

Pupil Premium Strategy Statement for Zetland Primary 2019/20

1. Summary information					
School	Zetland Primary				
Academic Year	2019/20	Total PP budget	£99 000	Date of most recent PP Review	Sep 19
Total number of pupils	241	Number of pupils eligible for PP	75	Date for next internal review of this strategy	Feb 20

Performance Data 2018/19

KEY STAGE 2 2019
Zetland Primary



Disadvantage Analysis (vs National)

Percentage of pupils achieving expected standard (100+ SATs or EXS/GDS Writing TA)

PERFORMANCE DATA		2019			KEY: The graphs below show the difference between Disadvantaged Pupils in school compared to Other Pupils, All Pupils and Disadvantaged Pupils Nationally
Expected Standard		Boys	Girls	Total	
No. of pupils		14	12	26	
School	Disadvantage	6	9	15	
Disadvantaged pupils characteristics:	SEN	1	2	3	
	EAL	0	0	0	
	LAC	0	0	0	
SPaG* TEST	School Dis	83.3%	88.9%	86.7%	
	National Other	79.0%	86.0%	83.0%	
	GAP School Dis vs National Other	4.3%	2.9%	3.7%	
	National All	73.0%	83.0%	78.0%	
	National Dis	62.0%	73.0%	67.0%	
READING TEST	School Dis	83.3%	100.0%	93.3%	
	National Other	77.0%	84.0%	78.0%	
	GAP School Dis vs National Other	6.3%	16.0%	15.3%	
	National All	69.0%	78.0%	73.0%	
	National Dis	60.0%	69.0%	62.0%	
MATHS TEST	School Dis	83.3%	77.8%	80.0%	
	National Other	81.0%	81.0%	84.0%	
	GAP School Dis vs National Other	2.3%	-3.2%	-4.0%	
	National All	78.0%	79.0%	79.0%	
	National Dis	63.0%	65.0%	67.0%	
WRITING TA	School Dis	66.7%	88.9%	80.0%	
	National Other	78.0%	88.0%	83.0%	
	GAP School Dis vs National Other	-11.3%	0.9%	-3.0%	
	National All	72.0%	85.0%	78.0%	
	National Dis	60.0%	75.0%	68.0%	
RWM** TEST (Reading / Maths) TA (Writing)	School Dis	66.7%	77.8%	73.3%	
	National Other	67.0%	74.0%	71.0%	
	GAP School Dis vs National Other	-0.3%	3.8%	2.3%	
	National All	61.0%	68.0%	64.0%	
	National Dis	46.0%	55.0%	51.0%	

* SPaG - Spelling, punctuation and grammar

** RWM - Reading, Writing TA and Maths combined

KEY STAGE 2 2019
Zetland Primary



Disadvantage Analysis (vs National)

Percentage of pupils achieving high scores / greater depth (110+ SATs or GDS Writing TA)

PERFORMANCE DATA		2019			KEY: The graphs below show the difference between Disadvantaged Pupils in school compared to Other Pupils, All Pupils and Disadvantaged Pupils Nationally
High Standard		Boys	Girls	Total	
No. of pupils		14	12	26	
School	Disadvantage	6	9	15	
Disadvantaged pupils characteristics:	SEN	1	2	3	
	EAL	0	0	0	
	LAC	0	0	0	
SPaG* TEST	School Dis	33.3%	22.2%	26.7%	
	National Other	34.0%	44.0%	41.0%	
	GAP School Dis vs National Other	-0.7%	-21.8%	-14.3%	
	National All	31.0%	41.0%	36.0%	
	National Dis	20.0%	28.0%	24.0%	
READING TEST	School Dis	33.3%	22.2%	26.7%	
	National Other	28.0%	38.0%	31.0%	
	GAP School Dis vs National Other	5.3%	-15.8%	-4.3%	
	National All	22.0%	32.0%	27.0%	
	National Dis	15.0%	21.0%	17.0%	
MATHS TEST	School Dis	50.0%	22.2%	33.3%	
	National Other	30.0%	26.0%	31.0%	
	GAP School Dis vs National Other	20.0%	-3.8%	2.3%	
	National All	29.0%	24.0%	27.0%	
	National Dis	15.0%	12.0%	16.0%	
WRITING TA	School Dis	33.3%	11.1%	20.0%	
	National Other	18.0%	30.0%	24.0%	
	GAP School Dis vs National Other	15.3%	-18.9%	-4.0%	
	National All	15.0%	25.0%	20.0%	
	National Dis	8.0%	15.0%	11.0%	
RWM** TEST (Reading / Maths) TA (Writing)	School Dis	33.3%	11.1%	20.0%	
	National Other	10.0%	14.0%	13.0%	
	GAP School Dis vs National Other	23.3%	-2.9%	7.0%	
	National All	9.0%	13.0%	11.0%	
	National Dis	4.0%	5.0%	5.0%	

