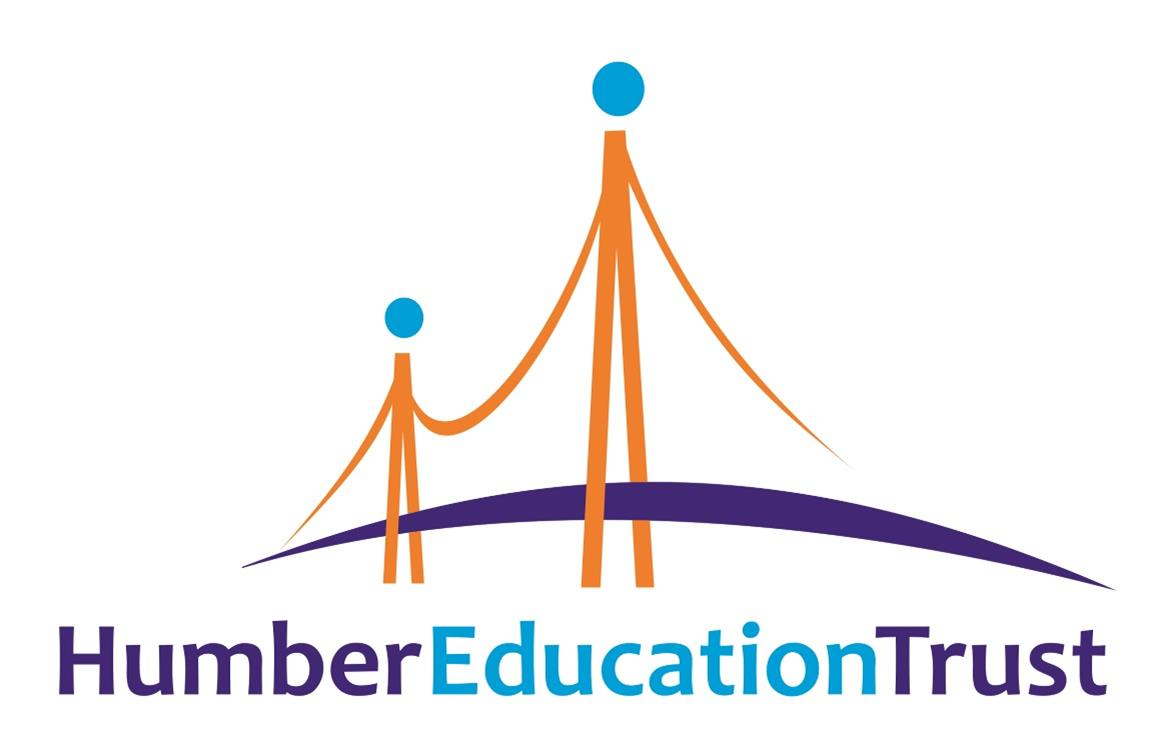
Humber Education Trust

Neasden Primary School



2019/2020

**What is Pupil Premium additional funding?**

Pupil Premium is additional funding for publicly funded schools in England to raise the attainment of disadvantaged pupils and close the gap between them and their peers. It is allocated to:

* children of statutory school age who have been eligible for free school meals at any point in the last six years (also known as Ever 6 FSM)
* children who are looked after by the local authority
* children whose parents are currently serving in the armed forces.

Pupil Premium Strategy 2019 - 20

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| 1. Summary information | | | | | |
| School | Neasden Primary | | | | |
| Academic Year | 2019/20 | Total PP Budget | £89,000 | Date of most recent PP Review | Ofsted 20th June 2019 |
| Total number of pupil | 221 | Number of pupils eligible for PP | 66 | Date for next internal review of this strategy |  |

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| 1. Current attainment | | | | | | | | | |
|  | Reading | | | Writing | | | Maths | | |
|  | Pupils eligible for PP (your school | Pupils not eligible for PP (your school) | Pupils not eligible for PP (National 2018) | Pupils eligible for PP (your school | Pupils not eligible for PP (your school) | Pupils not eligible for PP (National 2018) | Pupils eligible for PP (your school | Pupils not eligible for PP (your school) | Pupils not eligible for PP (National 2018) |
| % achieving GLD by end of FS2 | 50% | 75% | 79% | 50% | 71% | 68% | 50% | 86% | 82% |
| % achieving expected standard - end of Y2 | 83% | 68% | 79% | 83% | 62% | 74% | 50% | 70% | 80 % |
| % achieving expected standard - end of Y6 | 93% | 100% | 80% | 86% | 95% | 83% | 93% | 95% | 81% |

