



Pupil premium strategy statement for Blackhall Primary School 2019-20

1. Summary information					
School	Blackhall Primary School				
Academic Year	2019-20	Total PP budget	£150,745	Date of most recent PP Review	
Total number of pupils	332 (Inc 2yr +Nur) 235 (without)	Number of pupils eligible for PP	101 (43%)	Date for next internal review of this strategy	

2. Current attainment

End of Early Years (Reception)

	% Children who Achieved GLD 2018-2019	National Average 2019
PP	67%	56%
Non PP	62%	75%
Gap	+6%	-19%

End of Key Stage 1

	Reading % Children who Achieved the National Standard 2018-2019	Reading National Average	Writing % Children who Achieved the National Standard 2018-2019	Writing National Average	Maths % Children who Achieved the National Standard 2018-2019	Maths National Average
PP	67%	62%	47%	55%	53%	63%
Non PP	78%	78%	52%	73%	65%	79%
Gap	-11%	-16	-5%	-18%	-12%	-16%

End of Key Stage 2

	Reading % EXS+ 2018-2019	Reading National Average	Writing % EXS+ 2018-2019	Writing National Average	GPS % EXS+ 2018-2019	GPS National Average	Maths % EXS+ 2018-2019	Maths National Average	RWM % EXS+ 2018-2019	RWM National Average
PP	57%	62%	57%	68%	57%	68%	71%	68%	50%	51%
Non PP	75%	78%	58%	83%	67%	83%	75%	83%	58%	71%
Gap	-18%	-16%	-1%	-15%	-10%	-15%	-4%	-15%	-8%	-20%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)

SEN receiving support is higher than national. Growing number of children with social, emotional and mental health difficulties

Children join our school with speech, language and communication skills as well as English and maths basic skills that are well below expected levels for their age

In-school strategies and initiatives not being followed up at home - Inconsistent parental support

Persistent absence rates / punctuality

Children have limited life experiences from which they can draw on for language development and writing etc. – narrow enrichment experiences

Very low aspirations of parents and the willingness to develop outside of school hobbies/sports opportunities to develop learning in the wider community.

Limited financial means

4. Desired outcomes

	<i>Action</i>	<i>Outcomes with Success Criteria and Costs</i>
A.	<p>Staff are used effectively for identified interventions. Staff are trained to ensure individual children receive the appropriate support.</p> <p>Children will be identified in classes and staff will be deployed according to the needs of these pupils. It may be the case that one member of staff delivers intervention to a group of children from different year groups. Data analysis and discussions during pupil progress meetings will identify these groups and staff expertise discussed through the appraisal process.</p>	<p>£35,846</p> <ul style="list-style-type: none"> • Increased attainment and rates of progress – particularly in writing across all year groups and GPS in KS2. • Diminish the difference in the attainment gap for these children • Develop self-esteem and confidence
B.	<p>Smaller class sizes in Reception 1:22 to give the younger children the best possible start to their primary education in the hope that they can catch up quickly from their low starting points.</p> <p>Smaller class sizes in year 4 (1:13 / 1:19) where SEN % is particularly high with SEMH needs.</p>	<p>£48,746</p> <ul style="list-style-type: none"> • Develop self-esteem and resilience • Learning matched more closely to individual pupils' needs, using carefully thought out support plans for pupils with SEN • Reduced behaviour incidents • Rise in attainment for EYFSP
C.	<p>Read, Write, Inc development days are used to develop the sessions to enable phonics sessions to be taught discretely followed by English lessons through a class novel in an attempt to raise attainment in writing. Target identified children and support staff in delivering 1:1 support outside of the session. Provide 1:1 sessions for target children.</p> <p>Support staff used to enable small groups for focused teaching.</p>	<p>£2500</p> <ul style="list-style-type: none"> • Improved attainment in writing across KS1 • PP children make accelerated progress in phonics and reading. • Improvement in spelling outcomes by the end of KS2. • Differences between the school and national diminishes at the expected standard by the end of KS1 and KS2.