* SPaG - Spelling, punctuation and grammar

** RWM - Reading, Writing TA and Maths combined

Zetland Primary

KS1 2015 - KS2 2019



Pupil Premium Analysis - diminishing the difference

KS1-KS2 Progress Scores

PERFORMANCE DATA		2019			KEY: The graphs below show how disadvantaged pupils in school (School Dis) compare against non disadvantaged pupils nationally (National Other), all pupils nationally (National All) and disadvantaged pupils nationally (National Dis)
Progress Scores		Boys	Girls	Total	
No. of pupils		14	12	26	
Pupil Premium	PP	6	9	15	
Pupil Premium pupils characteristics:	SEN	1	2	3	
	EAL	0	0	0	
	LAC	0	0	0	
READING TEST	School Disadvantage	2.59	5.90	4.58	
	National Other	-0.10	0.80	0.30	
	GAP School Dis vs National Other	2.69	5.10	4.28	
	National All Pupils	-0.10	0.40	0.00	
	National Dis	-0.90	-0.20	-0.60	
WRITING TA	School Disadvantage	-0.10	3.42	2.01	
	National Other	-0.50	1.00	0.20	
	GAP School Dis vs National Other	0.40	2.42	1.81	
	National All Pupils	-0.80	0.80	0.00	
	National Dis	-1.30	0.50	-0.40	
MATHS TEST	School Disadvantage	4.02	3.37	3.63	
	National Other	1.00	-0.40	0.30	
	GAP School Dis vs National Other	3.02	3.77	3.33	
	National All Pupils	0.60	-0.60	0.00	
	National Dis	0.00	-1.20	-0.60	



School Disadvantage vs National

Percentage of pupils working at expected standard or greater depth

Disadvantage Analysis

PERFORMANCE DATA		2019			The graphs below show how disadvantaged pupils in school (School Dis) compare against non disadvantaged pupils nationally (National Other), all pupils nationally (National All) and disadvantaged pupils nationally (National Dis)
		Boys	Girls	Total	
No. of pupils	All	13	12	25	
School Dis Cohort	PP	2	6	8	
	SEN	0	1	1	
	EAL	0	0	0	
	LAC	0	0	0	
READING TA	School Disadvantage	100.0%	33.3%	50.0%	
	National Other	74.0%	82.0%	78.0%	
	GAP School Dis vs National Other	26.0%	-48.7%	-28.0%	
	National All Pupils	71.0%	80.0%	75.0%	
	National Dis	55.0%	66.0%	60.0%	
WRITING TA	School Disadvantage	50.0%	50.0%	50.0%	
	National Other	66.0%	79.0%	73.0%	
	GAP School Dis vs National Other	-16.0%	-29.0%	-23.0%	
	National All Pupils	63.0%	77.0%	70.0%	
	National Dis	45.0%	61.0%	53.0%	
MATHS TA	School Disadvantage	100.0%	33.3%	50.0%	
	National Other	77.0%	80.0%	79.0%	
	GAP School Dis vs National Other	23.0%	-46.7%	-29.0%	
	National All Pupils	75.0%	77.0%	76.0%	
	National Dis	59.0%	63.0%	61.0%	
SCIENCE TA	School Disadvantage	100.0%	66.7%	75.0%	
	National Other	83.0%	87.0%	85.0%	
	GAP School Dis vs National Other	17.0%	-20.3%	-10.0%	
	National All Pupils	80.0%	85.0%	83.0%	
	National Dis	65.0%	73.0%	69.0%	



