information for this vulnerable group. JH tracking tool)</p>	<p>Appropriate training for all staff.</p> <p>Pupil Premium Lead will devise and initiate record systems, process and targeted intervention support programmes for PP pupils (based on progress measures and teacher liaison).</p> <p>Information with regard to foundation subject outcomes will be utilised by PP practitioner to contribute to pupil confidence and self-esteem and engagement.</p>	<p>A significant proportion of staff took up appropriate CPD across the 2018/19 academic year.</p> <p>There was substantial Mathematics CPD for Maths Leads and the school is now fully embracing a mastery approach to mathematics at every phase.</p> <p>Maths attainment was above National at KS1 and KS2 and progress measures were positive.</p> <p>PP Lead and HLTA intervention, record keeping and tracking has ensured that all our PP pupils have had personalised support to meet their needs effectively. (see OFSTED report)</p>	<p>Investment in the subject knowledge and skill acquisition of staff will continue – in 2019/20 there will be a renewed focus on foundation subjects and Science (INSET Feb 2020)</p> <p>Additional PP Lead and HLTA hours have been built into the 2019/20 Strategy to ensure that HQ, personalised support continues.</p>	

All pupils will access a comprehensive PSHE (incorporating Spiritual,	On-going purchase of Jigsaw resources and training.	This is an excellent PSHE curriculum resource which is progressive and age appropriate. There is an ongoing cost.	This will be retained for the 2019/20 year	
ii. 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
<p>PP children to be facilitated in experiencing a wider range of sports and arts alongside opportunities to experience different cultures / beliefs to broaden understanding and knowledge of the wider world.</p> <p>To ensure that we provide opportunities that would not have been experienced otherwise.</p>	<p>Increase the variety of cultural experiences available to children and track their engagement in additional opportunities. Ensure that there are no barriers to this e.g. cost.</p> <p>Ensure that pupils (specifically those in care) are able to access extracurricular activities and are supported in doing so.</p>	<p>All PP children were given the opportunity to attend a variety of experiences alongside their peers. A number of pupils were able to take part in events and trips that would have been otherwise unable to attend due to cost.</p> <p>PP pupils were specifically focused on when extra curricular clubs were designed and allocated e.g. debating club was run by PP champion to develop confidence and language skills..</p>	<p>This is an approach that we will continue to employ the following year. Work in books and parental feedback shows that curriculum trips, residential and sporting / arts opportunities have given concrete opportunities for pupils to reflect draw upon in their every day life.</p>	

<p>PP Children receive high quality, purposeful, focused support.</p> <p>PP pupils who are not reaching their potential are identified and key skills taught with challenge being identified. (2 days)</p> <p>All PP pupils will participate fully in a cross-curricular arts experience and all will acquire an Arts Award.</p>	<p>Employment of a part time qualified (1:1 and 1:2 interventions focussing on maths in KS1)</p> <p>an unqualified teacher (1:1 and 1:2 interventions) and HLTA (to support fluid pre-teach / top up teach) to be deployed across classes.</p> <p>Ensure full access to arts experiences and subsidised cost for Arts Award certificates.</p>	<p>This approach was successful for pupils who were identified for support. Sessions took place both in the classroom (alongside the maths lesson) and in the form of post / pre-teach. Pupils were more confident in class and showed some accelerated progress. Intervention records show skills were built on and adapted in liaison with class teachers.</p> <p>All pupils received an arts mark award and were recognised for this. A whole school production took place. All stakeholders (parents, members of the wider community etc) were invited throughout the day for a walk through performance of Dance, Art installations, Music, Songs and costume as created by pupils. Two classes took part in a multi school event held at the Royal Cornwall Museum which was open to members of the public.</p>	<p>We will continue with a similar targeted approach next year however a wider focus on high quality classroom teaching will be employed.</p>	
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<p>PP pupils with additional SEMH needs will be able to regularly meet with a key adult to support their wellbeing.</p> <p>In addition to the above</p> <p>Probus school has identified two members of staff to access Trauma Informed Schools training. Alongside a member of staff who will convert a previous Thrive accreditation this will give the school a member of staff in each stage who is an accredited Trauma Informed Schools practitioner.</p>	<p>Key staff, as identified by pupils, will be made available to support, mentor and coach PP pupils with additional SEMH needs. (This can also include the PSA to facilitate home / school support).</p> <p>Motional screening will identify pupils for intervention, this will be implemented by the TIS practitioners.</p>	<p>Key adults across all key stages were allocated for pupils identified as potentially benefitting from being able to have one member of staff as a 'go to' person. This was done in liaison with parents and pupils. Pupils requiring additional support with SEMH needs met (with their agreement) with their adult to discuss worries, strategies and to celebrate success. Parents also shared concerns / success with the key adult (and visa-versa) to promote confidence and success from home to school.</p>	<p>This method of identifying a 'key worker' for pupils proved popular with both parents and pupils. It was noted by class teachers that pupils displaying SEMH needs were more confident and resilient since this was put in place. We will continue with this next year.</p> <p>Training has now taken place. We will continue to use tools such as motional and the TIS approach as informed by our practitioners. TIS practitioners will continue to receive supervision and updated from TIS UK.</p>	
iii.				
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

Continued increased confidence and engagement of families with school. Support for families with attendance, school work, education and parenting.	Employment of a cluster (Roseland Partnership) Parent Support Advisor.	Input from the cluster PSA has been invaluable. Families across all key stages have received input from the PSA at home or in school. Specific pupils have received 1:1 time with the PSA both at home and or in school. We have seen an increase in parents approaching the school to ask for PSA input and support at home. Support around home routines, behaviour strategies, attendance and financial advice has been given. Classes have been less impacted by pupils coming in late / dysregulated.	This approach has been effective; Year on year we have continued to have had requests from families for PSA support. We will continue this next year.	
Total £40,880				
7. Additional detail				
<p>In this section you can annex or refer to additional information which you have used to support the sections above.</p> <p>See SIDP for Summary of whole school priorities.</p>				