National Teaching School
designated by
National College for
Teaching & Leadership

Pupil Premium Review
Self-evaluation – Pupil Premium Strategy Statement

1. Summary information					
School	The Pines School			**Academic year**	2018-19
Headteacher	Ms Jatinder Mahil				
Academic Year	2018/2019	**Total PP budget**	£69,660	**Date of most recent PP Review**	
Total number of pupils	317 + 20 Nursery	**Number of pupils eligible for PP**	49	**Date for next PP Strategy Review**	March 2020

2. Current attainment		
	Pupils eligible for PP	*Pupils not eligible for PP (national average)*
% achieving Expected Standard or above in reading, writing & maths (or equivalent)	40 %	57%
% KS1 to 2 Average Progress in reading (or equivalent)	-1.8	-3
% KS1 to 2 Average Progress in writing (or equivalent)	-3.1	-2.4
% KS1 to 2 Average Progress in maths (or equivalent)	-4	-3.1

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers	
A.	Low level of oral language skills which impacts on all outcomes
B.	Poor vocabulary
C.	Teaching resources are not personalised sufficiently to cater for the needs of pupils
External barriers	
D.	Low attendance rates
E.	Social care involvement is high. This impacts on pupil's ability to focus and show resilience towards their learning

4. Outcomes *(Desired outcomes and how they will be measured)*		**Success criteria**
A.	Improve oral language skills for PP pupils so that the gap diminishes between PP pupils and all pupils.	The majority of PP pupils make rapid progress in CLL and Speaking and Listening by the end of the year so that a greater number of PP pupils meet age related expectations.

B.	Increase the number of PP pupils achieving ARE in Reading across all key stages.	Reading progress and attainment improves compared to 2018 NA. Gap in reading diminishes for PP pupil compared to all pupils.
C.	Higher number of pupils make expected and better progress from Year 2 to the end of Year 6.	The progress and attainment gap diminishes for PP pupils by July 2019. Progress from prior key stage to current year is tracked to ensure PP pupils make expected (or better) progress by the end of Year 6.
D.	Higher rates of progress across KS2 for high attaining PP pupils compared to 2018.	PP Pupils identified as high ability make as much progress as 'other' pupils identified as high ability, across Key Stage 2 in maths, reading and writing.
E.	The curriculum is further improved and enhanced through enrichment opportunities and events.	Increased percentage of all pupils, especially PP pupils are engaged in their learning
F.	Increased attendance rates for PP pupils.	Reduce the number of persistent absentees among PP pupils. Overall PP attendance improves by at least 3% compared to the whole school target for 'all' pupils.

5. Planned expenditure

Academic year	2018/2019

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

i. Quality of teaching for all

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?
Improve oral language skills for PP pupils so that the gap diminishes between PP pupils and all pupils.	Training to see what oracy rich environment looks like before embedding Maths leader to attend Voice 21 project and work with other schools to develop mathematical language English and Maths Leaders to work together to develop consistent strategies and approached to develop oracy and language across the school Review of curriculum to focus on more oracy skills across all areas Use Talk for Writing as a strategy to develop language and oracy skills	At The Pines, pupils' entry level data (including school data and NFER baseline) shows that children (including PP) are below ARE in Maths. By addressing the issue of poor language skills, improvements will be evident across Maths and the curriculum as children will be able to speak, think, reason and explain their responses more fluently. The school has researched evidence from the EEF and followed the communication and language approaches, developing spoken language through talking, modelling language and reasoning	Were course/visits selected using evidence of effectiveness and impact? Was there a whole school INSET days/staff meeting to deliver training around language development? Did the Maths lead, English strategic lead and the SENDCo work together to support staff in implementing focused language interventions and strategies to improve whole class teaching? Has the curriculum been reviewed to ensure there are quality speaking and listening activities/strategies to improve CLL and oracy skills?	RT CS TS SENDCo	Easter 2019 November 2018 Termly

