

Pupil Premium Strategy 2019-20

We use our pupil premium funding to:

- release teachers in order to spend time with children discussing their work, their strengths and what they need to do next in order to make rapid progress
- fund intervention strategies listed below

Attainment of the pupils on the pupil premium register is monitored closely and interventions are put in place as necessary to support them to move forward with their learning. At Sparkenhoe all pupils on the pupil premium register make outstanding progress and the majority of them reach national standards or above in reading, writing, maths and science.

Our strategies are split into three areas:

- Raising aspirations
- Improving confidence / self esteem
- Academic strategies

These initiatives, whilst being aimed at those eligible for pupil premium cohort, also have a direct impact on all of our students with the aim of raising the bar across the school.

Number of pupils and Pupil Premium grant (PPG) received 2019-20	
Total number of pupil on roll (data at last census)	416
Total number of pupil eligible for PPG	91
Amount of PPG per pupil	£1320
Total amount of Pupil Premium Grant received	£120,120
Funding deployed by the school in addition to pupil premium funding to support this group of pupils	£10 000

Strategy / Activity	Sutton Trust Summary	Outline of initiative	Cost	Projected impact by the end of the academic year (2018/19)
Reducing class sizes for English and Maths lessons	<p>There is some evidence that pupils in disadvantaged areas in the UK benefit from classes of fewer than 20 pupils in primary schools</p> <p>+3 months</p>	Additional teacher used to reduce class size in Year 6 so that high performing teachers can intervene with lower achieving pupils.	£25,000	All children making at least expected (usually better than expected) progress.
Pastoral care -Staff time	No Sutton Trust research base	<p>% of Deputy Head time including managing the Pupil Premium budget and tracking interventions.</p> <p>% of Deputy Head time supporting children and families with pastoral issues.</p>	£30,000	<p>Ensure children have equality of opportunity in school. PP attainment gap closed and achievement gaps narrowed.</p> <p>Engagement of parents to lead to improved student engagement base therefore improved attendance, behaviour and progress.</p>
Monitoring		A proportion of management time used to monitor progress and achievement of PP children.	£4, 500	Improved behaviour and attendance of the target group - leading to improved attainment for the group narrowing the gap.

<p>Work with individual pupils (Trained TAs)</p>	<p>Where TAs support individual pupils or small groups using high quality structured interventions, thus shows consistent positive benefits. Support is based on a clearly specified approach which teaching assistants have been trained to deliver</p> <p>+ 3 month</p>	<p>Small group work delivering language interventions following training.</p> <p>Coaching for Year 5 and 6 pupils to address misconceptions and close gaps.</p>	<p>£36,000</p>	<p>Narrowing the gap for identified children in English and Maths.</p>
<p>HLTAs</p>	<p>Where TAs support individual pupils or small groups using high quality structured interventions, thus shows consistent positive benefits. Support is based on a clearly specified approach which teaching assistants have been trained to deliver</p> <p>+ 3 month</p>	<p>Teach targeted reading inference groups and maths groups following training.</p> <p>Cover for class teacher in 20 minute blocks to allow teacher to deliver interventions.</p>	<p>£12,000</p>	<p>Closing achievement gap in English and maths for identified pupils.</p>

Attendance	No Sutton Trust research base	Rewarding attendance - certificates - medals - prizes Work with parents – ½ day per week DH time	£5,500	School attendance continues to be at national average and PP attendance similar.
TA time to administer Accelerated Reader	Where TAs support individual pupils or small groups, which on average show moderate positive benefits. Often support is based on a clearly specified approach which teaching assistants have been trained to deliver + 1 month	TA time used to support specific children in undertaking tests and reviews. Ensuring that children have a reading book closely matched to their reading age.	£4,000	Children's "reading miles" increase. Improved reading ages as interventions are targeted accurately. Improved reading ages leading to accelerated progress for PP students.

<p>Phonics</p>	<p>Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading.</p> <p>+4 months</p>	<p>Focused phonic work taught at pace, including early introduction to sight words in F1. Small group catch up sessions.</p>	<p>£3,000</p>	<p>Many of our students arrive with lower than expected English levels.</p> <p>Higher proportion of children working at age related.</p> <p>This will be measured using phonic assessments and the Year 1 phonics tests.</p> <p>Improving reading and writing at KS1 is vitally important to ensure students can successfully access the curriculum. The long term impact of this strategy will be seen as students complete KS2.</p>
<p>Closing the gap F2</p>	<p>Evidence suggests that early years and pre-school intervention is beneficial with above average levels of impact</p> <p>+6 months</p>	<p>TA time to release trained TAs for targeted intervention groups.</p>	<p>£3,000</p>	<p>Closing an achievement gap in communication skills.</p>

Adventure / Residential Activities - subsidies	Overall, studies of adventure learning interventions consistently show positive benefits on academic learning, and wider outcomes such as self-confidence. +3 months	To support low income families to send their children on residential trips.	£1,000	Raised aspirations, engagement, motivation in school which will result in improved attendance and behaviour thus improved attainment.
Morning Care	Before School Programmes: Moderate impact for low cost per child based on moderate evidence. +2 months	To provide morning care with breakfast and activities for identified pupils to ensure a good, settled start to the school day. To ensure children are ready to learn.	£500	Raised aspirations, engagement, motivation in school which will result in improved attendance and behaviour thus improved attainment.
Day trips	Participation in outings: Moderate impact for moderate cost based on moderate evidence. +2 months	Ensuring that all children have access to opportunities to take part in educational and social day trips.	£3,000	Raised aspirations, engagement, motivation in school which will result in improved attendance and behaviour thus improved attainment.
Swimming	No Sutton Trust research base	Ensuring that all children have access to and opportunities to fully participate in the curriculum.	£600	

Revision books	No Sutton Trust research base	Revision books provided for English and Maths.	£1,000	Improved attainment.
Curriculum days	No Sutton Trust research base	This initiative aims at enhancing engagement of pupils. All teachers will be assisted to enhance their curriculum offer through the use of the pupil premium grant to part fund resources and workshops.	£600	Greater engagement in lessons through improved curriculum offer will lead to improved whole school attendance and therefore improved attainment.
Performance days	Aspirations: Very low or no impact for low cost based on very limited evidence. 0 months	Whole school celebration days where children perform to parents.	£500	Improved engagement in school resulting in improved attendance. This improved attendance ensures students all get the most out of high quality first teaching during lesson time. Increased parental engagement.