D.	Training for new English lead – focusing on improving the reading strategy across school as well as developing spelling	<p>£500</p> <ul style="list-style-type: none"> • Increased attainment and rates of progress across all year groups • Spelling impact evidenced in children’s writing and GPS attainment at the end of KS2.
E.	Provision of counsellors, parental support , Educational Psychologist time focussed on supporting families in need	<p>£27,500</p> <ul style="list-style-type: none"> • % of fixed term exclusions reduced • Number of red cards (behaviour incidents) reduced • Positive impact on emotional well-being after counselling • Improved attendance for PP children • Behaviour for learning provides a stimulating learning environment
F.	Accelerated reader and ensure parental involvement increases.	<p>£2590 Accelerated reader</p> <ul style="list-style-type: none"> • Children talk more positively about reading • % of children achieving ARE and GD in reading is improved • More opportunity for PP to read an adult as well as independently.
G.	Embed reciprocal reading throughout KS2 and roll out across EYFS and KS1. Focus on vocabulary, using TA support for 1:1 small group intervention.	<p>£1200</p> <ul style="list-style-type: none"> • Children’s comprehension skills are developing with increased engagement with texts. • % of children achieving ARE and GD in reading is improved • More opportunity for PP to read an adult as well as independently.
H.	Outdoor learning opportunities for all pupils that can impact on school life and beyond. Experiencing a wide range of new and adventurous experiences off site. Subsidise breakfast and after school clubs.	<p>£6000</p> <ul style="list-style-type: none"> • Evidence that increased pupil premium children attend after school clubs. • Increased engagement in lessons through outdoor learning • Visits extend children’s knowledge and understanding of the world outside Blackhall. • Experiences are reflected in children’s writing and writing

		attainment.
I.	Maximise opportunities for learning through specialist music tuition: All pupil premium pupils in year 4, 5 and 6 can learn a brass instrument for free. Children are given the opportunity to learn the Ukulele Younger children access Little Fingers	£1443 <ul style="list-style-type: none"> • Raised self-esteem • Access to activities they would otherwise be unable to experience
J.	Swimming lessons – 3 sessions purchased to provide greater opportunity	£1537 <ul style="list-style-type: none"> • Improved percentage of children able to swim 25m by the end of KS2.
K.	Resource reading with Durham Learning Resource boxes. Research states that the size of pupil's vocabulary in their early years of schooling is a significant predictor of academic attainment in later schooling and their success in life. - Support whole class novels, enrich curriculum and story time.	£2400 <ul style="list-style-type: none"> • Increase vocabulary • Inspire and nurture a love of reading.
L.	Provider for 2 year olds in an attempt to increase children's life chances to deal with the high social deprivation in the area. Flexible allocation of sessions. Childcare provided over lunch time. EYFS breakfast club and after school club subsidised for PP children.	£14,000 <ul style="list-style-type: none"> • Improved outcomes for SALT in early years which will impact on progress throughout KS1. • Early identification of SEN • Early intervention using TA support to impact on children entering Reception closer to their age related expectation.
M.	Extra sessions for SALT.	£3300 <ul style="list-style-type: none"> • Improved outcomes for SALT in early years which will impact on progress throughout KS1.
N.	Crisis response - Behaviour Intervention Team	£1627 <ul style="list-style-type: none"> • Number of fixed term exclusions reduced • No permanent exclusions • Support vulnerable pupils and their families • Access external support for pupils with complex behavioural needs
O.	Introduce Tapestry as a communication and assessment tool to engage parents in their children's learning experiences.	£1000 <ul style="list-style-type: none"> • Parents sign up to the programme • Class teachers communicating experiences throughout

		<p>the school week.</p> <ul style="list-style-type: none"> • Children and parents having effective communication about learning.
<p>P.</p>	<p>To continue to work with parents/carers to promote high levels of attendance and punctuality. First day calling, warning letters to parents of children where attendance falls below 95%, planning meetings for children who fall below 93%, referral to the attendance team if children fall below 90% or have more than 8 unauthorised sessions, formal warning, referral to court. Attendance awards to be issued termly and 100% attendees for the academic year to receive special award. Attendance league in each key stage with trophies for winning classes. Ensure attendance officer and deputy head teacher rigorously monitor attendance of PP children.</p>	<p>£2000</p> <ul style="list-style-type: none"> • Whole school attendance figures to be above the national expectation by the end of this academic year. • Persistent absence figures to be lower than previous year. • The gap in attendance between PP and other children to be smaller than previous year.