

# Pupil premium strategy statement – North Mundham School

1. Summary information					
School	North Mundham				
Academic Year	19/20	Total PP budget	£44212	Date of most recent PP Review	Autumn 19
Total number of pupils	215	Number of pupils eligible for PP	31	Date for next internal review of this strategy	Dec 19

2. Current attainment			
	Pupils eligible for PP (your school)		Pupils not eligible for PP (national average)
	Progress	Attainment	
% achieving in reading, writing and maths	35.5%	41.9%	65%
% making progress in reading	54.8%	45.2%	73%
% making progress in writing	51.6%	41.9%	79%
% making progress in maths	61.3%	45.2%	79%
<b>SATs results 2019 – Reading – 91% (73%) Writing – 82% (79%) Maths – 88% (79)% RWM – 79% (65%)</b>			

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
A.	Weak literacy skills – decoding and reading fluency
B.	Weak sentence structure
C.	Low number fluency and attainment/progress in KIRF learning
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
D.	Home school routine support Attendance lower in this group of children – 89.5% against 96.8% whole school (Dated 7/11/19)

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	All pupils to make at least age related progress on a measure that gives a reading age – GRT test.  Children to be using a range of sentences in work. Evidence to be seen of how these are being developed in classrooms with the use of working walls and prompts.	All children to sit a baseline and have 3 monthly checks to assess progress. All those identified as being behind on attainment to read daily with an adult and have it signed in reading journal.  All children to have sentence prompt attached to their writing book. Evidence of PP achievement to be shown on writing displays.
B.	PP children to make 40% progress or 90% attainment on KIRFs. PP children to move at least 1 band per term on HeadStart assessments	Evidence monitored by AHT and class teachers to ensure this progress is being made.

		Interventions discussed for those children not making expected progress.
<b>C.</b>	Pupil Premium families meet each half term with class teacher and are able to support their child's learning at home.	Families are supporting their child with home reading, spelling, homework and target books. All PP children offered a homework club where reading, spelling, KIRFs are managed.

## 5. Planned expenditure

**Academic year**

**2019 - 2020**

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	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
All pupils to make at least age related progress on a GRT measure that gives a reading age – GRT test.	Vocabulary is high profile. Pre teaching to children before reading takes place. Reading for fluency. Children who are 'at risk' read daily and re-read the same text until they have an appropriate level of fluency. Reading for speed in KS2 – Interventions in place to help children read at an age appropriate level.  Shared CPD from UoC on early reading	Reading is an underpinning value to allow PP children their full curriculum entitlement. This skill with have a huge impact on accessing school life.  The EEF has these as part of their 7 recommendations for good literacy teaching.	Lesson observation Learning walks PP reviews Reading data	Justin Murray	Dec 19 March 20 June 20
Children to be using a range of sentences in work. Evidence to be seen of how these are being developed in classrooms with the use of working walls and prompts.	Writing prompts evident for all children to assist with age related sentence structure. All learning walls to include examples of sentences that targeted children have mastered.	Scaffolded approach to teaching and learning. High profile expectations linked to class absolutes and sentence progression.  Reward and visual success through celebration on the working wall.	Lesson observation Work scrutiny Governor visits Learning walks	Justin Murray	Dec 19 March 20 June 20
PP children to make 40% progress or 90% attainment on KIRFs. PP children to move at least 1 band per term on HeadStart assessments	All parents to have termly letter emailed and as hard copy at PP reviews. HeadStart and KIRF data reviewed with AHT at PP review meetings. Interventions to be clearly recorded in interventions folder for 'at risk' children	If children have secure age related facts and fluency this will help in whole class sessions. Engagement with manageable tasks at home	PP records Maths drop ins Data entry	Justin Murray	Dec 19 March 20 June 20