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| 1. Barrers to future attainment (for pupils eligible for PP) | | Priority | | | |
| Where high represents a significant impact on future attainment | | Likely to affect most pupils (81%-100%) | Likely to affect the majority of pupils (51%-79%) | Likely to affect a minority of pupils (21-49%) | Likely to affect a few pupils (0%-20%) |
| A. | Poor reading skills on arrival in FS and KS1. |  |  | X |  |
| B. | Poor writing skills on arrival in FS and KS1. |  |  | X |  |
| C. | Low maths skills on arrival in Foundation Stage & KS1 |  |  | X |  |
| D. | Not reaching Greater Depth by the end of KS2 in maths | X |  |  |  |
| E. | Attendance in school. |  |  |  | X |

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| 1. Desired Outcomes | | |
| Desired outcomes and how they will be measured | | Success criteria |
| A | Ensure a large proportion of pupil premium pupils are able to read fluently by the age of 6. | * By the age of 5 (end of FS2) – 65%+ of disadvantaged pupils are reading fluently (95% of words in a miscue analysis) at an age appropriate level (Book Band ) * By the age of 6 (end of Year 1) – 70%+ of disadvantaged pupils are reading fluently (95% of words in a miscue analysis) at an age appropriate level (Book band ) * By the age of 7 (end of Y2) – 80%+ of disadvantaged pupils are reading fluently (95% of words in a miscue analysis) at an age appropriate level (Book Band ) * Phonological Awareness – 85% of Y1 disadvantaged pupils reach Stage 10 (by the end of the year) |
| B | Accelerate progress, thus narrowing attainment gaps, in the Early Years | * Increase the percentage of children achieving ELG in writing by 10% |
| C | Accelerate progress, thus narrowing attainment gaps, in the Early Years and KS1 in Maths. | * Increase the percentage of children achieving ELG in writing by 10% * Increase the percentage of pupils achieving ARE by the end of KS1 by 10% |
| D | Ensure pupil premium children retain sticky knowledge in Foundation subjects. | * Books show that sticky knowledge is retained. |
| E | Reduce levels of persistent absence. | * To reduce persistence absence by 1% from 6.1% to 5 % |

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| 1. Planned expenditure | | | | | |
| Academic Year | 2018-2019 | | | | |
| Desired outcome | Chosen action/approach | What is the evidence & rationale for this choice? | How will you ensure it is implemented well? | Staff Lead | When will you review implementation? |
| Ensure a large proportion of pupil premium pupils are able to read fluently by the age of 6. | * Review of current practice by Outwood Academy. * Complete miscue analysis for all PP children and bottom 20%. * EYFS to send phonics work books home and tricky words. * Inputs for parents on phonics. * Purchase of Read, Write Ink Resources to Year 1. * Children to be grouped in phonic ability. * Reading books to match phonic level that children are working at. * EYFS and Year 1 teachers to be trained to Read, Write Ink. * Teachers to deliver Read, Write Ink sessions. * Complete miscue analysis to measure improvements in fluency. | Research shows that this systematic, repetitive approach has maximum impact on children’s progress. | Visit other setting where it has been well implemented.  Learning walks, book audits and lesson observations will be linked to the teaching of vocabulary and writing for PP children. | S.Davis | Dec 2019 , March 2019 and June 2019 |
| Total budgeted cost | | | | | £££££££££££10,000£££££3 |
| Desired outcome | Chosen action/approach | What us the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff Lead | When will you review implementation? |
| Accelerate progress, thus narrowing attainment gaps, in the Early Years and KS1 in Writing. | * To ensure that there is high quality staff in Foundation Stage to provide quality structured and child-initiated writing sessions. * Use TALK for writing as a basis for writing. * Longer and faster pace phonic sessions to improve spelling and independent writing. * Small classes leading to personalised support . | Other HET settings where GLD is higher than ours have high quality staff in the setting.  Pupil numbers are low in F1 so should ensure high quality sessions. | * FS lead to be in Foundation Stage every morning. * Visit other setting where provision is outstanding | **VF** | * Learning Walk termly. * Analysis of data. |
| Total budgeted cost | | | | | £1,344 |
| 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? |
| Accelerate progress, thus narrowing attainment gaps, in the Early Years and KS1 in Maths. | * To ensure that there are high quality staff in Foundation Stage to provide quality structured and child initiated maths sessions. * Introduce TRG principles to Nursery and Reception children. | Other HET settings where GLD is higher than our have high quality in the setting.  Pupil numbers are low in F1 so should ensure high quality sessions.  TRGs have been introduced in other HET school and this has impacted on Maths ELG. | * FS lead to be in Foundation Stage every morning. * Visit other setting where provision is outstanding. | **LD** | * Learning Walk termly. * Analysis of data. |
| * Teachers to be given further support with mastery maths training. * Children not achieving ARE to be part of a focused group with the teacher. | Maths results have improved dramatically this year with the introduction of maths mastery and TRGs for all class teachers. | * Learning walks, book audits and lesson observations will be linked to the teaching of maths for PP children. | **LD** | Data to be analysed Jan 2019,  April 2019, July 2019. |
| Total budgeted cost | | | | | |
| 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 pupil premium children retain sticky knowledge in Foundation subjects. | * Long, medium and short term plans in all foundation subjects give children the opportunities to build on sticky knowledge . * Lesson are practical and engaging. * Lessons have an overall project outcome. | Research by the Education Endowment shows that children need to visit sticky knowledge often to retain it. | * Time given to staff to develop long, medium and short term plans. * Subject leaders to have ownership of plans so that there is clear progression and revisits of sticky knowledge built into the curriculum . | **Kelly Goucher** |  |
| Total budgeted cost | | | | | £8,5000 |
| 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? |
| Reduce levels of persistent absence.  Providetimely support to raise aspirations and ensure PSHE do not impact on academic achievement. | * Continue to provide free breakfast club. | Currently over 60 pupils attend the Breakfast Club.  Evidence suggests that Breakfast Clubs aid attendance and ‘readiness to learn’. | * Promoted through school communications with parents * High quality experiences (games etc) * High staff ratios | MJ | * Ongoing monitoring and reporting * Termly attendance analysis |
| * Majority funding for additional Well Being Worker | Promoting children’s mental health and overall well-being lays the foundations for academic success and high aspirations. | Headstart participation and training. | MJ | * Ongoing monitoring and reporting * Termly attendance analysis * Intervention analysis - see Well Being records |
| * To provide PP children with emotional and well-being support. | Promoting children’s mental health and overall well-being lays the foundations for academic success and high aspirations. | 2 TAS ELSA trained . | KG | * Ongoing monitoring and reporting |
| Total budgeted cost | | | | | £52,000 |