School Disadvantage vs National

Percentage of pupils working at greater depth

Disadvantage Analysis

PERFORMANCE DATA		2019			The graphs below show how disadvantaged pupils in school (School Dis) compare against non disadvantaged pupils nationally (National Other), all pupils nationally (National All) and disadvantaged pupils nationally (National Dis)
		Boys	Girls	Total	
No. of pupils	All	13	12	25	
School Dis Cohort	PP	2	6	8	
	SEN	0	1	1	
	EAL	0	0	0	
	LAC	0	0	0	
READING TA	School Disadvantage	0.0%	0.0%	0.0%	
	National Other	25.0%	33.0%	29.0%	
	GAP School Dis vs National Other	-25.0%	-33.0%	-29.0%	
	National All Pupils	22.0%	29.0%	26.0%	
	National Dis	12.0%	17.0%	14.0%	
WRITING TA	School Disadvantage	0.0%	0.0%	0.0%	
	National Other	14.0%	23.0%	18.0%	
	GAP School Dis vs National Other	-14.0%	-23.0%	-18.0%	
	National All Pupils	12.0%	20.0%	16.0%	
	National Dis	5.0%	10.0%	8.0%	
MATHS TA	School Disadvantage	0.0%	0.0%	0.0%	
	National Other	27.0%	22.0%	25.0%	
	GAP School Dis vs National Other	-27.0%	-22.0%	-25.0%	
	National All Pupils	24.0%	20.0%	22.0%	
	National Dis	13.0%	11.0%	12.0%	

School Disadvantaged vs National - Phonics Screening 2017-2019 - the expected standard - 32 out of 40

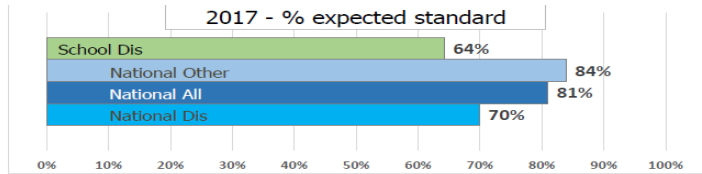
Zetland Primary		2017			2018			2019		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Number of Pupils	ALL	17	12	29	15	11	26	17	13	30
School Disadvantaged Cohort	School Disadvantage	6	8	14	3	4	7	8	2	10
	SEN	2	0	2	1	2	3	3	0	3
	EAL	0	0	0	0	0	0	0	0	0
	LAC	0	0	0	0	0	0	0	1	1
NOTE: Pupils may have multiple characteristics i.e. be eligible for FSM, have SEN and EAL										
Phonics Analysis		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Percentage achieving the expected standard	School Disadvantage	66.7%	62.5%	64.3%	100.0%	25.0%	57.1%	62.5%	100.0%	70.0%
	National Other	81%	87%	84%	81%	88%	84%	81%	88%	84%
	GAP School Dis vs National Other	-14.3%	-24.5%	-19.7%	19.0%	-63.0%	-26.9%	-18.5%	12.0%	-14.0%
	National All Pupils	78%	85%	81%	79%	86%	82%	79%	86%	82%
	National Disadvantage	65%	75%	70%	65%	75%	70%	65%	75%	70%

EYFS 2017-2019 - Disadvantage Analysis by Gender

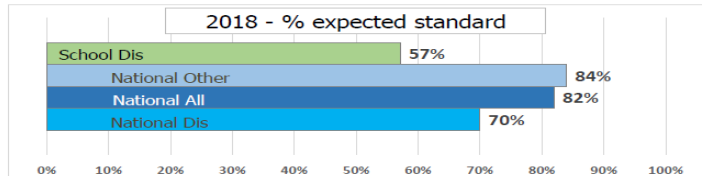
EYFS 2017-2019 - Good Level of Development Analysis