Pupil Premium families meet each half term with class teacher and are able to support their child's learning at home.	Termly meetings to discuss how well home learning is going. Offer of a club run by two TAs to support with PP homework led by JM to focus on KIRFs, reading and spelling. Parents also invited.	Home/school relationships and targeted practise are essential for keeping pace with whole school routines and a sense of belonging. Ensuring those families who find supporting learning challenging have avenues to help their child's learning can help facilitate faster progress.	PP records Club attendance	Justin Murray	Dec 19 March 20 June 20
<b>Total budgeted cost</b>					£900 for after school club £ for CPD from UoC
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</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 implementation?</b>
All PP intervention/ SEN crossover is streamlined to ensure a focussed, targeted approach to the children's development.	SENCO and AHT meet with Y4 and 5 where crossover is high and ensure targets are streamlined.  At the end of each meeting point the SENCO assesses the impact of interventions and produces evidence to support the decisions made for on-going teaching provision.	Assessing the impact of interventions is critical in ensuring that time is maximised with vulnerable pupils.	SENCO reports PP review records	Laura Finch	6 weekly reviews
Interventions enable Pupil Premium Pupils (including those with SEND) to make progress at least in line with other pupils in reading and writing	Additional support to access class readers at KS2 Interventions such as Toe by Toe and Power of 2 Precision Teaching Reading Eggs	The EEF Toolkit shows that targeted interventions matched to specific needs can be effective. We are also using some nationally recognised programmes.	Lesson Observation and tracking impact	Laura Finch and class teachers	6 weekly reviews
More able Pupil premium Pupils make strong progress from their starting points.	Teacher / TA support enables pupils to understand their next steps and how they can achieve this in their learning.  Quality first teaching approach	The EEF toolkit evidences that good meta-cognition enables pupils to understand themselves as learners and achieve greater success	Teacher and TA working closely together to develop and support self assessment	Upper KS2 class teachers	6 weekly reviews
<b>Total budgeted cost</b>					32000
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</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 implementation?</b>
Pupils with social emotional needs are supported in school	Play Therapy and Learning Mentor support	Sutton Report evidenced the value of metacognitive work in enhancing pupil progress	Regular reviews of impact	Julia Carey Laura Finch	6 weekly reviews

and families have a strong relationship with school	6 weekly meetings with Pupil Premium families with agenda to include attendance and any barriers to learning				
Continue to ensure that the gap between PP attendance and non PP attendance is diminished	<p>Ensure high levels of inclusion in clubs, curriculum enrichment activities, sport and visits to promote well-being and enjoyment of school and enable pupils to develop positive learning behaviours.</p> <p>Club attendance is going to be part of the on-going PP review agenda</p>	Sutton report shows that physical, mental and social emotional well-being lead to higher attendance and focus in school	<p>Regular reviews of impact</p> <p>Monitoring uptake</p> <p>Pupil Questionnaire</p>	Julia Carey	6 weekly reviews
<b>Total budgeted cost</b>					6000

<b>6. Review of expenditure</b>				
<b>Previous Academic Year</b>		<b>2018-2019</b>		
<b>i. Quality of teaching for all</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</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>
KS2 Learned sentence structures enhance pupil's writing	David Peat Sentences and progression in sentence structure document	Results were above national at KS2. Results for Y3,4,5 were strong and this will improve outcomes over time. 60% PP pupils achieved EXS in writing	Teachers have designed a Sentence Progression Document to support writing across the year groups. We will continue with this approach. It has been a very positive step forward and the pupils' repertoire of sentences will continue to build over the years.	£15,850
<b>ii. Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</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>
Improved achievement in Year 1 phonic screening	Additional active phonic sessions to support learning	Our phonics scores at Year 1 show a 3 year positive trend and boys phonics is now at least in line with girls. Pupil Premium Pupil achieved the phonic standard.	It is important that the teacher leads the active phonic sessions and these reinforce the learning from whole class phonics. These are now part of our teaching practice.	See below
Targeted support enables accelerated pro	Targeted 1:1 or small group support by specialist	This has been very successful at each Key Stage. In Class R pupils with low starting points made accelerated progress to achieve Good Level of Development. In KS2 the Y6 10 OUT OF 11 borderline children made ARE with 11 <sup>th</sup> child making 99.	The focus of interventions will change in line with different cohorts of pupils in response to their learning needs.  This will be reviewed by SLT again as the year develops	£19,253
<b>iii. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</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>
Pupils are resilient in their learning and access social emotional support	Work with play therapist or learning mentor on relevant issues	This has been successful with supporting social emotional behaviour. Attendance for Pupil Premium Pupils is increasingly close to that of non Pupil Premium Pupils	Some pupils required support for considerable periods of time. The support was welcomed by families. We will continue with this approach.	See below
Pupils take part in activities that increase their well-being	Involvement in school clubs etc	This enables pupils to 'Belong, Believe, Achieve' in the Mundham Way. Clubs and Curriculum Enrichment Activities widen pupils' life experience and support families. 75% of Pupil Premium Pupils take part in activities and we hope to continue to increase this percentage further (previously 65%)	We have funded book purchases to enable pupils to take part in Book Week and Reading Awards.	£6435

## 7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.  
Our full strategy document can be found online at: [www.aschool.sch.uk](http://www.aschool.sch.uk)