

## Pupil premium strategy / self-evaluation (primary, middle)

1. Summary information for academic year 2018-19					
School	Canon Popham C of E Primary Academy				
Academic Year	2018-19	Total PP budget	£44,460	Date of most recent PP Review	1/9/19
Total number of pupils	37	Number of pupils eligible for PP	33PP + 1 LAC + 3 services	Date for next internal review of this strategy	
Summary information for academic year 2019-20 ( numbers of pupils and funding subject to change. This based on information held at 1/9/19)					
School	Canon Popham C of E Primary Academy				
Academic Year	2019-20	Total PP budget	£36,540	Date of most recent PP Review	1/9/19
Total number of pupils	31	Number of pupils eligible for PP	27PP + 1 LAC + 3 services	Date for next internal review of this strategy	1/1/20

1. Current attainment ( EoY 2018-19)		
<b>Key Stage 1 ( Year 2 )</b> 5 pupils including 1 SEND	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving expected standard or above in reading, writing & maths	0%	69%
% making expected progress in reading (as measured in the school)	40%	62%
% making expected progress in writing (as measured in the school)	0%	55%
% making expected progress in mathematics (as measured in the school)	80%	62%
<b>Key Stage 2 ( Year 6 )</b> 6 pupils including 2 SEND		
% achieving expected standard or above in reading, writing & maths	50%	51%
% making expected progress in reading (as measured in the school)	83%	62%
% making expected progress in writing (as measured in the school)	83%	68%
% making expected progress in mathematics (as measured in the school)	50%	67%
2. Barriers to future attainment (for pupils eligible for PP)		
Academic barriers ( <i>issues to be addressed in school, such as poor oral language skills</i> )		

<b>A.</b>	Pupils understanding of vocabulary and comprehension skills for some pupils	
<b>B.</b>	Progress in maths for some pupils	
<b>Additional barriers</b> (including issues which also require action outside school, such as low attendance rates)		
<b>C.</b>	In some cases, parental engagement	
<b>D.</b>	In some cases, consistent attendance and punctuality	
<b>E.</b>	Pupil's being 'ready to learn' in class every lesson (pupils feel safe and are in a secure place emotionally)	
<b>F.</b>	Pupil's self-esteem and self-confidence	
<b>3. Intended outcomes</b> (specific outcomes and how they will be measured)		<b>Success criteria</b>
<b>A.</b>	Pupils understanding of vocabulary and comprehension skills is improved	<ul style="list-style-type: none"> <li>All teaching staff in school are trained in delivery of Robust Vocabulary instruction training</li> <li>RVI teaching is planned for including focus on Tier 2 words in place in every classroom every week</li> <li>Comprehension whole class/reading lessons in place daily and additional reading intervention in place for target children.</li> <li>TA/ teacher supporting pupils in lessons to access learning and develop independence skills through skilful intervention</li> </ul>
<b>B.</b>	Ensuring that all pupils 'keep up; not catch up' in line with growth mindset/ Maths Mastery philosophy and our approach/high expectations.  Excellent achievement across the curriculum.	<ul style="list-style-type: none"> <li>Canon Popham staff engage in Maths Mastery training, upskilling teachers on Keep Up Not Catch Up, including pre-teaching, SDI, daily maths meetings</li> <li>All children access Maths Mastery lessons daily</li> <li>All disadvantaged children who are not also SEN pupils meet ARE</li> <li>All disadvantaged pupils make good progress</li> <li>High prior attainment disadvantaged pupils exceed ARE</li> </ul>
<b>C.</b>	Parents given range of opportunities to engage with their child's learning	<ul style="list-style-type: none"> <li>Pride in our Learning sessions – high parent/carer attendance at these</li> <li>Parent information meetings offered for every year group with improved attendance</li> <li>Parents engage in wider learning opportunities including Arts Mark art installation, attendance at whole school events such as performances, big picnic, STEM learning activities etc</li> <li>Parents attend key meetings personal to their child such as TAF, SEN, meetings etc</li> </ul>

