

Pupil Premium Strategy 2019-2020

Identified problem	Desired outcome																								
<p>A. Some PP Pupils have low levels of self-esteem, well-being and involvement in school life.</p>	<p>Increase the levels of self-esteem and raise expectations. Increase the number of PP children attending school clubs, either at lunch time or after school.</p> <p>2018/2019 – attendance data</p> <table border="1" data-bbox="707 544 1783 895"> <thead> <tr> <th data-bbox="707 544 1010 667">Sport</th> <th data-bbox="1016 544 1346 667">Number of PP children attending (baseline from 2017/18)</th> <th data-bbox="1352 544 1783 667">Number of PP children attending 2018/2019 (baseline for 2019/2020)</th> </tr> </thead> <tbody> <tr> <td data-bbox="707 671 1010 699">Football</td> <td data-bbox="1016 671 1346 699">PP 6 children (18%)</td> <td data-bbox="1352 671 1783 699">PP 7 children (20%)</td> </tr> <tr> <td data-bbox="707 703 1010 730">Hockey</td> <td data-bbox="1016 703 1346 730">PP 7 children (23%)</td> <td data-bbox="1352 703 1783 730">NA</td> </tr> <tr> <td data-bbox="707 735 1010 762">Netball</td> <td data-bbox="1016 735 1346 762">PP 5 children (18%)</td> <td data-bbox="1352 735 1783 762">PP 6 children (18%)</td> </tr> <tr> <td data-bbox="707 767 1010 794">Dance</td> <td data-bbox="1016 767 1346 794">PP 2 children (18%)</td> <td data-bbox="1352 767 1783 794">NA</td> </tr> <tr> <td data-bbox="707 799 1010 826">Basketball</td> <td data-bbox="1016 799 1346 826">PP 7 children (22%)</td> <td data-bbox="1352 799 1783 826">PP 7 children (29%)</td> </tr> <tr> <td data-bbox="707 831 1010 858">KS1 football</td> <td data-bbox="1016 831 1346 858">PP 3 children (18%)</td> <td data-bbox="1352 831 1783 858">NA</td> </tr> <tr> <td data-bbox="707 863 1010 895">Lunch Club (SEMH)</td> <td data-bbox="1016 863 1346 895">NA</td> <td data-bbox="1352 863 1783 895">PP 2 children (50%)</td> </tr> </tbody> </table>	Sport	Number of PP children attending (baseline from 2017/18)	Number of PP children attending 2018/2019 (baseline for 2019/2020)	Football	PP 6 children (18%)	PP 7 children (20%)	Hockey	PP 7 children (23%)	NA	Netball	PP 5 children (18%)	PP 6 children (18%)	Dance	PP 2 children (18%)	NA	Basketball	PP 7 children (22%)	PP 7 children (29%)	KS1 football	PP 3 children (18%)	NA	Lunch Club (SEMH)	NA	PP 2 children (50%)
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<p>B. Some PP pupils attain lower standards compared to their Non-PP peers due to lower starting points in EYFS, poor behaviour for learning and lack of aspiration. Very few achieve greater depth in any of the core subjects.</p>	<ul style="list-style-type: none"> • Increase the number of PP children achieving Expected levels in all core subjects. • Increase the number of PP children achieving Greater Depth in all core subjects. • Children to be encouraged to take responsibility for their own learning and achievements – focus on Growth Mindset • 1:1 PP conferencing for all PP children – meetings between class teachers and their PP students to identify targets for the term. 15 minute 1:1 meetings to take place in Week 1 of each term, and parents to be informed of target agreed between CT and child. 																								

<p>C. Some PP pupils have a lack of additional ‘rich and rounding’ experiences/ opportunities that would support a higher level of emotional well-being, behaviour, understanding and aspiration.</p>	<ul style="list-style-type: none"> • Improve PP pupil’s levels of emotional well-being, behaviour, understanding and aspiration by providing extended school experiences, trips, educational opportunities/workshops and additional lunchtime provision (eg Lunch Club). • PP children to show increased satisfaction and enjoyment in school life (ascertained from pupil surveys).
<p>D. Some PP pupils have lower attendance rates than their non PP peers. Some also have problems with persistent lateness.</p>	<ul style="list-style-type: none"> • Increase the attendance of PP children so they have an at least ‘good’ level of attendance in school, with most attending at no less than 97%. – supported by FLO • Increase the attendance of PP children so they have an at least ‘good’ level of punctuality in school, with no more than three registered “lates” per term – supported by FLO
<p>E. Some PP pupils have lower levels of parental support and engagement with their child’s education and well-being.</p>	<ul style="list-style-type: none"> • Increase the attendance of PP parents at workshops and school events. • PP parents increased involvement with the Inclusion Manager/FLO – regular parent events eg coffee mornings • All staff to have secure knowledge and understanding on how to support and communicate with vulnerable parents. ‘Aspiration for All’ project to support coaching for staff to enable them to lead regular meetings to engage identified PP parents. • PP children to arrive at school, ready for learning with necessary equipment/ completed homework.

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