Zetland Primary		2017			2018			2019		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Number of Pupils	ALL	15	14	29	18	12	30	16	13	29
School Disadvantage	School Disadvantaged	3	6	9	9	0	9	3	2	5
	SEN	1	1	2	3	0	3	1	0	1
	EAL	0	0	0	0	0	0	1	0	1
	LAC	0	0	0	0	0	0	0	0	0
GOOD LEVEL OF DEVELOPMENT	School Disadvantaged	33.3%	33.3%	33.3%	55.6%		55.6%	33.3%	50.0%	40.0%
	National Other	67%	80%	73%	67%	80%	73%	67%	80%	73%
	GAP School Dis vs National Other	-33.7%	-46.7%	-39.7%	-11.4%		-17.4%	-33.7%	-30.0%	-33.0%
	National All Pupils	64%	78%	71%	63%	78%	72%	63%	78%	72%
	National Disadvantaged	48%	64%	56%	47%	64%	55%	48%	64%	56%

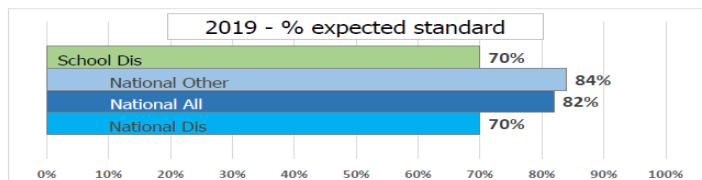
2017



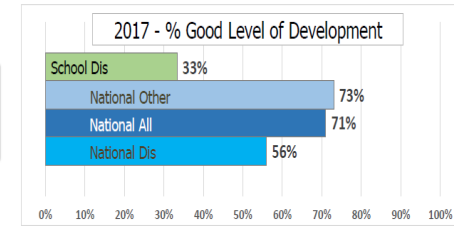
2018



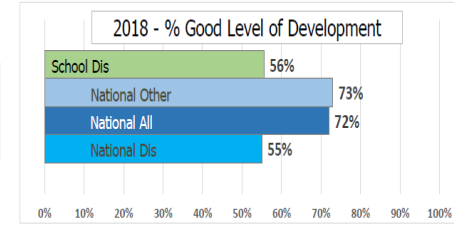
2019



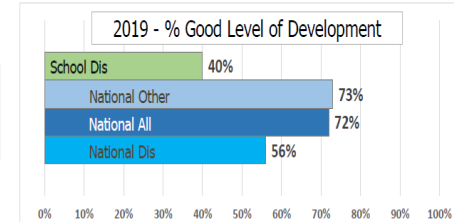
2017



2018



2019



2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths	73%	71%
Points progress in reading	4.58	0.30
Points progress in writing	2.01	0.20
Points progress in maths	3.63	0.30

3. Barriers to future attainment (for pupils eligible for PP, including high ability)		
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)		
A.	Weaker language and communication skills . Difficulties in basic literacy and numeracy skills. Low attainment in academic and social skills on entry into nursery: pupils are below the national average for age related expectations in the Early Learning Goals particularly in PRIME areas of learning – speaking and listening, social development, early literacy and numeracy skills	
B.	The need to make accelerated progress in core Literacy and Numeracy skills from these starting points in order to close the gap with their peers and leave the primary age with an ability to educationally compete at secondary school	
C.	An individual child centred approach so that the individual child’s specific needs are met	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D.	Inconsistent parenting skills/ some low level aspirations resulting in issues impacting on social and emotional development, presentation for school, health, and educational success Inconsistent attendance and punctuality rates show PP below children below national average and recommendations levels of good attendance being 96% (93.4%)	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Precise and targeted action plans to be formulated for vulnerable Pupil Premium pupils which will indicate the required intervention/focused support to address barriers to learning. Plans to be reviewed at least termly to assess the impact of the provision .	Pupils diminish the difference in their gaps in learning to other pupils. The provision shows an effective impact to address the area of need. Fast fail response used if the support provided is not meeting need and adjusted accordingly. Assessments including testing highlight gaps in learning which adjust planned support

