



Pupil Premium

Expenditure

Projection 2019-20

Palace Wood Pupil Premium Strategy 2019-20

BACKGROUND INFORMATION

The Pupil Premium is an allocation of funding, in addition to main school funding, which schools receive according to the number of children in specific groups. Schools receive Pupil Premium funding for:

- children who have been eligible for free school meals at any point in the last 6 years
- children who are looked after (they are in Local Authority Care)
- children adopted from care and children who have left care under a Special Guardianship or Residence Order
- children recorded as 'ever 4' service child or are in receipt of a child pension from the ministry of defence
- The government awards this funding to help raise achievement for these children. National data shows that as a group, children in these groups have consistently lower educational achievement than those who are not in these groups.
- It is up to local schools to decide how the Pupil Premium is spent, but this funding should be used to support these children.

All schools are required to publish, on their websites, what funding they have received and how the money is being used. More information about Pupil Premium can be found on the following government web site:

<https://www.gov.uk/government/publications/pupil-premium-allocations-and-conditions-of-grant-2019-to-2020>

How Palace Wood uses Pupil Premium

Research shows that children from all backgrounds are entitled to Quality First Teaching in all aspects of the curriculum and this has the biggest impact on their learning.

The EEF (Education Endowment Fund) highlighted the following: 'Evidence-informed teachers and leaders combine findings from research with professional expertise to make decisions.' At Palace Wood, we empower our staff to lead their own research projects with the primary aim to focus on the improvement of education for our children and closing the gap for our disadvantaged pupils. Working in partnership with not only colleagues within school but also with those in other settings to inform our decision-making to improving education for all.

Alongside this, our school improvement plans identifies the need to develop our curriculum for all. We have divided this document into 5 key areas

- Inspirational Learning
- Distinctive Learning
- Lifelong Learning
- Collaborative Learning
- Early Years Foundation Stage

This document links directly to our school plan to show how we spend the allocated money to improve learning for all and in particularly out pupil premium children.

In the Sutton Trust 2018 document Potential for Success it states, 'Students of all backgrounds should have access to high quality extra-curricular activities in order to boost essential life skills that facilitate academic attainment and future success.' At Palace Wood with aim to provide all pupils with a range of extra-curricular opportunities to enrich their lives in many ways.

Pupil premium strategy statement – Palace Wood Primary School

1. Summary information					
School	Palace Wood Primary School				
Academic Year	2019/20	Total PP budget	£77,500	Date of most recent PP Review	N/A
Total number of pupils	410	Number of pupils eligible for PP	74 (not all in census so funding not received until April)	Date for next internal review of this strategy	April 2020

2.	3. Current attainment		
	<i>School non PP</i>	<i>Pupils eligible for PP (your school)</i>	<i>All Pupils (national average)</i>
% achieving the expected standard in combined reading, writing and maths	84%	33%	64%
% achieving the expected standard in reading	84%	44%	75%
% achieving the expected standard in writing	86%	33%	78%
% achieving the expected standard in maths	88%	56%	76%
% achieving the expected standard in GPS	86%	33%	78%
Progress measure in reading			0
Progress measure in writing			0
Progress measure in maths			0

4. Links to School Improvement Plan

1 - Inspirational Learning

- 1.1 Develop 'instructional programmes'
- 1.2 Develop the learning frameworks for Palace Wood Primary School
- 1.3 Develop an ambitious and relevant curriculum that is well sequenced and builds on previous learning, knowledge and skills
Develop a 'feedback framework' which outlines the key principles of feedback and how it impacts on children

2 - Distinctive Learning

- 2.1 Raise expectations of behaviour across the school
- 2.2 Ensure the curriculum is adapted appropriately to be ambitious for all learners
- 2.3 Provide pupils with meaningful opportunities to understand how to be responsible, respectful, active citizens who contribute positively to society.

3 - Lifelong Learning

- 3.1 Develop a research culture within the staff and use this to improve pedagogical understanding.
- 3.2 Develop subject leaders to ensure they are able to support curriculum development.
- 3.3 Ensure CPD supports school needs – specific focus on curriculum and the way that it is taught

4 - Collaborative Learning

- 4.1 Ensure curriculum is linked to the local community, and this is utilised to help pupils remember content in the long term
- 4.2. Engage the community in the life of the school, and use this to create additional opportunities for the children.
- 4.3 Develop a wide range of extended opportunities outside the classroom to enhance pupils lives

5 - Early Years Foundation Stage

- 5.1 Develop writing so that outcomes for writing are closer to other areas of learning
- 5.2 Develop transition arrangements to ensure that children are best prepared for the next stage of their education.
- 5.3 Develop Child Initiated Play to raise expectations for outcomes for children.

6 Planned expenditure

Academic year	2019/20
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The headings below demonstrate how we are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Inspirational Learning					
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?
1.1	Continue subscription to Phonics Read Write Inc Programme in KS1	Phonics results in Year 1 have improved since purchasing the scheme therefore the continuation of it is what is judged as best provision for our children.	All relevant staff will be trained to deliver the programme and a member of staff is designated to lead this area. Release time is given to ensure they are all assessed consistently.	Kadri Knowers	June 2020
1.2	Develop whole school Teaching and Learning principles including opportunities for the wider curriculum within school.	Research shows that staff who own the principles and rationales behind the curriculum are more committed to delivering it to the highest standard for all.	Devoted INSET day time to ensure all staff members are part of the discussion.	MC	Yearly
1.2	Subject Specialisms used for French, PE and PPA cover/ subject release.	Staff with a strong/ exceptional subject knowledge are better equipped to deliver quality first teaching to all pupils.	Recruit specialist teachers Reviewed and appraised by staff	MC ER CV SC SB	Yearly
1.3	Developing individualised feedback frameworks in classes	EEF expressed the importance and high impact on moving learning forward when using high quality feedback.	Progress is evident in books and through discussion in classrooms.	SLT	Termly
Total budgeted cost					

ii. Distinctive Learning					
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?
2.1	Specialist Services used to support behaviour for learning - Elsa - Play Therapist	Focusing a more positive and restorative approach to improving behaviour for vulnerable children	Review of impact of using specialist services on the behaviour of children who have received this support.	AR	Termly
2.2	Adapt Curriculum based on advice from the following specialists - Educational Psychologists - SENDCO - Pre Teaching	Adapting the curriculum to suit the needs to all pupils will impact on their learning in all areas.	Review impact from looking at data and through PPRs	AR/ SLT	Termly