Increase the number of PP pupils achieving ARE in Reading across all key stages.	Develop early reading skills through a focused reading intervention in EYFS and KS1 Continue to use RWInc phonics and shared & guided reading strategies across KS2	2017-18 results show that pupils (especially PP) were underachieving in reading compared to national averages. The school will focus on developing reading from EYFS so that all pupils (especially PP pupils) develop a greater love and curiosity of reading and books support to develop their imagination. This will support in increasing the number of pupils achieving ARE across all year groups in Reading. The school has researched and is using evidence from the EEF 2014 'Reading at the Transition' document to support struggling readers which highlights impact for approaches such as 1:1 and group reading and phonics/comprehension	Were the teachers and TAs trained and deployed to target individual pupils to develop reading skills in EYFS and KS1 using RWInc? Did the English Lead will work with the RWInc Consultant to continue to develop phonics across the school?	TS RWInc Consultant	Termly
				Total budgeted cost	£29,500

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?
Ensure pupils meet ELG in EYFS.	LSAs to support identified pupils.	Experience has shown it to be effective in closing learning gaps.	SLT monitoring and evaluation.	SC	Each term
Raised progress in reading and high outcomes in phonics screening.	RWInc and Fresh Start are used to support phonics/early reading on a daily basis.	This an established programme proven to raise outcomes. The school has researched and is using evidence from the EEF 2014 'Reading at the Transition' document to support struggling readers which highlights impact for approaches such as 1:1 and group reading and phonics/comprehension	SLT monitoring and evaluation.	TS/SC/JS	Autumn/Spring/Summer term only review at the end of each
Accurate data supports quality first teaching and focused interventions	PPMs focus on individual pupils so that they are on track to make expect or better than expected progress from their starting points. Use end of prior key stage data and FFT to discuss progress and EOY expectations	The school knows that there are pupils that still have gaps in their learning, especially in KS2. This has hindered overall progress and attainment in many year groups across the school. The school has researched evidence from the EEF and followed the key lessons learned summary from the 2017 'Attainment Gap' document and metacognition and self-regulation approaches, supporting pupils on thinking and learning to learn so that pupils are able to become more independent and resilient learners	Were scheduled data drops and PPMs (termly) in place for all year group teachers with SLT to discuss and implement further strategies for improvements in outcomes? Were pupils identified that were 'falling behind' to ensure appropriate support and intervention were in place to accelerate progress? Is there evidence of termly whole school monitoring to evaluate impact of interventions? Is the Provision Map used to track the interventions?	All teachers & support staff SLT English Lead	Termly
Higher number of pupils make expected and better progress from Year 2 to the end of Year 6 compared to 2018 through coaching and mentoring	Coaching support is given to improve teaching and learning outcomes for targeted teachers	School leaders acknowledge the need for there to be improvements in all teaching and learning outcomes across the school so that all pupils can make at least expected progress. The school has researched evidence from the EEF and followed the key lessons learned summary from the 2017 'Attainment Gap' document and metacognition and self-regulation	Coaching and mentoring feedback and notes Lesson observations and learning walks Book scrutinies	Targeted teachers SLT Phase Leaders	Weekly

