



3-Year Pupil Premium Strategy Plan

SUMMARY INFORMATION			
Pupil Premium Strategy Plan	Arunside School		
CURRENT PUPIL INFORMATION 2019-20 (January 2020)			
Total number of pupils:	360	Total pupil premium budget:	£94020
Number of pupils eligible for pupil premium:	62	Amount of pupil premium received per child:	£1320
Academic year or years covered by statement	2019 - 2021	Pupil Premium Lead	Anna Hadden
Publish date:	January 2020	Review date	January 2021

Assessment data

EYFS						
	Pupils eligible for PP	All pupils	National average	Data from previous 3 years		
				2016-17	2017-18	2018-19
Good level of development (GLD)	3 (33.3%)	79.2%	71.8%	87%	51.1%	79.2%

YEAR 1 PHONICS SCREENING CHECK

Pupils eligible for PP	All pupils	National average	Data from previous 3 years		
			2016-17	2017-18	2018-19
9 (33.3%)	77.2%	81.9%	82.9%	92.5%	77.2%

END OF KS1

	Pupils eligible for PP			Data from previous 3 years		
		School average	National average	2016-17	2017-18	2018-19
% achieving expected standard or above in reading, writing and maths	5 (60%)	72.7%	64.9%	51.7%	71.8%	72.7%

END OF KS2

	Pupils eligible for PP			Attainment data from previous 3 years		
		School average	National average	2016-17	2017-18	2018-19
% achieving expected standard or above in reading, writing and maths	10 (50%)	73.3%	64.9%	30%	63.3%	73.3%
Progress score in reading	0.35 (9 pupils)	2.10	0.03	40%	76.7%	83.3%
Progress score in writing	-1.64 (9 pupils)	-0.64	0.03	73.3%	66.7%	83.3%
Progress score in maths	2.94 (9 pupils)	3.71	0.03	43.3%	90%	80%

OTHER DATA

Attendance data	Whole school	Attendance of pupils eligible for PP
January 2019 - January 2020	95.5%	93.7 % PP / 95.6% Non-PP

LONG-TERM STRATEGY AIMS FOR DISADVANTAGED PUPILS (3-YEAR TIMESCALE):

1. **To fully implement 'Building Learning Power', metacognition and self-regulation practice across the school.** Based on extensive evidence, as referenced within the Education Endowment Fund research, metacognition and self-regulation approaches have consistently high levels of impact. Evidence indicates that these strategies can be particularly effective for disadvantaged and lower achieving pupils.
2. **To develop the social and emotional learning (SEL) throughout the school.** There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life, in relation to physical and mental health, school readiness and academic achievement, crime, employment and income. Efforts to promote SEL skills may be especially important for children from disadvantaged backgrounds, who on average have weaker SEL skills at all ages than their better off peers. This matters for a range of outcomes, as lower levels of SEL skills are associated with poorer mental health and academic attainment
3. **To develop the quality of targeted academic support in class to reduce the need for level of additional intervention (Quality First Teaching, (QFT)).** Evidence consistently shows the positive impact that targeted academic support, through Quality First Teaching, can have on those who are not making good progress across the spectrum of achievement. Considering how classroom teachers and teaching assistants can provide effective, targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, to maximise impact back in the classroom.
4. **To improve parental engagement of disadvantaged families to support learning at home and at school.** Arunside are continually looking for ways to engage parents with supporting their children at home and at school, particularly those of disadvantaged families Improving engagement with online learning platforms, access to parental workshops to support learning and SEL, improving the take up of before, during and after school clubs and enrichment activities for disadvantaged pupils is a key area of focus for development.

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Spending priorities and rationale for current academic year

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.