B.	Improved language, communication, reading , writing and maths skills in EYFS to rapidly close gaps in learning at the point of entry into school	Additional focused intervention for all identified pupils who are assessed at below or well below. BLAST 1 and BLAST 2 delivered to all identified Pupil Premium children. Additional one to one/small group sessions for reading, letter formation, basic numeracy and shape and space. All parents to attend Reading Workshops to support reading at home
C.	Pupil Premium children diminish difference in phonics to National Other	Additional phonics sessions provided. Regular assessment ensures the phonic phase taught is at the correct level. Resources and phonic sessions are engaging, promoting active learning. Phonic blends are reinforced in literacy sessions including guided writing and reading
D.	Higher attaining Pupil Premium children convert to greater depth or higher standards with specific emphasis on writing on KS1 and Maths KS2	High quality teaching and learning strategies used appropriately high expectations/models of work engage and provide standard, pitch pace and delivery provides appropriate challenge. Feedback, peer tutoring, active learning strategies show high pupils engagement. Higher attaining pupils receive focused intervention and additional support. High staffing levels lead to smaller groups to ensure effective differentiation.
E.	Improved attendance for Pupil Premium children including improved pupil and parental attitudes. Attendance rates (2017/18) were below National expectations at 94.4%. This causes vital missed learning experiences/ leading to gaps in learning and the need for “catch up”. Inconsistent attendance can lead to instability and anxiety. Throughout year 17/18 we have employed an attendance officer to support a close monitoring system of tracking, alerting and challenging parents when attendance drops below 96%. One to one parent meetings are used to work with parents. All staff infor parenst o termly attendance at termly parents evening.	Improve attendance for pupils eligible for PP to being in line with expected levels of 96%, Closely track PP children and challenge absence levels. Review rewards and celebration culture of attendance from EYFS upwards. KS1 and 2 pupils track their own attendance and have greater awareness and ownership..
F.	Address issues effecting Pupil Premium children emotional and mental well being so that pupils and families feel well supported by school and any barriers to learning are reduced through effective support.	School to use 2 Emotional Support Literacy Assistants to work with identified pupils on individual needs. Attitudes to leaning improve as a result of improved self esteem/ reduced stress. Wider agencies such as school nursing service, counselling (Link), Young Carers, Early Help engaged. Monthly Safeguarding reviews ensure children are identified and supported quickly.

5. Planned expenditure					
Academic year	2019/20				
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
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?

