



Tibberton CE First School: Pupil Premium Strategy Statement 2019-20

Vision for the Pupil Premium Grant

As with every child in our care, a child who is eligible for a Pupil Premium Grant is valued, respected and entitled to achieve their very best irrespective of need. The PP grant is used to overcome barriers whether they are to learning, behaviour, self-confidence or social skills. The approaches used have proven to be effective in improving the achievement and opportunities for disadvantaged pupils. This reflects our ethos of 'Achieve, Believe, Care.' *and our Christian Vision to serve with Grace.*

1. Summary information

School	Tibberton CE First School				
Academic Year	2019/20	Total PP budget	£4,220	Date of most recent PP Review	Autumn '19
Total number of pupils	71	Number of pupils eligible for PP	4	Date for next internal review of this strategy	Ongoing

2. Current attainment (based on end of 2019-20 key stage outcomes)

	<i>Pupils eligible for PP (your school)</i>	<i>All pupils Tibberton</i>	<i>All pupils (national average)</i>
KS1 Assessment - No. in cohort: 14 No. of PP pupils: 1			
% achieving ARE + in reading	100%	77%	75%
% achieving ARE + in writing	100%	77%	70%
% achieving ARE + in maths	100%	82%	76%
% making at least expected progress in reading	100%		
% making at least expected progress in writing	100%		
% making at least expected progress in maths	100%		
Year 1 Phonics 2018 - No. in cohort: 17 No. of PP pupils: 3			
% reaching the required standard	n/a	94%	82%
EYFS – No PP pupils	n/a		

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.	Gaps in skills in mathematics has prevented pupils achieving ARE despite making expected progress from their starting points.	
B.	Social and emotional needs of PP pupils	
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>		
C.	Support with learning outside of the school day.	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	To close the attainment gap in maths between PP and non-PP pupils, Ongoing assessment, pupil progress meetings, intervention impact review, book trawls and learning walks.	PP show improved attainment through termly data and pupil progress meetings. Cluster and interschool moderation will verify assessment attainment levels.
B.	Social and emotional needs for PP pupils are identified and provision is in place to meet these needs.	A thorough knowledge of our pupils and being aware of all of their needs will support their confidence and self-esteem. PP pupils will have the most appropriate provision, intervention and support to enable them to make progress and develop their specific social and emotional needs to ensure readiness for learning. PP pupils will show an increased engagement in learning opportunities across the curriculum.
C.	PP pupils will be supported in their wider learning opportunities	PP involvement in appropriate wider provision (breakfast club, school clubs, bought in services and additional targeted intervention for spelling and homework where appropriate).

5. Planned expenditure					
Academic year	2019-20				
The 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, including targeted support					
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?
Improved progress for all PP pupils. including the more able	<p>Specific hours given to employ a 'floating' teaching assistant to provide targeted support to PPG learners.</p> <p>Additional hours to Teaching Assistants to support PP learners.</p> <p>Individual social and learning needs will be assessed and monitored to ensure appropriate support provided and to ensure the impact of interventions put in place for PP pupils of all abilities.</p> <p>Additional training or specialist support will be provided as appropriate.</p>	<p>This has allowed us to have higher than expected adult: pupil ratios in class as we believe guidance and feedback from adults raises the standards for the most vulnerable children, particularly those with attachment issues and complex social and emotional needs.</p> <p>We have the flexibility to target pupils appropriately whatever their specific needs. This may be individual support or within the classroom or playground.</p> <p>We have been able to upskill staff to meet specific needs, allowing us to be proactive in addressing needs.</p> <p>Small group interventions have shown to be effective. Evidence indicates that 1:1 tuition can be effective, on average accelerating learning by approximately five additional month's progress. Short regular sessions often have optimum impact.</p>	<p>Data tracking</p> <p>Intervention impact review</p> <p>Moderation tasks</p> <p>SLT Subject monitoring</p>	<p>SLT</p> <p>Class teachers</p>	<p>Termly pupil progress meetings and SLT review meetings.</p>