Teaching Priorities

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?
To fund whole school PSHE scheme of work (Jigsaw PSHE) and implement	DHT to research schemes of work and choose accordingly. Staff training implemented on chosen scheme. Rolled out to pupils in Summer term 2020 (including parent workshops).	A whole school scheme of work that moves progressively in skills and knowledge across the primary phase is needed to address the safeguarding curriculum for children and meet the statutory requirements for Relationships and Health Education from 2020. Through the effective teaching of PSHE we can link this to work already in progress across the school for the development of metacognition, emotional resilience and self-regulation skills.	Part of the school development plan, monitored accordingly by SLT and governors. Pupil voice will be captured for a range of children including disadvantaged pupils. Staff confidence evaluated termly. Staff team to establish a system of formative assessment in line with scheme recommendations.	DHT / PSHE lead	Termly from Summer 2020

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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?
<p>Early reading results will improve across the school, hence improving provision for PP children.</p>	<p>Member of staff to be allocated to specifically monitor 'Early Reading'. Key stage, EYFS and EMFL action plans (linked to SDP) will all have actions specifically linked to early reading Reading Lead to research best practice in early reading. CPD needed for teachers to improve pedagogy Reading observations will specifically focus on reading skills Bottom 20% of readers in every class will be targeted for support</p>	<p>In line with the new Education Inspection Framework, reading is a key focus for our school development plan. Curriculum leaders will need to evaluate the progression of reading skills and knowledge across the school and consider what work is to be done to support all children, including pupil premium and those from disadvantaged backgrounds, to make sustained and substantial progress in reading. A review of early reading skills will be driven by key staff, including careful monitoring and review of children entering KS2 below ARE for reading. Parental engagement is key, through reading and phonics workshops, family reading sessions, support to use online learning platforms and developing wider use of the school library to develop of a love of reading in school and at home.</p>	<p>Part of the school improvement plan, monitored accordingly by SLT and governors. Reading included on key school action plans to assess quality of English teaching. Reading outcomes for all pupils, including disadvantaged pupils monitored regularly by SLT / Curriculum Lead / English leads Provision Maps analysed by SLT/Reading Lead to monitor impact of reading specific interventions. SENCO to arrange LBAT CPD training for reading (for teachers and TA's) Planned opportunities for parents to engage with reading in/out of school e.g. family reading, workshops. Regular monitoring of outcomes for PP / disadvantaged children. QFT observations will have reading foci (including reading diet offered through other curriculum subjects) Audit of reading materials in school and purchase of necessary books to address gaps</p>	<p>HT / DHT / SLT / English lead</p>	<p>Termly from Spring 2020</p>
Total budgeted cost				<p>TA salaries £67800 Jigsaw PSHE £1925</p>	

ii. 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?
With increasing demand to support children's social and emotional well-being, fund LSA to complete ELSA training	LSA to complete ELSA training through WSCC Educational Psychology service	We have a successful programme of support for vulnerable pupils and their families via our school counselling service. However, we recognize that this service could be enhanced with the additional offer of ELSA intervention. This would enable a 'lighter touch' approach for pupils who would benefit from 1:1/small group support for developing emotional resilience and self-regulation strategies. This offer would also enable flexibility for pupils to access support beyond the structured time when school counsellor is available.	ELSA will be allocated dedicated time to deliver the role ELSA will attend supervision sessions following training with WSCC Educational Psychology service ELSA will be line managed by SENCo/DHT and offered additional support by school counsellor Intended outcomes for pupils following intervention will be monitored over time	DHT/LSA	Termly from Summer 2020
PP children will make progress in line with their peers and some will make accelerated progress to diminish the difference further.	Quality First Teaching ensures that teachers plan carefully for all pupils, looking at prior learning, using specialised resources where required. QFT will ensure that there is minimised 'narrowing of the curriculum' for all pupils, with children accessing additional intervention only where necessary	Where children have accessed Quality First Teaching and are still not making the required progress with current intervention. More targeted and highly skilled support is required to do this. Where this is the case, smaller groups of children may benefit from pre-teaching or extra intervention foci to ensure that misconceptions are addressed early and key skills are constantly practiced and reviewed.	SLT to observe support in place. SLT to monitor Quality First Teaching through lesson observations, pupil voice and book scrutiny. Wave 2 provision monitored in termly pupil progress meetings. Children will receive effective targeted, time bound support, reducing the potential of a 'narrowed curriculum' Take up of Y6 breakfast club monitored, including attendance and outcomes for PP children attending. CPD for staff will be embedded in classroom practice	HT / DHT	Termly from Spring 2020
				Total budgeted cost	Interventions £2500 ELSA training £300