<b>D.</b>	Identified disadvantaged pupil's attendance and progress to improve	<ul style="list-style-type: none"> <li>• Attendance is equal to non-disadvantaged for those disadvantaged pupils identified as having below 95% attendance</li> <li>• Learning mentor and inclusion team, to work with and support identified pupils in school</li> <li>• Class teachers to monitor and track progress for all disadvantaged children in their class at 3 weekly RAG meetings ( weekly for y 2 and 6)H/T and Office manager to monitor closely all children at risk of persistent absence and challenge this rigorously through school systems to reduce instances of PA</li> </ul>
<b>E.</b>	Pupil's being ' <i>ready to learn</i> ' in class every lesson (pupils feel safe and are in a secure place emotionally)	<ul style="list-style-type: none"> <li>• The structures of lessons are secure and consistent every day across the whole school, including teaching of reading, writing and maths using Maths Mastery approach</li> <li>• Learning mentor/ SENDCo etc are available to be responsive to needs on a daily basis and support individuals to access learning</li> </ul>
<b>F.</b>	Confident, self-assured learners	<ul style="list-style-type: none"> <li>• Pupils enjoy coming to school (evidenced through pupil voice)</li> <li>• Pupils are taught in class, wherever possible (result of pre-teaching/SDI/and additional bespoke support such as learning mentor or Inclusion team input as necessary for individuals)</li> <li>• All pupils have access to wider opportunities and educational visits/ experiences</li> </ul>

#### 4. Review of expenditure

<b>Previous Academic Year</b>		<b>2018-19</b>		
<b>i. Quality of teaching for all</b>				
<b>Action</b>	<b>Intended outcome</b>	<b>Estimated impact:</b> Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>

<ul style="list-style-type: none"> <li>• Ensure staff to pupil ratios are high and teachers have capacity to give additional support in class as needed</li> <li>•</li> </ul>	<p>Excellent achievement, all pupils keep up not catch up.</p>	<p>Pupils are positive about learning and there are high levels of engagement ( evidenced through external visitor reports as well as internal obs)</p>	<p>Maintaining additional TA support in classrooms has been positive. Consistency of TA and regularity of support is essential in ensuring all children are able to access the teaching.</p> <p>Main focus is on support in place during teaching of reading, writing and maths</p>	<p>£6500</p>
<ul style="list-style-type: none"> <li>• Ensure children in receipt of PP are supported during direct teaching time</li> <li>• Children in receipt of PP access pre-teaching and SDI/ intervention teaching</li> <li>• CPD for all staff in 'keep up, not catch up' Maths Mastery and growth mind set/ metacognition</li> </ul>		<p>There are small numbers of PPG children in each class and some overlap with SEND etc, but on an individual level, there have been some examples of accelerated progress and outcomes at KS1 and KS2 are in line or above national in most areas.</p> <p>Children are accessing SDI groups carefully targeted to their needs in the afternoons.</p> <p>All staff understand and have implemented the Maths Mastery teaching approach. Pupils are becoming more confident with talking maths and using maths vocabulary appropriately.</p> <p>All staff have been trained in Mastery approaches and memory/ metacognition.</p>	<p>PPG and children who need targeted support in lesson are accessing this. This is helping to maintain high levels of positive behaviour and engagement with learning.</p> <p>Teachers and support staff are attending RAG meetings and developing classroom strategies including SDI and support.</p> <p>Maths Mastery is fully implemented across the school. This needs to be embedded in the coming 12 months in order to build on and grow the successes.</p> <p>We aim to implement Maths with Parents in the coming year to support this approach and develop it further at a homework level.</p>	<p>£8691</p>

<ul style="list-style-type: none"> <li>• Our Learning Mentor, will work in collaboration with ELSA and inclusion team to provide support to identified pupils.</li> <li>• Works closely with disadvantaged children and provides nurture time</li> <li>• SENDCo/ Inclusion team leader will continue to upskill staff in order to raise understanding of children's social, emotional and mental health needs and how to modify provision and make adaptations for individuals.</li> </ul>		<p>Targetted children are accessing 1:1 support through ELSA or Learning Mentor/Thrive</p> <p>Positive relationships have developed and children are starting to seek out support as needed</p> <p>SENDCo has delivered staff training session linked to noticing and supporting children with mental health concerns. Additional support from CAMHS team has been accessed for individual pupils and some whole class support has also been delivered to a specific year group identified as more vulnerable in this area.</p>	<p>A small number of target children are accessing this support. It is enabling them to access classroom learning more effectively and spend more time in the classroom.</p> <p>Crisis support is offered where needed to children at the pint of need, enabling the others in the class to maintain their learning and address the needs of the individual.</p> <p>Staff training has been delivered and some children have accessed CAMHS support through school signposting and contacting this provision through regular meeting with locality workers.</p>	<p>£5770</p>
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**ii. Targeted support**

