**Tutshill Pupil Premium Strategy 2019-2020**

The Government introduced the Pupil Premium Grant in April 2011. This grant, which is additional to main school funding, is seen by the government as the best way to address the current underlying inequalities between children eligible for free school meals and their wealthier peers, by ensuring that funding to tackle disadvantage reaches the pupils who need it most. The Pupil Premium is allocated to schools and is clearly identifiable. Schools can decide how the Pupil Premium is spent, since they are best places to assess what additional provision should be made for the pupils within their responsibility.

At Tutshill C of E Primary all pupils are supported, regardless of race, gender, ability or personal or home circumstance. We believe that Quality First Teaching, QFT, for all pupils, is essential for sufficient progress to be made by all. Teaching is monitored closely by the Headteacher and subject leaders provide support to their colleagues. High quality teaching is supplemented by timely interventions, used to support and challenge vulnerable learners, as and when required. These interventions are planned and delivered by teachers and HLTA’s. The Headteacher, Deputy Headteacher and Governing Body monitor the impact of all spending and interventions, including the Pupil Premium.

As of September 2019 there are 209 children on roll.

10% of the school population are in receipt of pupil premium funding which equates to 21 children.

**Context**

We believe strongly that all children deserve the best possible education. As a school we have high expectations of all of the children. Our children come from increasingly wide and varied

backgrounds. Many children live within the local area in and around the villages of Tutshill, Sedbury, Beachley, Tidenham. The school is now receiving and accepting admissions from further afield in Chepstow, including Kingsmark, Garden City, Thornwell and Bulwark. The pupils have a range of need in terms of learning but also socially and emotionally. We aim to harness the opportunities given to us through the Pupil Premium grant to ensure teaching is excellent and that additional support and interventions are of a high quality and have high impact.

We aim for our children to leave Tutshill C of E Primary School with the knowledge, understanding, attitudes, skills and motivations which will help them to develop a love of learning and allow them to tackle whatever challenges their future holds.

Through creativity, curiosity and imagination we aim to develop confident and ambitious learners who demonstrate: perseverance through resilience; courage through risk taking; responsibility through reflection, evaluation and resourcefulness and respect through cooperation.

Our Pupil Premium Strategy is reviewed at Governor meetings throughout the year and is reviewed by the senior leadership team and at Pupil Progress meetings and staff meetings with all members of staff.

**Whole school Successful School Initiatives/Improvements.**

We believe that quality teaching is beneficial to all children whether in receipt of Pupil Premium funding or not. Children from disadvantaged homes may not have access to the extra-curricular opportunities that those from wealthier families do. We strive to eliminate inequalities and have a ‘can do’ approach towards all we do with our children and families We believe that allowing children to begin new learning topics from a shared perspective is important and a leveller. Wider learning opportunities to be celebrated by Tutshill School are:-

* Increase use of the pupil voice through our monitoring of the curriculum, School Council
* Nurture provision from qualified teachers
* A well developed, curriculum with high levels of enrichment learning opportunities
* Opportunities for 1:1 coaching with children
* Metacognition for children, including the TrickBox resource.
* Mindfulness
* Excellent standards of teaching in English, Mathematics and across the wider curriculum
* Excellent teaching of phonics in EYFS and KS1
* Effective use of tutoring
* High number of experiential learning opportunities providing real contexts for learning
* Forest schools and outdoor learning
* Talk for writing to stimulate high quality writing outcomes
* Power of Reading, providing rich reading experiences Objectives of Pupil Premium Spending.

**High Quality First Teaching**

We focus a high percentage of our spending on ensuring that teaching across the school is of a high quality. Subject Leaders have access to high quality training to ensure that good practice can be disseminated, that teachers across the school can be kept up to date with new initiatives and are equipped with the skills to teach high quality lessons. Teachers adapt lessons effectively to meet the needs of all children, personalising their teaching to ensure that all children make good progress. We understand the importance of high quality feedback and marking, which is essential for children to make excellent progress. All children in receipt of Pupil Premium funding, receive a weekly 1-1 feedback and coaching session from their class teacher, in addition to class based daily feedback, to target their individual need and set targets for next steps in their learning. The children also work with their teacher to set individual, challenging personal targets, which develop a sense of responsibility for learning and a sense of achievement when they are achieved. Teaching Assistants are well trained and deployed strategically to ensure maximum impact. Encouraging children to take responsibility for their learning and set their own targets sits firmly within our school’s vision and ethos.