	<ul style="list-style-type: none"> - Bespoke Curriculum - Precision Teaching - SLT x2hrs weekly for Maths Group - FLO support 				
2.3	<p>Lunchtime initiatives</p> <ul style="list-style-type: none"> - Year 5/6 Munch Bunch Club - Year 5 Club - Reading with Middy Meal Supervisors 	<p>Well-planned and structured lunchtimes give all children more success during this time making them ready for learning when returning to the classroom in the afternoon.</p> <p>Reading more frequently improved children's fluency and skills.</p>	<p>Review impact of clubs against behaviour records and feedback from staff</p> <p>Review reading progress for targeted children.</p>	CV FLO (AB) CK	Termly
Total budgeted cost					

iii. Lifelong Learning					
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?
3.1	Experience Staff member dedicated to release subject leaders 0.4	High quality teachers who cover continue the pedagogy and mindset matched to the school ethos and therefore keep approaches consistent for pupils, which continues quality first teaching for all.	Appraisal of staff member Feedback from staff Progress of learning continues in books.	MC/ CV/ SC	Yearly
3.2	Staff Meeting/ release time for subject leaders	Giving staff quality time to reflect and develop their subject across the school improves the provision for all.	Coaches available for all staff Dedicated Professional Learning Meeting to supporting and developing the role of the subject leader.	MC/CV/SC	Termly
3.1 and 3.3	INSET day – research driven Coaches for all staff	Giving staff an open invitation to seek a coach allows them the opportunity to reflect on their learning and experiences and look independently for ways to improve.	Coaches available for all staff	MC	Termly
Total budgeted cost					

iv. Collaborative Learning

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?
4.3	Subsidise trips and clubs	Lowering the cost of additional experiences helps vulnerable families access this for their children to experience.	Designated amount of funding for residential trips for PP children and for Nutritional Ninjas club.	CV (EVC) ER (Clubs)	Termly/ Yearly
Total budgeted cost					

v. Early Years Foundation Stage					
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?
5.1 and 5.3	Release time given to observe in another setting. CPD matched to need	Staff leading their professional development leads to them taking more ownership of their learning and more likely to implement desired changes.	Time given to release will be protected to ensure it happens. Review attainment and progress of pupils	SLT	Termly
5.2	Release time given related to research project.	For the research project to have the desired impact. Allocated time needs to be given to ensure developments are made and subsequently positively impact on pupil progress.	Release time protected and repaid if lost due to emergency cover.	SLT/ AB	Termly.
Total budgeted cost					

7 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	
A.	Teachers are being given opportunities to develop their teaching styles with a focus	Staff have been given autonomy over their timetables. This has proven more successful in some year groups than others. With some focused days and alternative approaches to	Need to continue to ensure that quality first teaching remains a high priority at school. Staff need to be held accountable for why children are not making the desired progress through		

	placed on 'taking risks' and 'trying something new'.	learning being well received by pupils making their learning more memorable and fun whilst ensuring learning progress is high.	PPM held throughout the year with HT/SENCO and where possible PP champion.	
A.	The school have implemented the RWI phonics programme across the school, including the RWI spelling programme from Year 2.			
C.	The school have appointed specialists in music, computing and French to teach these subjects across the school.	French continues to be a strength within the school and whilst computing also had a good level of impact the issue with staff turn over from the supply agency affected pupil progress too much.	Restructure PPA time to ensure that French continues to be given by a specialist but redirect money through other QFT strategies.	
B.	The school is developing alternative approaches to guided reading. Discrete skills lessons have become a focus	Whole class guided reading saw an improvement of attainment and progress as		

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
A.	Focused phonics and spelling interventions to improve rates of progress			
B.	Focused intervention for reading to improve rates of progress	More focus on less children with high impact rather than small group work as identified by EFF. Restructuring of interventions had a positive impact for some.	Identification of children is key and evaluation of intervention. Next year what interventions that take place need to be coordinated and monitored more rigorously by SENCO and SLT.	
C.	1:1 maths interventions	Continued to use maths specialist in Year 5 & 6 but restructuring of interventions has given identified children precision teaching	Continue to provide this in Year 5&6	

iii. 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)	Cost
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D and E.	Family Liaison Officer appointed to work with vulnerable children and families. Meeting with Attendance officer and FLO to be scheduled earlier.	Some success stories linked to PP children. Depended on circumstances surrounding the absence and other factors involved.	Review of Attendance policy and tracking of persistent absentees needs to be more timely and rigorous Links with SLO will hopefully improve this next year and a zero tolerance for children who fall below 90%	
C	Funding additional opportunities for children	The funding has successful placed children in More able days, school trips and other opportunities such as Year book. The school often operates many of these at a loss despite offering a huge discount for PP/ FSM families.		
D	A breakfast club to focus on improving attendance and punctuality	Has had a positive impact on the focus children and attendance has improve with all being around the desired % of 97%	Continue to provide next year and evaluate which children to target throughout the year.	

8 Additional detail