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| 1. Review of expenditure – Actual Pupil Premium funding received | | | |
| Previous Academic Year | 2018 /19 | | |
| Desired outcome | Chosen action/approach | Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | |
| Accelerate progress, thus narrowing attainment gaps, in the Early Years and KS1 in Reading. | * To ensure that there are two teachers in Foundation Stage to provide high quality structured and child initiated reading sessions. * High quality phonics sessions to take place. * Use outdoors as well as indoors to ensure high levels of engagement. * 10 mins session to be introduced at the end of each day reading phonic words (including non-real words so that the children are test ready. * Y1 reading intervention to take place. * To give all teachers high quality CPD on reading. * All teachers to attend TRGs on reading. * Plan and implement whole class/high quality text approach. * Implement a WOW word a day so children are exposed to high quality vocabulary from texts and understand their meaning. | * In EYFS the percentage of children reaching the early learning goal remained at 50 %. * In Year 2 there was a rise from 66% in reading to 83%. | |
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| Desired outcome | Chosen action/approach | Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | |
| Accelerate progress, thus narrowing attainment gaps, in the Early Years and KS1 in Writing. | * To ensure that there are two teachers in Foundation Stage to provide high quality structured and child-initiated writing sessions. * Cold writes to be used as assessments. * Grammar to be incorporated into text type so that it has a context. Wow word to be introduced every day. Huge emphasis on build-up of vocabulary. | * In EYFS there was an increase from 34% in writing reaching the Early learning Goal in to 50% In 2019 . * In Year 2 there was an increase from 66% in 2018 to 83% in 2019. | |
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| Desired outcome | Chosen action/approach | Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | |
| Accelerate progress, thus narrowing attainment gaps, in the Early Years and KS1 in Maths. | * To ensure that there are two teachers in Foundation Stage to provide high quality structured and child initiated maths sessions. * Introduce TRG principles to Nursery and Reception children. * Teachers to attend TRGs on the teaching of fractions. * New teachers to be given further support with mastery maths training. | * In EYFS proportion reaching ELG goal in Number has risen form 34% in 2018 to 50% in 2019 . * Y2 the percentage of children was 56% in 2018 and this remained. | |
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| Desired outcome | Chosen action/approach | Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | |
| Accelerate progress so that more disadvantaged pupils reach Greater Depth by the end of Y6. | Release time for senior leaders to develop T&L across school – focus on GD. | * Reading GD 29% * Writing GD 29% * Maths GD 7% | |
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| Desired outcome | Chosen action/approach | * Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | |
| Reduce levels of persistent absence. | * Continue to provide free breakfast club. * Majority funding for additional Well Being Worker. * Provide funding to ensure cost is not a barrier to accessing rich and varied experiences, in and out of school, and encourage good attendance at school. | * Persistence Absence PP 6.1% | |
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