**Interventions**

Children in receipt of Pupil Premium funding have their individual needs assessed on a regular ongoing basis. They may have some of their specific needs addressed through a targeted intervention group. This is in addition to quality first teaching and does not replace whole class lessons. We offer a small number of high quality interventions, delivered by Higher Level Teaching Assistant’s HLTA’s and well trained Teaching Assistant’s, TA’s. The impact of this work is monitored regularly. Interventions include: phonics support, writing composition support, maths, calculating strategies, reading eggs, reading comprehension, social skills groups, physical development groups to name a few.

**Emotional and Social Wellbeing**

We believe that the wellbeing of all members of our school community is at the heart of our school ethos and our emphasis on high quality physical, social and health education, PSHE, permeates all aspects of school life. We use the TrickBox scheme to allow children to develop strategies for dealing with a range of emotions and feelings.Our school values influence the way in which staff, children and families communicate and interact. In addition, we provide specific support for children with specific emotional, social or behavioural issues. These interventions include nurture provision from trained staff, lunchtime drop in café, access to therapy and support from outside agencies, where appropriate.

# Curriculum and Enrichment

Our curriculum provides experiential learning opportunities for termly topics. Visitors are invited into school and trips are arranged to areas of interest. This ensures that whatever a child’s life experiences have been, there will be a shared context for learning in class. In addition, we arrange whole school enrichment weeks which allow children to develop learning over a longer periods of time. Children in receipt of Free School Meals, FSM, have the opportunity to take up learning a musical instrument to enrich their learning and also have the costs of trips, after school clubs and holiday clubs met by the school. This ensures that they have the opportunity to enrich and extend their learning.

**Family and Community**

Tutshill C of E School strongly believes that working together with parents, carers and the wider community is vital. The school works with parents and members of the local community providing additional support and signposting external agency support, where necessary. Parents are invited to engage with their children’s learning though the day to day communication with the teachers, participation in parent workshops, volunteering, and supporting with whole school events. Parents of pupils in receipt of Pupil Premium funding have the opportunity to meet with a member of the senior leadership team, three times a year to discuss their child’s progress, strengths and areas for development. This is followed up by parental consultations with the class teacher. The school takes an active approach with supporting the needs of families.

**Use of Research and Evidence**

The school uses both school based, county and national evidence to inform the work we do. The approaches we use are regularly evaluated to ensure high impact upon learning and development and value for money. The work we complete with all children is monitored and evaluated closely and only approaches and interventions which have shown impact are used. Key sources of research used by the school include: Sutton Trust and the Education and Endowment Fund toolkit.

Research presented by the Education Endowment Fund, EEF, shows that interventions from Teaching Assistants shows a positive benefit of between three and five additional months’ progress when well-planned and focused support is provided. Research also shows that interventions from highly qualified teachers and higher level teaching, HLTA’s, has a slightly higher impact. Therefore, our intervention groups, run in the afternoon, are planned and delivered by HLTA’s in liaison with the class teacher, who identifies needs and sets tightly focused entry and exit criteria.

Tutshill School has developed a thorough programme of feedback and coaching from classroom teachers. Research, EEF, shows that high quality feedback has a high impact, due to interventions being closely matched to individual needs.

Tutshill School place a very high importance on improving behaviour and behaviours for learning. As a result, a nurturing curriculum with a focus on mindfulness, growth mind-set and wellbeing has been adopted for all children. In addition, many Pupil Premium children have access to a ‘nurture’ curriculum. Evidence suggests that behaviour interventions can produce large improvements in academic performance.

Research, EEF, suggests that on average children who participate in oral language interventions make approximately five months’ additional progress across the course of a year. As a result, Tutshill School has employed a speech and language champion who works closely with the local authority speech therapists.

# Barriers to future attainment and progress

**In school barriers to learning.**

**Emotional needs including attachment issues**. Many of our children in receipt of Pupil Premium funding have complex needs arising from emotional and attachment related difficulties. At school these behaviours are shown through a lack of independence, a reluctance to work without constant reassurance and a fear of failure if attempting a task. This has a significant negative impact on learning.

**Social and Communication skills.** Many of our pupils in receipt of Pupil Premium funding find it difficult to take turns, play with peers in a less structured environment and communicate effectively with adults and peers. In school, we see children unable to partake in productive and reciprocated play and are unable to take part in class discussion.

