



Ide Primary School : Pupil Premium Strategy Document 2019-20

School overview

Metric	Data
School name	Ide Primary School.
Pupils in school	130
Proportion of disadvantaged pupils	PP 3.8% (5) FSM 2.3% (3)
Pupil premium allocation this academic year	£6600
Academic year or years covered by statement	2018-20
Publish date	5 th November .2019
Review date	6 TH November 2020
Statement authorised by	Alice Purcell
Pupil premium lead	Alice Purcell
Governor lead	Maggie Parkes

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	n/a
Writing	n/a
Maths	n/a

Strategy aims for disadvantaged pupils

Measure	Score
Meeting expected standard at KS2 (1 child)	Reading 100% Writing 100% Maths (0%)
Achieving high standard at KS2	Writing (100%)
Meeting expected Standard at KS1 (2 children)	Reading 50% Writing 50% Maths 50%
Measure	Activity
Priority 1	Developing and embedding comprehension skills in reading underpinned by a new teaching approach.
Priority 2	Using standardised assessment to benchmark pupil premium pupils and to inform future targeted teaching

Priority 3	Develop children's fluency in multiplication and division facts in preparation for the times table check.
Barriers to learning these priorities address	Ensure staff have the appropriate subject knowledge and pedagogical strategies to ensure children make good or better progress. Staff have a strong understanding of how assessment information can support them in closing the gap for all PP children.
Projected spending	£5400

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve national average progress scores in KS2 reading (0) Pupils in Year 3 and 4 make at least expected in year progress	July 2020
Progress in Writing	Achieve national average progress scores in KS2 writing Pupils in Year 3 and 4 make at least expected in year progress	July 2020
Progress in Mathematics	Achieve national average progress scores in KS2 maths Pupils in Year 3 and 4 make at least expected in year progress	July 2020
Phonics	N/A	
Other	Ensure attendance of PP children matches non- PP with a particular focus on 2 children.	July 2020

Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.

Measure	Activity
Priority 1	Developing and embedding comprehension skills in reading underpinned by a new teaching approach.
Priority 2	Using standardised assessment to benchmark pupil premium children's achievement and use the findings to inform future targeted teaching
Priority 3	Develop children's fluency in multiplication and division facts in preparation for the times table check.
Barriers to learning these priorities address	Ensure staff have the appropriate subject knowledge and pedagogical strategies to ensure children make good or better progress. Staff have a strong understanding of how assessment information can support them in closing the gap for all PP children.
Projected spending	£5400

Wider strategies for current academic year

Measure	Activity
Priority 1	Increasing the quality of provision in Breakfast Club and After School Club.
Priority 2	Provide opportunities for PP children to participate in a range of learning opportunities across the MAT.
Barriers to learning these priorities address	Provide opportunities for children to enhance their learning with a range of broader opportunities both in school and outside, raising aspiration and quality of experience.
Projected spending	£1200

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensure that teachers are able to bring about progress through a clear sequenced curriculum in reading, building upon previous learning and identifying and closing gaps when appropriate .	English Leader to systematically monitor the use of new comprehension teaching materials to ensure that they have a positive impact on children's progress and understanding.

Targeted support	Ensure teachers have a clear understanding of how Quality First Teaching impacts upon groups and individual pupils. All applied interventions are monitored for impact.	Senior Leaders monitoring cycle provides individualised support for teachers. English Leader provides specialised input for small groups and individual children.
Wider strategies	Engaging families to support the broader opportunities offered and issues related to improved attendance.	Arrange meetings with parents to provide them with information and evidence related to the value of good attendance and broader opportunities. Ensure that teachers/subject leaders are aware of the need to provide enhanced opportunities for PP children and promote these to parents/carers in a positive manner.

Review: last year's aims and outcomes

Aim	Outcome
All children including disadvantaged benefit from a broad and challenging curriculum which supports them to make at least expected progress.	Very good progress in writing at the end of Key Stage 2 (moderated) All children at the end of Key Stage 1 made expected or better progress from Foundation in reading ,writing and maths.
All children including disadvantaged develop effective speech and listening skills and a broad vocabulary.	Progress in writing exemplifies the success of the focus of attention to the teaching of vocabulary across the school.
To continue to close the gap for disadvantaged children through social , emotional and mental health.	The planned curriculum provided extensive opportunities for all children to experience exercise, challenge and development of a range of skills to support mental health including resilience and learning from mistakes. PP children were targeted throughout these activities and evidence gathered indicated a high level of involvement and success.