



Pupil Premium Strategy Statement

School overview

Metric	Data
School name	The Topsham School
Pupils in school	232
Proportion of disadvantaged pupils	13%
Pupil premium allocation this academic year	£42,340
Academic year or years covered by statement	2019-2022
Publish date	7 January 2020
Review date	5 July 2022
Statement authorised by	Emma Pipe, Head teacher
Pupil premium lead	Nasim Hartmann, SENDCo
Governor lead	Sue Nunnery, Governor

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	78% at ARE
Writing	78% at ARE
Maths	70% at ARE

Strategy aims for disadvantaged pupils

Measure	Score
Meeting expected standard at KS2	91% at ARE
Achieving high standard at KS2	36%
Measure	Activity
Priority 1 Raise the aspiration of our Pupil Premium pupils with all staff having <u>high expectations with no opt-outs</u> to ensure that all make at least expected progress from their	SIP focus on Quality of Education Reading, Writing (handwriting, spelling, vocabulary, Phonics) and Maths Fluency Time limited targets to be put in place and provision to be closely monitored with a focus on progress.

starting points. Identified children make rapid progress.	
Priority 2 Development of Metacognition - positive Learning Behaviours leading to self-motivation, perseverance and knowledge of how to learn and succeed.	SIP focus on Behaviour and Attitudes to Learning Learning Behaviours and implementing new Behaviour Management Policy Creating a culture where children know how they learn and why that is important – linking work on Blooms Taxonomy to Metacognition
Barriers to learning these priorities address To develop the level of active participation and understanding of how essential clear routines and structures are to support children's resilience and reduce anxiety.	SIP focus on Personal Development Working with vulnerable families
Projected spending	£42, 340

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	All PP children to make at least expected progress from their starting points in reading including PP with SEND. Some make accelerated progress to close the gap to ensure they achieve ARE/GD. Focus to include: PP children will be heard read regularly. Reading for pleasure to be promoted in school PP children to visit Library weekly	July 2020
Progress in Writing	All PP children to make at least expected progress from their starting points in writing. Some make accelerated progress to close the gap to ensure they achieve ARE/GD. Focus to include: Vocabulary project – word of the week and promotion of Teachers understanding of importance of the explicit teaching of vocabulary Preview Homework will include pre-teaching of vocabulary will enable parents to support their child effectively. Lunchtime Preview Homework/Learning Club – including vocabulary/editing/purple penning – for book look	July 2020
Progress in Mathematics	All PP children to make at least expected progress from their starting points in Maths. Some make accelerated progress to close the gap to ensure they achieve ARE/GD. Focus to include: Pre/post teaching and focussed interventions Maths challenge groups – GD displays in KS2	July 2020
Phonics	PP children without SEND achieve Phonics screen. Consistency of practice in the teaching of phonics and reading to ensure clear progression across the	July 2020

	EY and KS1. Focus to include: Training for all teachers and TAs Observations and team teaching	
Wider Curriculum	Ensuring all children have access and the social skills to engage with the both the core and the wider opportunities. Develop social communication, self-regulation and metacognition skills to enhance their self-belief and ensure challenge and engagement with the learning.	July 20

Targeted academic support for current academic year

Measure	Activity
Priority 1 Maths Reading Writing	Focus lunchtime club for PP – pre/post teach and preview homework sessions. Weekly book looks/conferencing with children on targets and progress. PP pupils to be the focus on Learning Walks and all subject Leader book looks. Greater fluency in Maths + Success @ Arithmetic 1:1 reading Handwriting scheme to be reviewed and/or purchased Spelling progress and attainment in writing to be supported by small group work
Priority 2	Services Premium support Lego Therapy Staff Meeting input on Metacognition Metacognition project with KS2 PP children
Barriers to learning these priorities address	Ensuring staff use evidence-based whole-class teaching interventions and clearly identify those that need support for pre/post teaching – Learning Walks and Book Looks by all Subject Leaders
Projected spending	EP and NH 2x 2 hours per week EP and NH 2x 2 hours per week conferencing/target reviews LP and TM time for 1:1 reading and spelling/phonics sessions x5 week 1.1 for Services group 0.10 for Lego Therapy No Nonsense Maths (10K) Handwriting scheme investigated

Wider strategies for current academic year

Measure	Activity
Priority 1 All PP children will attend all school trips and residentials and have the offer of peripatetic music and drama	To ensure PP children have equality of opportunity and experience and that this is tracked and monitored.

lessons, so enhancing their educational and life experiences.	
Priority 2 To develop support networks for parents to help each other with engagement with learning, school and to reduce anxiety.	To run next From Timid to Tiger programme targeting hard to reach parents.
Barriers to learning these priorities address To improve communication with all parents to increase engagement, attendance and readiness to learn for pupils.	To ensure that PP families are actively encouraged to attend events and supported with TAFs and with outside agencies. Change of timings for whole events after school to enable key families to attend.
Projected spending	Residentials for Yr 6/4 – 10 children Extended Curriculum opportunities for PP children 0.1 NH for FTtoT x10 weeks (Autumn + Spring term)

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring that PP children sustain and continue to make progress	Regular monitoring, lesson drop in, book looks, Senior and Middle Leader monitoring of their subjects
Targeted support	Engaging children in the level and correct type of targeted support, which will support them to make progress	School to regularly review the intervention in place, monitor the outcomes by drop ins and ensuring data evidences progress
Wider strategies	Engaging the families facing most challenges	Working closely with the LA and other local schools on cross-school outreach programme

Review: last year's aims and outcomes

Aim	Outcome
Children are better able to learn through improved aspiration and recognise when they are learning well, linking to learning behaviours and wellbeing.	Learning behaviours developed in school and implemented in each class. Many teachers feel children are able to talk about their learning more confidently and feel proud of their achievements. This is difficult to evaluate as it is a long term project and achievement is difficult to quantify. Many PPG children in KS2 access homework club weekly and teachers have reported that this has had a positive impact on them completing home learning tasks (as they wouldn't have done it otherwise).
Parents of PPG children will be better able to support their children academically and emotionally and have a positive attitude to school and learning	Positive impact and 100% PPG children have attended all visits and residential visits. Children and families wellbeing worker is having a positive impact on school relationships with families and giving a greater insight into the needs (and there ways of supporting) said families.

<p>Improved percentage of PPG boys working at expected standard in reading and writing.</p>	<p>End of year baseline (2017) – 77.8% Exp+ End of year (2018) – 76.7% Exp+ 2 PPG joiners working well below ARE have reduced % working at exp+, so the slight dip is positive in light of this.</p> <p>PPG +3.4 points progress in writing End of year baseline (2017) – 11.1% #3, 11.1% #4 End of year (2018) – 10% #3, 16.7% #4 PPG children working at GD in writing has increased.</p> <p>ALL PPG children have made expected or better progress through pirate writing and 2/3 boys are now working within age related expectations.</p>
<p>Improved progress for PPG in maths.</p>	<p>GD PPG focus was effective as children have either remained at #3/4 or moved up. Teachers felt they were able to identify gaps of pupils and develop targets around these. However, management of this was difficult (many TAs used as HLTA supply).</p> <p>Lesson study shows pre teaching (by the teacher) to be most effective form of maths intervention for PPG children.</p> <p>No Nonsense Number Facts is a useful tool as it supports children in consolidating number facts. Revisit with staff during September inset to ensure the use is being maximised in all classes.</p> <p>Whole school approach of 'Dive Deeper' is effective in allowing children to explore and secure number skills in a variety of ways, rather than moving onto new concepts too quickly.</p> <p>This is to continue to be a focus for the next plan</p>