**Physical and Health needs.**  A number of children in receipt of Pupil Premium funding have difficulties with gross and fine motor control, including Hypermobility. In school we see this as a reluctance to join in physical lessons, and inability to write at speed and occasionally very tired in school due to poor diet and eating habits.

**Behavioural and Learning behaviour issues.** A number of children in receipt of Pupil Premium funding find concentrating, paying attention and getting on with others, both in structured and less structured times, challenging. Where children find this difficult the child become frustrated and can cause a disruption in class or outside at break times.

**Specific Learning needs.**  Many of the children in receipt of Pupil Premium funding are making good personal progress but are not working at the ARE due to specific learning needs. These learning needs are related to reading, writing, maths, concentration and attention deficits.

**External barriers to learning**

**Low Income.** Children in receipt of Pupil Premium funding are sometimes unable to afford/access the additional enriching opportunities offered by the school or other agencies.

**Access to outside agency support:** Tutshill school is on the edge of the Forest of Dean and borders Monmouthshire in Wales. Coordination with external agencies across counties and countries is necessary to ensure quick intervention which leads to impact on pupil learning, e.g. school nurse, doctor and speech and language therapy. Many children in receipt of Pupil Premium funding are unable to access the external support which is located a distance from Tutshill and not on public transport routes.

**Attitude to attendance:**  a number of children in receipt of Pupil Premium funding may find difficulty in attending school due to transport, child care arrangements and parental attitude and circumstance.

The Pupil Premium Actions are divided into five main headings.

1. Achievement.
2. Teaching
3. Social, emotional and personal wellbeing.
4. Leadership and management
5. Behaviour and attendance

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|  | Objectives | Lead person | Actions –these are funded by Pupil Premium | Monitored by and when | Evaluated by and when | Expected impact |

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| Achievement | To further diminish the difference in attainment and progress between disadvantaged  pupils and no disadvantaged pupils nationally | NF  JL  (SENCO) |            | Small group interventions, literacy, reading writing speaking and  listening handwriting, numeracy focus. Focused support during class time, teacher, T.A.  Focused tracking and provision for all PP children.  Analyse barriers to learning for each child.    Individual, personalised targets for all PP children. Children’s learning tracked through prior low attaining grids to the previous year to identify missing Key Objectives. | Class teachers    SLT    Headteacher | Teaching and  Learning  Committee    Full  Governing  Body |            | The gap will be diminished to allow disadvantaged pupils to achieve in line with peers and above national for disadvantaged pupils for GLD, Y1 phonics, KS1, KS2.    Disadvantaged group progress as strong as/ stronger than cohort in order to close any gaps (data, work books, observations)  Support will be targeted towards individual need to ensure the attainment gap is closed.  Boxall assessments, for focus children show improvement in key areas. Physical skills improved to allow children to work at the same rate as their peers. Progress accelerated due to improved handwriting capability.  Children will make accelerated progress due to personalised teaching. |

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| Teaching | To ensure that all disadvantaged pupils experience at least good teaching over time to diminish  the difference | All staff |                | Teaching across the school is consistently judged good with Planning shows individual needs are addressed pre delivery and key questions identified to move children forward. Educational Psychology time purchased for individual children and CPD for teaching staff.  Class teacher to ensure progress is improved for all PP children through focus teaching sessions with disadvantaged groups.  Music tuition funded. 1:1 teacher led coaching sessions to increase the attainment in core subjects particularly for boys.  Learning pit lessons. Inspiration days developed. Outdoor learning weeks to engage and inspire children, linked with observations of well- being and engagement. | Teaching Observations conducted by  Headteacher    Drop ins to support teaching and learning  picture    Subject leaders will monitor progress of groups od pupils in the subject. | SLT    Teaching and  Learning  Committee |                  | PP Children across the school have daily access to quality first teaching.  Evaluations on planning.  Key questioning allows all PP children to participate fully in learning and are able to make focused and identified progress.  PP Children, whose progress is a concern, have access to EP support rapidly.    Teachers will give focused, identified support to specific children to address identified needs. Disadvantaged children have access to music tuition, trips and after school PE/ art clubs progress of disadvantaged pupils is accelerating to close any gaps in EYFS, Phonics, KS1 and KS2. 1:1 teacher led coaching notes show individual learning support delivered and impact shown in books/ coaching notes. Growth mindset developed for all PP pupils. Attitude to learning and a ‘can do’ attitude transferred to many areas of learning. Children will make accelerated progress due to personalised teaching. |