		approaches, supporting pupils on thinking and learning to learn so that pupils are able to become more independent and resilient learners			
The curriculum is further improved and enhanced through quality first teaching and enrichment opportunities and events.	Organise subsided trips, pantomimes/theatre groups, enrichment activities across the school which support the curriculum Provide pupils with the opportunity to play an instrument (Brass in Year 4) during the academic year. Use Director of Teaching and Learning and/or external teaching and learning coach to support and mentor targeted teachers	The school is aware that due to the growing number of PP pupils, additional opportunities are not always available to all pupils and their parents. It is therefore vital that pupils are given a range of opportunities to enrich and extend their learning experiences. To broaden the horizons for some of our children.	Do staff plan internal and external activities to support pupils to extend their learning as well as developing richer vocabulary? Are itinerary and risk assessments completed in advance on the trip and approved? Is the coaching and mentoring support from the Director of T&L and external consultants making an impact on improving the teaching and learning profile? Has the curriculum been reviewed so that there are clear progression of skills and appropriate and relevant enrichment activities which support and extend the pupils learning?	Director of T&L External consultants Curriculum leads SLT	Throughout the year linked to the curriculum May 2019
Oracy skills are developed throughout the curriculum.	Speaking and listening skills are improved which has an impact on reading, writing and reasoning/ explaining skills in Maths	Over the last few years, The Pines is aware that oracy and language skills have not been developed effectively in teaching and learning. By addressing the issue of poor language acquisition skills, improvements will be evident across the curriculum as children will be able to speak, think, reason and explain their responses more fluently. The school has researched evidence from the EEF and followed the communication and language approaches, developing spoken language through talking, modelling language and reasoning	Did the Maths Leader participate in the Voice 21 project? Are the intended actions from Maths SSIF project (with a focus on developing Mathematical language) shared with all staff? Was there a whole school INSET days/staff meeting to deliver training around the importance of developing oracy skills? Did the SENDCo work together with staff to support in implementing focused language interventions and strategies to improve whole class teaching and/or specific 1 to 1 support?	Maths Leader SENDCo	September 2019 Summer 2019 Summer 2019

Behavioural incidents for PP pupils are addressed and reduced compared to 2018	Revision and implementation of the school's Behaviour Policy CPOMS to be used more effectively to track trends in behaviour concerns. Continue to use a consistent approach to managing difficult and inappropriate behaviours in line with the school's policy using Team Teach strategies. Provide Team Teach training for additional staff during the year. Use the skills of the FSA to support key vulnerable pupils and families with a focus on behaviour management Train a TA to become an ELSA so vulnerable pupils are supported and the school builds capacity	The school acknowledges that there is a higher than national exclusion rate. This is due to a few pupils (mainly PP) that are unable to display appropriate behaviours to keep them (and others) safe and support their learning. The school has researched evidence from the EEF and followed the self-regulation strategies linked to the schools Behaviour Policy and School Code, promoting character and resilience, using nurture principles. This is used alongside the EEF's behaviour interventions guidance on reducing challenging behaviour to develop a more positive school ethos, so all pupils are engaged in their learning.	Has the policy been reviewed and shared with all staff and pupils to ensure consistency so that everyone understands expectations? Does the Behaviour Lead log all behaviour incidents and track trends regularly? Have key staff attended Team Teach training? Are pupils targeted and supported for their emotional, pastoral and learning needs by the FSA? Has the Inclusion Team identified 'vulnerable' pupils to be supported for SEMH needs?	Head of School/Behaviour Lead FSA Inclusion Team	September 2018 October 2018 As and when required throughout the year January 2019 From September 2019
Increased attendance rates for PP pupils.	School's Attendance Officer to work with the EWO fortnightly to identify pupils with attendance less than 90%. EWO, Attendance Officer and HT to meet with parents of pupils where attendance is a concern.	The school has worked hard to improve attendance over time which has increased over the last few years. In order to main this the school must continue to monitor and review all attendance procedures so all children attend regularly and attendance slips again	Are fortnightly meetings scheduled across the year? Are letters are sent out to parents to attend meeting? Does the EWO follows LA procedures on pursuing poor attendance? Does the Attendance Officer call parents on first day of absence via telephone calls and texts?	Attendance Officer EWO HT	Fortnightly Daily

