

Pupil premium strategy statement

School overview

Metric	Data
School name	Totley Primary School
Pupils in school	339
Proportion of disadvantaged pupils	10%
Pupil premium allocation this academic year	£39,260
Academic year or years covered by statement	2019-2022
Publish date	01 November 2019
Review date	01 October 2020
Statement authorised by	Ben Paxman
Pupil premium lead	Mike Barnes
Governor lead	Greg Raynor

Disadvantaged pupil progress scores for last academic year

*based on 6 pupils out of 2018-19 y6 cohort of 32

Measure	Score
Reading	-0.92
Writing	+0.92
Maths	-1.55

Disadvantaged pupil performance overview for last academic year

Measure	Score
Meeting expected standard at KS2	
Reading	100%
Writing	100%
Maths	83%
Achieving high standard at KS2	
Reading	0%
Writing	0%
Maths	0%

Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1	Ensure all relevant staff (including new staff) have received paid-for training to deliver the RWI phonics scheme effectively
Priority 2	Work with BCL Consultancy to improve the attendance and punctuality of specific pupils so that the overall % DA attendance is above national
Barriers to learning these priorities address	<p>Current inconsistencies in pedagogy and practice (pure sounds, book matching, quality story time and staff subject knowledge)</p> <p>Improving attendance and readiness to learn for the most disadvantaged pupils</p>
Projected spending	£13000

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve national average progress scores in KS2 Reading (0)	Sept 21
Progress in Writing	Achieve national average progress scores in KS2 Writing (0)	Sept 21
Progress in Mathematics	Achieve average KS2 Mathematics progress score for our Family of Schools: (0)	Sept 21
Phonics	Achieve national average expected standard in PSC	Sept 21
Other	Improve attendance of disadvantaged pupils to above national average for all pupils	Sept 21

Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.

Targeted academic support for current academic year

Measure	Activity
Priority 1	Ensuring all disadvantaged children meet their KS2 end of year targets. Qualified teacher to offer bespoke tutoring for 30 minutes per week to Y6 disadvantaged pupils. This will be planned in collaboration with the Y6 teaching team.
Priority 2	Several of our disadvantaged children have complex emotional needs and require extra support during lessons, sensory breaks and assisted playtimes to ensure their academic and pastoral wellbeing.
Priority 3	Prevention planning for running specific focus groups in English and Maths, which help children keep up with the curriculum, supporting quality first teaching through gap analysis and pre-teaching
Barriers to learning these priorities address	Certain children struggle to access the mainstream learning environment, access the curriculum and integrate with their peers. Encouraging wider reading and providing catch-up in mathematics and writing – typically areas where disadvantaged pupils make slower progress
Projected spending	£22,000

Wider strategies for current academic year

Measure	Activity
Priority 1	Disadvantaged families are supported financially by being offered the following discounts- A 50% reduction in the cost of all school trips. A 75% reduction in the cost of school residential trips. One free after school club per year (eg free football coaching sessions for one term per year).
Priority 2	Wraparound provision at The Nook is reduced in cost by 50%
Barriers to learning these priorities address	Talking to disadvantaged parents has informed us that they find it difficult to contribute towards the cost of trips, visits and wraparound care. We would like to improve access to wider enriching experiences, promoting positive attitudes to learning and school in general.
Projected spending	£4000

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for staff professional development	Maximising Trust joint working around the introduction of RWI and ensuring that the reading lead is given time and training to monitor and support staff in its successful implementation.
Targeted support	Ensuring enough time for teachers and support staff to run prevention initiatives	Provision mapping by the Assessment lead following Pupil Progress meetings is sharp and incisive, with a clear focus on children's next steps and measurable outcomes
Wider strategies	Engaging the families facing most challenges	Working closely with multi-agency teams and the attendance officer to build strong relationships with school and reach out successfully