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| Social, emotional and personal wellbeing | To ensure that all disadvantaged pupils    have the opportunity to learn from early nurturing experiences  .      T  o make friends and deal calmly and confidently with each day and  have their own individual needs met. | All staff |                      | Nurture sessions provided for individual children. Nurture methodology and resources incorporated into class based teaching. Mindfulness activities used to aid concentration and allow for reflection time.  Individual targets set during 1:1 coaching sessions for all PP children.  Targets shared with children and progress measured in weekly coaching sessions.  Reflection charts used to build self esteem and chart progress  Socially speaking/ Time To Talk interventions Enrichment sessions, arty rats, pro stars, music lessons. Ferre Leavers observation cycle for involvement and wellbeing. Rainbow lessons used to target pupil need  TrickBox lessons used to build resilience. Cards used for individual children to develop and use skills | Lesson  observations    Entry and Exit criteria evaluations- Term 2/4/6    Nurture teachers | SLT      SENCO |                | Progress measures assessed through Boxall Profile show improvement.  Nurture group children will be able to access supportive resources within the classroom. Identified learning needs will be shared with class teachers and successful teaching and learning approaches used.  Children will be able to use personal strategies to feel calm, concentrate and learn.  Children will develop personal and social skills which will allow them to access the wider curriculum.  Self-esteem will rise through personal achievement and individual interest based learning opportunities. Learning opportunities for individual children , based on levels of engagement will be increased, leading to more sustained progress.  Children will have improved learning behaviours and be able to work through difficulties, using resilience, confidence, mental stability. |

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| Leadership and management | To ensure that strategic leadership for disadvantaged pupils results in accelerated  progress to diminish the difference  compared  to non  -  disadvantaged    nationally.    To  ensure that governors are fully involved in strategic planning for PP funding    and can  evid  ence challenge. | Headteac her and  Deputy    Teaching and Learning Committe  e    Full  Governing  Body |              | PP Lead release time to monitor and track  pupils  Pupil premium review meetings with all staff.  Review time with  Lead governor for PP  (part of Teaching and  Learning committee.) Embed and monitor against  Disadvantaged Pupil Policy statement Sep 2019.  PP report to teaching and Learning committee  PP report to full governing body. Headteacher and  SBM to report at Finance and premises committee | Data submission Terms 2/4/6.    SLT    Teaching and  Learning  Committee    Pupil Premium  Governor | SLT and Pupil  Premium  Governor.    Finance committee |          | PP Lead champions the progress and attainment for every disadvantaged child and monitors their outcomes EYFS, KS1 phonics KS2.  Every teacher and TA is held to account for the outcomes of the disadvantaged children they teach.  Every adult leading an intervention is accountable for the progress and can discuss the effectiveness of the intervention. Governors are well informed about disadvantaged outcomes and there is evidence from Inclusion Group minutes of challenge. Governors can communicate value for money linked to impact.  Children will make accelerated progress due to personalised teaching. |
| Behaviour and attendance | To ensure that attendance and punctuality for individuals is improving to reduce the  difference between attendance for the disadvantaged group.    T  o  ensure that behaviour over time for all disadvantaged pupils improves and is at  least good. | All staff    Head-  teacher |              | The Cool Club sessions funded as appropriate for individual children, in receipt of FSM and/or at risk of low attendance. Headteacher conducts AiM meetings with families  Attendance offer promotes Schools Attendance Policy Nurture group – part funded.  Nurture provision for those children exhibiting challenging behaviour and behaviour for learning.  Uniform voucher. Early Help directed towards vulnerable families, families  first, Early Help coordinator | Headteacher    Attendance officer    Attendance monitored termly and, if necessary, letter sent to families. | Headteacher and Deputy Headteacher    Review uptake of uniform grant. |              | The attendance gap between disadvantaged pupils and all pupils reduces swiftly to under 2% difference.  Disadvantaged pupils are punctual.  All pupils in receipt of FSM have access to quality breakfast provision Number of disadvantaged pupils classed as persistent absentees is removed.  Behaviour to support learning is at least good for disadvantaged children.  External barriers to learning will be supported/removed allowing for accelerated progress.  Children will make accelerated progress due to personalised teaching. |