iii. Other approaches and wider strategies					
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?
PP children will have full access to enrichment experiences and be included in as many extra-curricular activities as possible.	<p>Extra-curricular activities such as paid school clubs and music lessons will be subsidised</p> <p>Residential trip will be subsidised on a need's assessment basis</p> <p>School trips and in school activities (e.g. swimming) will be subsidised</p>	<p>Children who are able to join in with activities/ experiences outside of school, improve self-esteem which impacts on academic achievement in the classroom.</p> <p>Whole school curriculum review will allow or build cultural capital (e.g. visitors, opportunities for learning within our immediate community). Opportunities for wider school opportunities to enrich extra-curricular experiences will be sought (e.g. Young Voices)</p>	<p>SBM / DHT / HT will ensure extra-curricular activities are promoted with PP children and that they will have priority for clubs where possible.</p> <p>DHT will analyse extra-curricular club offer and take up, termly, for proportion of PP pupils accessing these and barriers that may impact this.</p> <p>School office team to review the offer of clubs termly to ensure there are a range of activities to appeal to a wide range of pupils</p>	HT / SBM / DHT / Curriculum Lead	<p>Autumn 2019</p> <p>Spring 2020</p> <p>Summer 2020</p>
To roll out metacognition, self-regulation and emotional resilience approaches to wider school community, including parents, governors and support staff.	<p>Year groups will develop Building Learning Power action plans for implementation in class</p> <p>DHT/HT/ school counsellor to run parent workshops</p> <p>DHT to provide TA/Governor training</p>	<p>The evidence-based research suggests that all children will benefit from the idea of 'learning how to learn.' We recognize that now we have implemented this within the classroom, there is a need to roll this out to the wider school community. Promoting parental engagement with metacognitive approaches to support children beyond the classroom is a priority for this academic year.</p>	<p>DHT to lead training for support staff so they fully understand the rationale and impact of a consistent approach to BLP.</p> <p>DHT to report to governors as part of the Personal Development action plan linked to SDP</p> <p>DHT/HT to run parental engagement workshops</p> <p>School counsellor to run emotional resilience workshops for parents</p> <p>Year group action plans reviewed termly and impact on pupils (including PP) reported to SLT/governors</p>	HT/DHT / School counsellor	Termly from Spring 2020

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?
<p>School counsellor will work with PP children and their families to support emotional resilience and self-regulation.</p> <p>School counsellor will work with senior leaders and teaching staff to provide support for building emotional resilience and self-regulation strategies into everyday classroom practice (Quality First Teaching)</p>	<p>School counsellor will offer parent 'drop' in sessions weekly in order to target a wider range of families seeking support, in addition to any 1:1 sessions for any vulnerable pupils/families identified.</p> <p>School counsellor and senior leaders to work with staff for CPD on emotional resilience.</p>	<p>EEF shows that improvement in metacognition and emotional resilience has significant benefits to diminishing the difference for disadvantaged pupils. We identify that this will have more impact if the wider school community (including parents) are supported to develop these strategies as well.</p>	<p>Parent workshops for 'Supporting emotional resilience' offered by school counsellor and uptake of the sessions evaluated by DHT.</p> <p>Evaluating impact of CPD for teachers and TAs will show a clearer understanding of these approaches and SLT will see evidence of improved behaviour for learning through observations and drop in sessions.</p> <p>Staff will have accessed small group sessions with the school counsellor to evaluate impact of actions in the classroom and seek support for any barriers</p>	<p>HT/DHT / School counsellor</p>	<p>July 2020</p>
Total budgeted cost				<p>School counsellor £9000</p> <p>School trips/club £3500</p> <p>Online learning platforms £3415</p>	