<p>High quality, engaging lessons and active learning strategies ensure children understand what they are learning and what they need to do next to make progress</p> <p>(ABCD)</p>	<p>Effective questioning, peer tutoring, precise, timely and effective feedback, to small groups, one to one based on outcomes in lesson or written evidence to ensure good progress and understanding is made</p>	<p>High quality teaching and feedback in small groups, with some one to one support throughout school diminishes the difference in pupils attainment by effectively addressing gaps in learning</p> <p>Education Endowment Foundation</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/</p> <p>reflect success of collaborative learning peer tutoring, one to one feedback, individualised instruction, feedback ,emotional and social learning</p>	<p>Regular monitoring of Pupil Premium children's performance I through</p> <p>Effective marking and feedback</p> <p>PPA team meetings (weekly)</p> <p>Standards meetings termly</p> <p>Termly monitoring of PP children through the assessment trackers</p>	<p>SE PR JC KL MC</p>	<p>Termly Standards Meeting</p>
<p>Curriculum is well planned meaningful, engaging and has high quality learning experiences to, provide motivation and the means to acquire secure understanding of learning outcomes.</p> <p>Parents are involved in their child's learning through opportunities provided in school</p> <p>(ABCD)</p> <p>Levels of greater depth improve in writing for the higher ability pupils</p> <p>School sustains</p>	<p>Weekly PPA meetings respond to outcomes in the work taught and adjust so that is quickly responsive to need</p> <p>Termly team planning days ensure the curriculum is well planned, enabling planned work to be responsive to identified needs as shown in assessment trackers</p> <p>Resources are current and reflect in school need (ICT/reading/maths)</p> <p>Improve reading spine of the school: Whole class texts linked to the curriculum Increase use of big books</p>	<p>School performance over a significant period of time including the last 3 years since the implementation of the Primary Curriculum shows high performance of Pupil Premium children by the end of Key Stage 2 results.</p> <p>The outcomes reflect a curriculum which engages, motivates and effectively supports pupil's learning.</p> <p>Studies show the vocabulary gap emerging between deprived and non deprived families:</p> <p>In recent years there has been growing concern about the "vocabulary gap" widening between children from different socioeconomic groups. By age three, it is believed that children growing up in poor neighbourhoods or from lower-income families may hear up to 30 million fewer words than their more privileged counterparts.</p> <p>https://www.psychologytoday.com/gb/blog/the-athletes-way/201402/tackling-the-vocabulary-gap-between-rich-and-poor-children</p> <p>https://www.sciencenews.org/article/word-gap-low-income-children-psychology-reproducibility</p>	<p>PPA weekly in teams</p> <p>Marking used to inform planning</p> <p>Team planning days delivered once per term to be responsive to assessment outcomes and ensure curriculum is well planned with resources, learning experience including learning outside the classroom planned for</p> <p>Literacy leader to work with all staff to ensure appropriate texts are chosen and linked into the curriculum to support teaching and learning across subjects and within literacy</p> <p>Pupils questioned by governors on how texts are helping them improve their literacy skills</p>	<p>JC KL All staff</p>	<p>Termly Standards meetings</p> <p>Planning day</p> <p>Assessment time for Assessment Trackers</p> <p>Planning</p> <p>Outcomes in books</p> <p>Link Governors work</p> <p>Deep dive into reading (IAT led initiative)</p>
<p>Total budgeted cost</p>					<p>£23742</p>

ii. Targeted support					
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
<p>The attainment and progress gaps between identified Pupil Premium children close to diminish the difference to National Other in end of EYFS and Key Stage results</p> <p>Pupil Premium children from middle to high Prior Attaining Groups make good progress to secure higher levels in writing and maths (ABCD)</p>	<p>High staffing levels mean small group intervention and focused support for identified pupils</p> <p>High quality intervention, feedback and support quickly closes gaps in learning and secures understanding</p> <p>Speech and Language Intervention for all vulnerable pupils showing S and L issues</p>	<p>High quality teaching and feedback in small groups or one to one throughout school ensure that identifies pupils receive effective support. EEF recognises the success of Early Years Intervention, Reading comprehension strategies, phonics, collaborative learning, communication and language approaches use of parental engagement</p> <p>Effective use of TAs when involved in the assessment and delivery of learning sequences to achieve clearly understood outcomes</p> <p>Structured Conversation methodology/approach (Achievement for All)</p> <p>All Nursery intake have a home-school visit by EYFS staff</p> <p>All TA staff work an additional 30 minutes at the end of the day to support marking and assessment</p> <p>Early Morning maths initiative begins 4 11 19 and will run until May for Years 5 and 6</p> <p>Targeted Booster sessions inc Phonics, SATs preparation for Y 2 and 6 will begin in January 2020</p> <p>Systematic teaching of phonics daily with individual staff taking different groups dependent on phonic phase required based following regular assessment</p> <p>Pupils (esp EYFS 2 and Y1) are reading phonic books at the appropriate level so that they develop reading fluency and confidence</p> <p>Year groups will provide additional specific group support dependent on need e.g Yer 3 and 4 fundamental movement to help core stability, fine motor support for pupils with hand writing need, regular group support following LSS recommendation</p>	<p>The use of staff is well planned for and responsive to need so that Pupil Premium children receive effective interventions and additional support in order to close gaps in learning and diminish the difference as a result</p> <p>Raising Attainment Plans reflect the support planned for and assessment of the intervention so that fast fails and best practice can guide effective support</p> <p>Structured Conversation (Achievement for All) used to support identified pupils with clear targets and support engaging parents in their child's learning</p> <p>Maths, Literacy and PPG governor leads track identified PP children in each phase, are able to provide effective feedback to influence support received. Outcomes are known and next steps understood Subject leaders assess effectiveness of wider curriculum for PP including outcomes in books and Pupil Voice</p> <p>SLT weekly meeting PPA weekly meeting</p>	<p>SE PR JC KL MC</p>	<p>Team meetings and termly Standard reviews</p> <p>Calendared PP enquiry sessions with maths/ literacy and PPG</p> <p>Subject leader reviews include PP children to assess outcomes</p> <p>Time for Pupil Premium Champion to assess provision</p>