**Costed 2019/2020**

**Expected income**

**PP+ £25300**

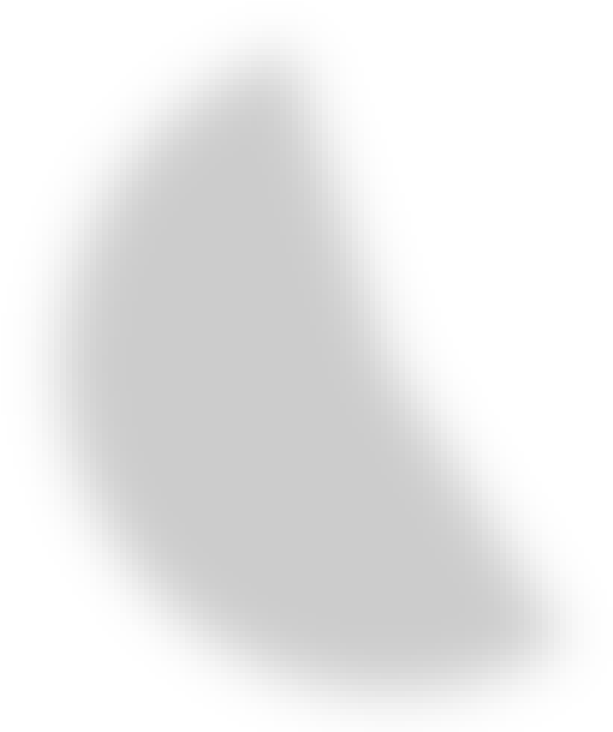
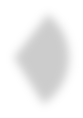
**LAC £4600**

**FSM £1320**

**E6 £5280**

**Total income £36.500**

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| --- | --- | --- |
| Need | Provision | Total Cost |
| Communication | Speech Therapy | 657.40 |
|  |  |  |
| Academic | Coaching | 2955.01 |
| Academic | Dancing Bears | 465.98 |
| Academic | Phonics: Phase 4/5 | 232.99 |
| Academic | Small Group Work | 295.26 |
| Academic | Mathematics Interventions | 3166.29 |
| Academic | Reflection Time (GG) | 1984.61 |
| Academic | Phase 3 Phonics:Dancing Bears | 497.04 |
| Academic | Writing | 1068.29 |
| Academic | Reading | 1017.83 |
| Academic | Spelling | 97.432 |
| Academic | Editing & Revising Group | 124.26 |
|  |  |  |
| Physical | Fizzy | 310.65 |
|  |  |  |
| Social/ Emotional |  | 13737.5 |
| Resources |  | 3033.7 |



**%**

**11**



**30**

**%**



**54**

**%**



**5**

**%**

**Pupil Premium Costing 2019**

**-**

**2020**

Physical

Academic

Personal, Social &

Emotional

Enrichment

|  |  |  |
| --- | --- | --- |
| Need | Provision | Total Cost |
| Communication | Speech Therapy | (2822.15) |
| Academic |
|  | Reflection, coaching  Reading  Writing  Sentence Maths  spelling | £11377 |
| Physical | Fizzy- gross and fine motor personal needs holiday club/ after school club attendance.  uniform  FSM | £3926 |
| Social and Emotional | Nurture Trick Box  social skills groups  Educational Psychology | £20137 |
| additional support, enrichment, behaviour attendance | Attendance at before and after school provision.  behaviour support plans educational psychology enrichment opportunities | £1832 |

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| Total Cost |  |  |  |  |  | 37272 |

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| --- | --- | --- | --- | --- | --- | --- |
| Need | | Provision | | Total Cost | | |
| Communication | | Speech Therapy | | 657.40 | | |
|  | |  | |  | | |
| Academic | | Coaching | | 2955.01 | | |
| Academic | | Dancing Bears | | 465.98 | | |
| Academic | | Phonics: Phase 4/5 | | 232.99 | | |
| Academic | | Small Group Work | | 295.26 | | |
| Academic | | Mathematics Interventions | | 3166.29 | | |
| Academic | | Reflection Time (GG) | | 1984.61 | | |
| Academic | | Phase 3 Phonics:Dancing Bears | | 497.04 | | |
| Academic | | Writing | | 1068.29 | | |
| Academic |  | | Reading | |  | 1017.83 |
| Academic |  | | Spelling | |  | 97.432 |
| Academic |  | | Editing & Revising Group | |  | 124.26 |
|  |  | |  | |  |  |
| Physical |  | | Fizzy | |  | 310.65 |
|  |  | |  | |  |  |
| Social/ Emotional |  | |  | |  | 13737.5 |
| Resources |  | |  | |  | 3033.7 |