<b>Action</b>	<b>Intended outcome</b>	<b>Estimated impact:</b> Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
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<ul style="list-style-type: none"> <li>Implementation of feedback and response modified linked to Maths Mastery training and implemented</li> <li>Pre-teaching (small group) as required</li> <li>SDI Teaching (small group) daily</li> <li>Maths Meetings daily</li> </ul>	<p>Confident, self-assured learners who are more able to access learning</p>	<p>Children are making good progress with Maths Mastery learning. They demonstrate very good attitudes to learning in lessons and respond well to in the moment discussion and feedback from staff.</p> <p>SDI groups are taking place for target children and there is an increased use of concrete manipulatives across the school, supporting all children in their understanding.</p> <p>Maths meetings are in place and learning walls reflect this learning.</p>	<p>Maths Mastery approach is in place. Children are reporting that they enjoy the maths lessons and are fully engaged with them. Use of concrete manipulatives has increased, which is supporting understanding.</p> <p>SDI teaching is in place and planned. This needs to be more refined to ensure that groups have a clearer focus and time limited outcomes for success.</p> <p>Daily maths meetings and related learning walls are in place. These need to be developed to emphasise metacognitive and memory strategies including recall of previous learning.</p>	<p>£3500</p>
<p>Small group teaching / nurture group</p>		<p>This target group of children engaged well with the teaching/ nurture provision. As a result they are all now accessing learning in their classrooms</p>	<p>This group was very successful in supporting children with the highest level of need. Most progress was made in their view of themselves as learners and they are all now transitioned into classroom learning.</p> <p>However, the small group was very expensive in terms of numbers supported and cost. It will only run in future if there are enough children needing this provision. It will also need to be timed and pupils to be back in classrooms within 1 term.</p>	<p>£6000</p>
<p><b>iii. Other approaches</b></p>				
<p><b>Action</b></p>	<p><b>Intended outcome</b></p>	<p><b>Estimated impact:</b> Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).</p>	<p><b>Lessons learned</b> (and whether you will continue with this approach)</p>	<p><b>Cost</b></p>

<ul style="list-style-type: none"> <li>• Maths mastery implimentation</li> <li>• Focus on developing maths talk every lesson</li> <li>• Daily maths meeting focus on keeping key skills fresh</li> <li>• Use of learning walls with up to date learning</li> <li>• Use of new on line times tables resource</li> <li>• Increased direct teaching of times tables</li> </ul>	<p>Improved mental arithmetic and times tables recall ( Y4)</p>	<p>Maths Mastery is implemented across all year groups. All staff have accessed training and feedback from external visitors including specialist maths mastery teacher has been very positive.</p> <p>Daily maths meetings are in place and children are becoming more confident with their maths talk and understanding.</p> <p>Every classroom has an updated learning wall reflecting and supporting current and previous learning in maths</p> <p>All children in years 3 and 4 are accessing the times tables resource. Timetable has been adapted to ensure all Y4 children can access this regularly at school. Almost 70% of Y4 passed the trial times tables test. Staff now have a strategy in place to support additional teaching of this in preparation for the test for Y4 in Summer 2020.</p>	<p>See above for outcomes related to maths mastery approach to teaching.</p> <p>Times tables resource was well received and successful with positive feedback from pupils and parents generally.</p> <p>We need to increase focus on consistent times tables teaching across years 3 and 4 particularly to ensure that these facts are well embedded. Timetabling will need to be reviewed again to ensure time is identified to do this.</p>	<p>£2500</p>
<ul style="list-style-type: none"> <li>• Children lead Pride in our learning events</li> <li>• Staff seek to increase opportunities for parents to take part in shared wider learning e.g. art installation</li> <li>• Identified sessions for parental information in a range of subjects with follow up sessions through the year for targeted year groups</li> </ul>	<p>Higher parent attendance at events and engagement with their child's learning</p>	<p>There is a high level of parental engagement in attendance with Pride sessions. Children enjoy talking about and sharing their learning with parents/carers.</p> <p>We have introduced additional parent activities including coffee afternoons for parents to access support with SEND , the whole school Big Picnic, and Solihull Parenting course.</p> <p>A range of information sessions have taken place for every year group for parents, regarding the curriculum and how they can support as well as specific information linked to key year groups ie SATs for Years 2 and 6, supporting with phonics for Y1, times tables help for Y4 etc.</p> <p>Parents have increased their level of support, sharing their interest in school eg gardening, baking.</p>	<p>Pride in learning sessions have been well attended and will continue.</p> <p>New activities for parents have been generally well received and attended.</p> <p>We have had limited repsonse to Solihull parenting group session. Those who have attended have been very positive but the cost of staff against numbers attending makes this prohibitive in this format. We will run this again if there is enough uptake to make it viable but alternatively, we will offer support on an individual basis</p>	<p>£4480</p>