	EWO to lead formal process for PA pupils. Attendance Officer and SLT to meet with parents of non-compulsory aged pupils to discuss the importance of good attendance form an early age Family Support Advisor works with parents of pupils with attendance below 90% Good attendance above 96% is rewarded in celebration assemblies.		Has the Attendance Officer and HT schedule fortnightly meetings with parents of non-compulsory aged pupils? Have the Attendance Officer and Inclusion Team discussed with the Family Support Advisor to identify parents to contact and discuss strategies to support attendance?	Family Support Advisor Inclusion Team Attendance Officer	Weekly
Costings: PPG Champion (1 day per week) £9100 Family Support Advisor (5 days per week. Term time only): £18,200 Attendance Officer: (1 day per week); £6000 Curriculum enrichment: £5000 Play Therapy; £465 LA EWO (1 day every fortnight. Term time only) £8200 1 day per term as per Attendance Officer = £1,300 Team Teach training for 4 members of staff @ £70 x 2 = £140				***Total budgeted cost***	£40,205

iii. Other approaches					
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?**
Raised self-esteem and confidence of identified pupils.	Support parents with purchase of school uniform and footwear.	Children feel like their peer group and don't feel isolated.	All staff to monitor children's appearance and wellbeing and raise concerns with a DSL.	All staff FSA DSL Inclusion Team	Each term
Improved confidence and self-esteem	Weekly pastoral support for LAC and vulnerable pupils, including pastoral support groups and Play Therapy	Children are gradually equipped with life skills and coping strategies for facing adversity.	Staff to refer pupils to the Inclusion Team.	All staff FSA Inclusion Team	Each term

PUPIL PREMIUM GRANT REPORT 2017 - 2018

Number of pupils and pupil premium grant (PPG) received	
Total number of pupils on roll (July 18)	306 + 26 Nursery
Total number of pupils eligible for PPG	54
Amount PPG received per pupil	£1,320
Total amount of PPG received	£71,280

Summary of PPG spending 2017 - 2018

Objectives of spending PPG:

- To use Read Write Inc & Fresh Start to improve reading skills
- To introduce Talk for Writing as a way to improve literacy outcomes through enrich language and vocabulary
- Friendship Groups to work on self-esteem and how to build and maintain friendships
- To develop self-esteem and confidence and provide opportunities for children to talk or learn the skills of listening
- Play therapist to support vulnerable pupils work through any social and emotional difficulties
- To ensure no child is disadvantaged and that all pupils have full access to the curriculum
- To ensure that the resources enrich and extend learning across the curriculum
- To support vulnerable families for items such as school uniform, shoes etc.

PPG spending by item/project 2017 2018

Item/Project	**Objectives**		**Outcomes**
Intervention is having an impact on attainment and progress	To use Read Write Inc & Fresh Start to improve reading skills		In school data information shows that all children made accelerated progress on the program. (2 children were removed from the program due to behaviour, medical and attendance issues). The Year 5 children all finished the year accessing the Year 5 curriculum for reading after starting the year working within the Year 3 curriculum. This equates to 2 year's progress in one year. These children also made accelerated progress in writing. The one PP child in Year 6 made at least 2 year's progress in reading and writing. Initially staff had training in teaching the phonics element. Whole school training for the rest of RWI was in January 2018. All children in Reception to Year 2 have been doing the program since then. Some children in Year 3 and Year 4 have also had the phonics teaching. 95% of PP children made progress within RWI. 32% are double disadvantaged. 84% made expected progress and 21% made accelerated progress in reading teacher assessment judgements. 89% made expected progress and 21% made accelerated progress in writing teacher judgements. Some staff received training during this academic year. Whole class training was completed in September 2018. The difference in writing attainment at ARE+ diminished in every year group.