<p>Improved attendance for PP children to be in line with 96% expected</p> <p>E</p>	<p>Review attendance rewards to be more motivation for pupils so that they have improved attitudes to attendance</p> <p>Quickly respond to attendance issues through weekly tracking/ monitoring and implementation of Attendance Procedures</p> <p>Build positive relationships with families who have attendance issues to improve outcomes</p>	<p>High levels of attainment and progress are unable to be achieved if pupils are not in school and miss vital learning sequences</p>	<p>Weekly attendance Reviews by VR inform SE and Jill Benson (Attendance Officer)</p> <p>Individual PP children tracked</p> <p>Attendance rewards reviewed by School Council and re-launch of reward system to improve ownership (children stamp weekly card which can be "cashed in" or saved for a better prize by banking full weeks in school up to a period of 4 weeks)</p>	<p>All staff JT</p>	<p>End of term – pupils questionnaire</p>
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Total budgeted cost

£56924

iii. Other approaches

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?
<p>Address issues effecting pupils' mental and emotional health and well being</p> <p>F</p>	<p>2x Emotional Literacy Support Assistants + Kidsafe</p> <p>Use of Early Intervention Worker to work with identified pupils/families to support individual need. Families/pupils</p>	<p>Children will not learn effectively if they are not emotionally prepared. Skill such as resilience, determination and concentration are impaired by stress and anxiety. Pupils' self-esteem and issues I school or at home need to be addressed for effective learning to take place</p>	<p>Monthly Safeguarding audit tracks the services/interventions used to support vulnerable pupils £900 invested to ensure we can always support Kidsafe by buying the in house training and resource package for staff which is a one off payment</p>	<p>SE</p>	<p>Ongoing</p>

	<p>can then be sign posted to other relevant support if required</p> <p>Additional support staff to help with social games at dinner and break</p> <p>Pupils to access the Duke of Cornwall scheme to encourage citizenship skills and develop self-esteem/confidence</p>				
<p>Ensure PP children can access Breakfast club gaining a healthy and positive start to the morning</p> <p>E/F</p>	<p>Breakfast club is priced at a non profit/reduced amount (£1 per day) supporting children to make a positive start</p> <p>Good attendance for children accessing Breakfast Club</p> <p>Dinner time club supports behaviour and enables homework to be supported</p>	<p>Pupil will be more ready for the day ahead</p> <p>Pupil will be settled and ready for learning</p>	<p>Breakfast Club staff regularly report to SE/PR/T</p>	<p>SO'C</p>	<p>On going</p>
Total budgeted cost					£18334