Learning mentor /Inclusion leader/ SENDCo to work with parents to ensure disadvantage pupils attend regularly and are able to access learning	Disadvantage pupil's attendance to improve	Levels of persistent absence have reduced across the school as a result of rigorous monitoring and challenge/ support offers for parents of children who are at risk of PA.	We have significantly reduced the numbers of pupils at risk of PA. This has been as a result of consistent monitoring, communication with target families and face to face meetings with parents including follow up.  We will continue with this approach in the coming year.	£3500
<ul style="list-style-type: none"> <li>Support pupils to access clubs</li> <li>Supporting some families to pay for educational visits</li> <li>Support some families to access breakfast club free of charge</li> </ul> School to run Solihull Parenting Group	Inclusion for all	PPG children are all accessing school visits and have also accessed the Y6 residential trip as a result of additional funding support.	All PP children have been able to attend visits and residential. We will maintain this service as much as possible going forward. Parents are looking to set up a self supporting uniform swap service to support those who may need to access high quality second hand uniform. This will be run at school ( potentially with support of the church building) and supported in the initial stages by the Inclusion team.	£1500

## 5. Planned expenditure

**Academic year**

**2019-20**

The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

### i. Quality of teaching for all

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review
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<ul style="list-style-type: none"> <li>Ensure staff to pupil ratios are as high as possible with consistent support from LSA in class teams. This ensures additional capacity to give support in class as needed</li> </ul>	<p>Excellent achievement, all pupils keep up not catch up.</p>	<p>Pupils are positive about learning and there are high levels of engagement ( evidenced through external visitor reports as well as internal obs)</p> <p>There has been improved outcomes at KS 2 and data across all phases is now mostly above national/ at national for outcomes .</p> <p>We need to improve progress data in KS 2 and aim to focus on securing this in the coming year through effective intervention support.</p>	<p>Maintaining consistency of LSA and regularity of support is essential in ensuring all children are able to access the teaching.</p> <p>LSA's to attend RAG meetings and contribute to these at least once per term. They have a good level of understanding of children's performance, gaps in learning and interventions required.</p> <p>Monitoring of evidence through observations, book looks, RAG meetings, pupil discussion and test data.</p>	<ul style="list-style-type: none"> <li>SLT- lead AN</li> </ul>	<p>Following Autumn term data collection.</p> <p>Individual discussions with staff as part of RAG meetings at least 3 weekly</p>
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<ul style="list-style-type: none"> <li>• Ensure children in receipt of PP are supported during direct teaching time to secure understanding within lesson and then apply learning independently.</li> <li>• Children in receipt of PP access SDI/ intervention teaching at point of need</li> <li>• Embed Maths Mastery teaching across the school and maths with parents.</li> </ul>	<p>To narrow the gap between PPG pupils outcomes and progress measures and all other children.</p>	<p>There are small numbers of PPG children in each class and some overlap with SEND etc, but on an individual level, there have been some examples of accelerated progress and outcomes at KS1 and KS2 are in line or above national in most areas. We need to accelerate this so that more PPG children are able to accelerate progress.</p> <p>Children are accessing SDI groups carefully targeted to their needs in the afternoons. This is enabling improved access to learning in lessons.</p> <p>All staff understand and have implemented the Maths Mastery teaching approach. Pupils are becoming more confident with talking maths and using maths vocabulary appropriately.</p> <p>All staff have been trained in Mastery approaches and memory/ metacognition. This understanding needs to be secured in teaching and intervention groups.</p>	<p>Triangulation of evidence will show that PPG and children who need targeted support in lesson are accessing this. This is helping to maintain high levels of positive behaviour and engagement with learning. This will then support improved progress.</p> <p>Teachers and support staff attending RAG meetings and developing classroom strategies including SDI and support. This strategy to be rigorously applied in the coming year, using termly</p> <p>Maths Mastery is fully implemented across the school. This needs to be embedded in the coming 12 months in order to build on and grow the successes. Use of SLE maths to monitor progress in maths teaching.</p> <p>We aim to implement Maths with Parents in the coming year to support this approach and support practical maths learning activities within real life contexts art home.</p>	<p>SLT – RAGs AN English JS Maths - DM</p>	<p>Following Autumn term data collection.</p> <p>Individual discussions with staff as part of RAG meetings at least 3 weekly</p> <p>Monitor percentage of Maths with parents uptake and engagement. Target parents to ensure PPG pupils are all signed up and engaging with the programme.</p>
<b>Total budgeted cost</b>					£20000
<b>ii. Targeted support</b>					
<b>Action</b>	<b>Intended outcome</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review</b>