Increase in literacy skills of PP children	To introduce Talk for Writing as a way to improve literacy outcomes through enrich language and vocabulary		The difference in attainment at ARE+ for reading and writing is diminishing. In some year groups the difference has diminished considerably. The attainment difference for ARE+ in maths was not diminished. In some year groups, the difference in attainment at EXC is diminishing. Y6 PP pupils achieved a better progress score than non-PP. Expected progress was better in maths for most PP children than non-PP. PP children should be making accelerated progress and this is not consistent.
FSA continues to break down some of the barriers to learning	Friendship Groups to work on self-esteem and how to build and maintain friendships		There was no specific day set aside for this work. The support from the FSA varied on the SEMH need of the pupils in question, increasing and decreasing to meet need and demand. During this academic year a total of 23 children who identified as PP were supported. The support mainly consisted of: • 1:1 SEMH work, as above this took up varying amounts of time according to need. The support differed from child to child and time dependent based on what was happening for them to create a barrier to learning. As a result of the support children identified a trusted key adult that they could talk to and were then better equipped to return to class and engage in their learning. Children were also able to express their emotions and increase self-esteem and self-belief. Until they are emotionally settled, they are not able to fully engage in learning. • Due to other factors there was only 2 children identified as PP that benefitted from a structured friendship group in this academic year. • Unfortunately, also due to other factors there were no Lego build to express sessions in this academic year. However, 5 children that identified as PP did receive and take part in Talking and Drawing Therapy. • 9 PP children also had signs of safety work completed with them to identify what was working well for them and how things could look even better if…
SALT Groups/Social Communication/SIMS	To develop self-esteem and confidence and provide opportunities for children to talk or learn the skills of listening		SALT Groups continued to be run successfully in Y1 & Y2 by trained TA in close liaison with SENDCo. Improvements in children's self- esteem and their ability to listen and attend were achieved as a result of attending these sessions. The SIMS programme (Structured Individualised Multisensory Support) was a school designed reading and spelling intervention programme targeting children in Y3, Y4, Y5 & Y6 delivered by the SENDCo and a trained TA. This was stopped in the Autumn Term as the Read Write Inc Programme was implemented across the school.
Play Therapy	Play therapist to support vulnerable pupils work through any social and emotional difficulties		During this academic year 9 pupils identified as PP accessed play therapy support. This service provides therapeutic support to PP children who need a safe non-threatening environment away from the classroom to express their emotions. The FSA successfully identified children and completing referrals for the service.

Enrichment Off Site and On Site	To ensure no child is disadvantaged and that all pupils have full access to the curriculum		Trips continue to be subsided by the school so that all pupils have equality of access to the curriculum.
Resources	To ensure that the resources enrich and extend learning across the curriculum		1 day a week was not set aside for this work. During the year the 12 children identified as both PP and SEND were supported in a variety of ways throughout the school week. The support included: • 1:1 SEMH (this was for 5 children and took up varying amounts of time according to need. The support differed from child to child but as a result children were better able to return to class and engage in their learning, began to express their emotions more positively and freely and displayed through their behaviours improved self-esteem. • 1:2 Literacy support – small steps of progress in attainment were made as well as a greater increase in self-confidence • classroom support / providing resources
Welfare Fund	To support vulnerable families for items such as school uniform, shoes etc.		Winter coat provided for 1 PP child 5 food bank vouchers provided to 4 different families identified as PP over the academic year 2 clothes bank vouchers provided to one PP family during the year

Pupil Premium Funding and Expenditure

Pupil Premium Expenditure 2017-2018		
	Budget	**Actual**
Staffing	47,815	46,726
Achievement	28,672	20,146
Enrichment on site	0	945
Contingency	8,523	0
Support / inclusion	0	41
Resources / support	0	171
Enrichment off site	0	1,115
Play therapy	0	6,800
Total expenditure	**85,010**	**75,944**

Pupil Premium Funding 2017-2018	
Pupil Premium Allocation 2017-2018	71,280
Brought forward 2016-2017	8,412
Total	79,692
Expenditure from above	-75,944
Difference (carry forward to 2018-2019)	**3,748**

Please see School Performance Summary 2017/2018 on the school's website for detailed information, about the performance of disadvantaged pupils.

6. Additional detail
In this section you can annex or refer to **additional** information which you have used to support the sections above. *Please see School Performance Summary 2017/2018 on the website, which details the performance of attainment and progress for disadvantaged pupils.*