6. Review of expenditure

Previous Academic Year 18/19

i. Quality of teaching for all

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost £ 90 973
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<p>Focused support for individual pupils / small groups to diminish differences so that good progress was made to achieve targets set</p>	<p>Focused and planned interventions</p> <p>High staffing to ensure low pupil ratio focusing on school priorities in each phase</p>	<p>EYFS</p> <ul style="list-style-type: none"> EYFS results show that over a 3 year trend PP children are below NA 43% or 10/23 PP pupils.. PP numbers are in decline from 9 in 2017 and 18 to 5 in 2019. % are therefore reflective of small numbers. 40% (2/5). Declining numbers do not reflect changing school context in terms of socio –economic factors in the catchment area. <p>PHONICS</p> <ul style="list-style-type: none"> Improved results from 2017 with 70% of pupils (7/10) attaining phonic pass mark, There is a deficit of -14% with National Other (84%) <p>KS1</p> <ul style="list-style-type: none"> 50% (4/8) School Disadvantaged pupils attained RWM 0% School Disadvantaged at Greater Depth <p>KS2</p> <ul style="list-style-type: none"> At the Expected Level Disadvantaged KS2 pupils' attainment was in line (just above) Nation Average for Non-Pupil Premium children in RWM combined 73% compared to 71% National Other In Reading PP children attained significantly above NO 93% compared to 78% At the High Standard Disadvantage pupils' attainment in RWM was above National Other combined 20% compared to 13% At the High Standard the largest negative difference was SPAG with 27% compared to 41% National Other (N O) attaining the level <p>Whole School</p> <ul style="list-style-type: none"> Staff understood needs of individual Pupil Premium and supported those successfully 	<p>PP children closely tracked from base line assessments. Additional time and resources used to engage the individual. Greater focus on parental engagement. Lending libraries to be used.</p> <p>Maintain close assessment and tracking of groups so that the correct pupils are accessing the correct phonic phase teaching Continue to use reading books matched ta the correct phonic phase</p> <p>Greater focus on vocabulary in reading and writing Ensure reading material is rich , varied and supports the wider curriculum Targeted PP children to receive additional teacher/TA time – extra reading sessions, additional marking sessions with the PP child esp 3/5 PP children in Y1 are SEND 1/5 is EAL</p> <p>Writing at greater depth continues to be a focus area for school</p> <p>Reading continues to be a strength – increased staff trained in Better Reading for academic year 2017/18</p>	
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ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Curriculum is well planned, resourced, responsive to assessments and motivates meaningful learning	<p>Broad and balanced curriculum reinforces application of skills to secure learning</p> <p>Resources effectively support pupils' needs met</p>	<p>Positive school questionnaires Pupils speak positively about the curriculum opportunities in school ref Ofsted May 2019 Results continue successful trend Progress in top 5% in most for mist groups and in writing top 25% Curriculum is meaningful and motivates pupil's leaning Active learning strategies are used within daily teaching Ref Educational Endowment Foundation Tool Kit:</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/.</p> <p>Successful Ofsted showed strength and relevance of the curriculum in enabling children to make good progress</p> <p>Pupils enjoy lessons and the curriculum they cover again confirmed buy Ofsted, Link Gov visits and questionnaires. They are motivated to learn.</p>	<p>Team planning is essential and needs to be strategically organised prior to standards meetings</p> <p>Teaching and Learning within the curriculum needs to further improve pupils acquisition of higher order vocabulary</p> <p>School will address this through further targeted use of engaging texts well matched to curriculum subjects.</p>	£11 405
iii. Other approaches				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Attendance for Pupil Premium children is in line with National expectation of 96%	<p>Implement new attendance procedures including working with Attendance Officer</p> <p>Attendance of pupils provided 3x per year to parents at Parent's evening</p> <p>Good attendance habits create at EYES with</p>	<p>No – this did not have the expected impact with PP attendance at 93.7% . Holidays increase throughout the year. Pupils like Beat the Bell</p>	<p>Children need greater ownership of their own attendance</p> <p>Renewed attention of incentives to improve good attendance habits</p>	£ 4761

Support for children's emotional health and well being	Early Help approach for children and parents to support children's emotional health and well being ELSA and Early Help Support Worker Breakfast Club to support healthy start of	Yes children accessing these interventions make positive progress in school from starting points Reference CPOMS Case studies	Continue to provide this support Develop wider whole school understanding of response to mental an physical health through rolling out Kidsafe program	£11 661
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7. Additional detail

- Zetland Primary has been awarded in the Pupil Premium Awards 2015: Primary Schools and others with published KS2 results. National Finalist North East
- School received a letter from the Secretary of State for Education in February 2017 commending the school for being placed in the top 3% of schools nationally for progress achieved between KS1 and 2
- Ofsted graded the school good May 2019