UPHALL PRIMARY SCHOOL

Pupil premium spending FY 2019/20

SUMMARY INFORMATION			
Date of most recent pupil premium review:	September 2019	Date of next pupil premium review:	July/September 2020
Total number of pupils:	**1041**	Total pupil premium budget:	**£245,520**
Number of pupils eligible for pupil premium:	**186 (18%)**	Amount of pupil premium received per child:	**£1,320**

Pupil Premium Strategy/ Action Plan for 2019 – 2020

	ACTION PLAN	Key actions	What will success look like	Resources	Lead person	Time scale
1.	**Maintain the highest possible levels of achievement for disadvantaged pupils in all subjects by ensuring all disadvantaged pupils have access to quality first teaching.**	• Setting challenging targets for the most able disadvantaged pupils. • Systematically monitoring and evaluating the provision and feedback for disadvantaged pupils. • Senior practitioners disseminate excellent practice by team teaching and support with planning. • High quality INSET for staff including strategies for using meta-cognition and feedback to pupils. • High quality coaching and mentoring for all staff. • Regular monitoring of books and lessons with incisive feedback.	• Achievement in all subjects exceeds national average. • Achievement of PP pupils in line with other pupils. • High standards of pupils work, evidence in books across all areas of the curriculum. • High standards of attainment in all year groups. • Accurate and useful assessment (both formative and summative).	**See item 7 below.**	SLT	Termly tracking of assessment Pupils' data.
	Rationale for chosen approaches.	(Sutton Trust: Meta-Cognition +8 months; Feedback +8 months; Teaching of Phonics +4 months; Oral Language Development +5 months; One to One Tuition +5 months; Small Group Tuition +4)				
2.	**To continue to provide Pastoral Support/ Therapeutic Service.**	• Continue to fund the therapeutic service. • Monitor emotional and behavioural needs. • Continue to fund the Family Support Worker, in part.	• Drop in and longer term on-going service for vulnerable pupils. • Home – School support for pupils living in disadvantaged homes.	**£23,963** (School Counsellor) **£9,000** (Family Support Worker)	SLT	Monitored weekly.
	Rationale for chosen approaches.	The school works closely, and collaborates with external agencies, to signpost and refer families with issues related to: Financial support, housing, mental health, domestic violence, substance abuse, parenting, attendance, social isolation. Where the needs of the family are more complex, they are referred to Early Help, the first point of call for Social Care. The Education Support Manager leads on all matters related to Safeguarding and Social Care, attending Case Conferences and Core Group Meetings. Supporting emotional needs of pupils to ensure that they are open to learning. Sutton Trust: Behaviour interventions (+4).				
	Improve further the teaching and provision of reading.	• Secure high quality teaching in phonics and reading • RWI training for all staff (2 INSET days) • Additional reading resources.	• 100% of disadvantaged pupils to make expected progress (or more). • Results at all Key Stages for disadvantaged pupils in line with the others and above national.	**See item 7 below.**	HT DHTs PP named Governor	Ongoing Monitored termly for impact

	Rationale for chosen approaches.	80% pupils in the school have English as an additional language (EAL).Pupils in the FS starting points are generally low on entry. Consequently, phonics has a very high profile. The school invests significant amounts of money into this area to equip pupils with the skills and knowledge necessary to access learning as they progress through the school. The impact of this strategy is clear from the outcomes that the pupils achieve in the Phonics Screening Check in Year 1.				
4.	**To extend the school day through academic study groups and interventions.**	• Identify and set targets for identified pupils. • Run additional groups as an extension to the school day including academic study groups.	• Pupils identified will attend groups. • Re-evaluate termly targeting based on needs.	**£25,000**	DHT Teachers	Termly
	Rationale for chosen approaches.	School committed to providing small group intervention prioritising disadvantaged. This includes small groups, one to one support and staff providing detailed feedback on pupils work.				
5.	**Access to wider educational experiences for disadvantaged pupils.**	• High quality weekly music lessons for all pupils from Nursery (specialist teacher). • Partially funded places on school residential trip for year 6.	• Pupils in Nursery, Year 1 and Year 2 to have specialist teaching. • High attendance on school trip of disadvantaged pupils.	**£18,359** (Music teacher)	Specialist teachers	Termly
	Rationale for chosen approaches.	Sutton Trust: Arts Participation; Overall, the impact of arts participation on academic learning appears to be positive but low. Improved outcomes have been identified in English, mathematics and science learning. Greater effects have been identified for younger learners, thus the priority of the school to provide specialist Spanish and music lessons to all year groups, including Nursery and Reception. Pupils achieved medals/trophies/certificates for the school through these various enrichment events. This contributes to the pupils growing in confidence and developing their self-esteem				
6.	**Maintain high levels of attendance and punctuality of disadvantaged pupils.**	• Attendance promoted with cup and incentives. • First day absence call home. • Punctuality recorded daily. • Weekly focus at assembly. • End of year trip for 100% attendance.	• High proportion of disadvantaged pupils to attend reward trip. • Attendance to be in line with others. • Reduced proportion of persistent absenteeism.	**£2,500**	Attendance officer Administrative staff AHT	All year
	Rationale for chosen approaches.	By targeting attendance and punctuality, pupils are in the school and not missing out on learning time; impact of taking time off school can have a highly disruptive and detrimental effect on the learning, most particularly, of disadvantaged pupils. Create positive attitude and routines around school attendance to support present and future school attainment.				
7.	**Supporting teaching and learning through the deployment of Learning Support/ Teaching Assistants across the school.**	• LTA/TAs work alongside teachers to raise disadvantaged pupils learning and provide additional capacity for teaching & learning. • LTA/TAs support teaching & the learning for advantaged EAL pupils.	• Closing the attainment gaps between non-pupil premium and pupil premium children.	**£163,129**	HT DHTs and Governors	Termly Monitoring for impact
	Rationale for chosen approaches.	School committed to providing small group intervention targeting disadvantaged. This includes small groups, one to one support and staff providing detailed feedback on pupils work and booster sessions.				
	TOTAL COST:	**£241,951**				