To close the attainment gap in maths between PP and non-PP pupils	<p>SLT to ensure PP interventions and support are based on need and in collaboration with the class teacher.</p> <p>Numicon intervention to embed building blocks of number</p> <p>Structured support within Numeracy, including year group specific sessions three days per week</p> <p>Personalised learning and resources. Access to quality resources (e.g. Times table Rock Stars,)</p>	<p>Small group interventions have shown to be effective. Evidence indicates that 1:1 tuition can be effective, on average accelerating learning by approximately five additional month's progress. Short regular sessions often have optimum impact.</p> <p>Actively involving parents in supporting their children's learning can accelerate the children's progress by three months.</p>			
Total budgeted cost					£3320
ii. Other approaches					
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?
Social and emotional needs for PP pupils are identified and provision is in place to meet these needs, with PP pupils supported in their wider learning opportunities	<p>School visits – curriculum linked and residential are funded where there is need.</p> <p>Extra-curricular activities</p> <p>Music tuition</p> <p>Paid access to breakfast club and subsidised after school clubs.</p> <p>Subsidised school uniform expenses.</p>	<p>Learning outside the classroom is a vital part of children's learning and development, providing the children with the wider experiences they need to develop in this widest sense. It is a vital element of broad, balanced and inclusive curriculum and supports the development of a lifelong love of learning.</p> <p>Children who learn to play an instrument develop a sense of personal achievement and pride. Playing an instrument requires the brain to work at advanced speeds. Reading music is converted in the brain to the physical motion of playing the instrument. It has been shown that learning to play an instrument can help kids grow socially and academically.</p> <p>This has proven to have a positive impact on parental involvement with school and upon attendance. Involvement in these activities often allows PP pupils to gain wider experiences and participate in social situations they would otherwise be excluded from.</p> <p>By enabling PP pupils to be fully involved in school life with this extra financial support we have improved parental involvement over time, supported pupil key skills development impacting on achievement and developing social and personal skills.</p>	<p>Monitoring through pupil engagement and pupil progress.</p> <p>Monitoring through parental engagement.</p> <p>Monitor number of PP pupils participating in enrichment activities</p>	<p>SENCO</p> <p>SLT</p> <p>PE Lead</p>	Termly
Total budgeted cost					£900

Review of expenditure			
Previous Academic Year		2018-19	
i. Quality of teaching for all and 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.	Next Steps / Lessons learned (and whether you will continue with this approach)
To close the attainment gap between PP and non-PP pupils	Additional hours to Teaching Assistants to support PP learners through targeted interventions.	There were no PP pupils in EYFS In Y1: 100% PP pupils passed the phonics screening test. 100% were ARE+ in Reading, Writing and Maths combined at the end of the year. 33.3% were GD in reading, writing and maths combined at the end of the year. In Y2: 100% were ARE+ in Reading and Writing. 100% made good progress in Reading, Writing and Maths. In Y3: 100% were ARE+ in Reading and Writing, 50% ARE+ in Maths. 50% were GD in Reading and Maths and 100% were GD in writing. In Y4: 100% were ARE+ in all areas.	Targeted support accelerated progress and allowed tailored support and provision to be planned by the class teachers. The flexibility of the approach allowed us to be led by the specific needs of individuals, supporting progress in different areas and overall attainment. Additional adult support allowed us the flexibility to employ staff strengths and upskill staff where needed. Continue into next cycle.
ii. Other approaches			
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)
Specialist equipment to support learning PP pupils supported in their wider learning opportunities	Up to date Numeracy and Literacy IT resources to support learning School visits – curriculum linked and residential are funded where there is need. Extra-curricular activities Music tuition Breakfast club and after school clubs subsidised. Subsidised school uniform expenses.	Individual learning supported with quality resources– see above. These resources have also supported non PP pupils. All PP pupils involved in at least one school club. PP involvement in learning outside classroom has developed confidence and resilience of PP pupils. It was noted that PP pupils attending breakfast club were settled and ready to learn in class with good levels of concentration.	Non measurable joy of learning Continue to look for further enrichment activities and ensure equal opportunities for all. Support of wider opportunities has supported parental engagement. Continue into next cycle.
6. Additional detail			
As a Christian School we are deeply committed to ensuring that we serve with Grace, this means that we are determined that EVERY child deserves to do their very best because they are them. More details about our school can be found at http://www.tibberton.worcs.sch.uk/ . Our current PP sum applies to 1 ‘Ever 6’ pupil, 2 Forces Children and 1 PLAC pupils. In 2015-16 we received £7720.00, in 2016-17 we received £8340.00, in 2017-18 we received £10980.00, in 2018-19 we received £9160. Expenditure is scrutinised at termly Finance Committee Governor meetings.			