PPG children who are 'stuck' with learning or at risk of making slower progress in specific aspect of learning in Reading, writing or maths targeted for short term intensive intervention block outside of RWM lessons to address the gaps.	Identified gap is addressed and pupils are able to apply the learning independently in class.	Children who have had specific block intervention for a targeted learning gap have made good progress in addressing this.	Provision map will clearly show which children are accessing which block of support. RAG meetings will identify if the provision is having an impact or what the next steps need to be. Termly data will show improvement Triangulation of evidence and pupil discussion will show that pupils accessing block intervention are making good progress and gap is being addressed.	SENCo/ HLTA	At the end of each half term to ensure gap has been addressed 3 weekly to monitor progress in RAG meeting
<b>Total budgeted cost</b>					£7500
<b>iii. Other approaches</b>					
<b>Action</b>	<b>Intended outcome</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review</b>

<ul style="list-style-type: none"> <li>• Our Learning Mentor, to work in collaboration with ELSA and inclusion team to provide support to identified pupils with emotional / mental health and wellbeing support..</li> <li>• Works closely with disadvantaged children and provides nurture time</li> <li>• SENDCo/ Inclusion team leader will continue to upskill staff in order to raise understanding of children's social, emotional and mental health needs and how to modify provision and make adaptations for individuals.</li> </ul>	<p>Vulnerable children have their emotional and mental health/ wellbeing needs met, resulting in them being more able to access learning successfully.</p>	<p>Targeted children accessing 1:1 support through ELSA or Learning Mentor/Thrive are making progress.</p> <p>Positive relationships have developed and children are starting to seek out support as needed</p> <p>SENDCo has delivered staff training session linked to noticing and supporting children with mental health concerns. Additional support from CAMHS team has been accessed for individual pupils and some whole class support has also been delivered to a specific year group identified as more vulnerable in this area.</p>	<p>Progress monitored for individuals through use of Boxall screening- SENCo to monitor</p> <p>Identified children are spending increasing amounts of time successfully accessing learning in class.</p> <p>Individual children are getting fewer crisis points enabling greater access to learning.</p>	<ul style="list-style-type: none"> <li>• ELSA- AH</li> <li>• Thrive- AS</li> <li>• SENDCo- CB to lead monitoring</li> </ul>	<p>Termly</p> <p>Or where individual need means that provision may need to be reassessed, whichever is sooner.</p>
<p>Provision of breakfast club free or at subsidised rate</p>	<p>No child will be hungry and all will be ready to learn at the start of the day</p>	<p>Maslow's hierarchy of need shows that where children's physical need for safety, food etc is not met, this impacts on their ability to learn.</p> <p>Provision of breakfast club enables children to be at school , in a secure routine and having accessed an appropriately nutritionally balanced breakfast, resulting in them being ready to learn.</p>	<p>Uptake of places for target families monitored weekly.</p> <p>Children's well being and readiness to learn results in good classroom engagement with learning</p>	<p>AN</p>	<p>Uptake monitored weekly.</p> <p>Outcomes for pupils monitored at RAGs and termly data points</p>

Financial support for target children to access wider curriculum opportunities such as visits and residential	Provide opportunities for children to broaden their life experience, and engage in meaningful activities outside of their own locality to enhance their academic and personal development.	Children need to experience a wide range of activities and to broaden their knowledge of the world through meaningful interactions. This in turn supports their levels of vocabulary development , well being and social and emotional development.	Levels of access to visits and residential monitored to ensure that PPG pupils are able to take part on an equal footing with all other pupils.	AN	Reviewed at the point of each vista/ residential to ensure that provision is targeted at the right time to support access to each learning opportunity.
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**Total budgeted cost    £9040**

**6. Additional detail**

The majority of the PPG funding is targeted at maintaining consistency of additional support in classrooms and intervention support for identified pupils.

The school also tries to respond to individual needs where there may be points of particular difficulty for families in ‘one off’ situations and have supported with purchase of uniform/ shoes etc to ensure that children can attend school appropriately kitted out with the necessary equipment.

All staff hold the detail of which pupils are in receipt of PPG and they are targeted at classroom level to ensure maximum opportunity to access learning.