

# Deaf Hill Primary School - Pupil premium strategy statement (2019-20)

1. Summary information					
Academic Year	2019/20	Total PP budget	£106,920	Date of most recent PP Review	Sep 19
Total number of pupils	130	Number of pupils eligible for PP	81	Date for next internal review of strategy	Jan 20

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP or All (national average)</i>
% achieving GLD at the end of Reception	55	73
% achieving the expected standard in the Y1 phonics assessment	75	84
% at or above the expected standard in reading at the end of KS1	54	79
% at or above the expected standard in writing at the end of KS1	54	72
% at or above the expected standard in maths at the end of KS1	69	79
% at working at greater depth in reading at the end of KS1	8	26
% at working at greater depth in writing at the end of KS1	0	16
% at working at greater depth in maths at the end of KS1	39	22
% at or above the expected standard in reading at the end of KS2	42	78
% at or above the expected standard in writing at the end of KS2	83	83
% at or above the expected standard in EGPS at the end of KS2	83	83
% at or above the expected standard in maths at the end of KS2	50	84
% at achieving a higher score in reading at the end of KS2	17	27
% at achieving a higher score in writing at the end of KS2	25	20
% at achieving a higher score in EGPS at the end of KS2	25	36
% at achieving a higher score in maths at the end of KS2	17	27

<b>3. Barriers to future attainment (for pupils eligible for PP)</b>		
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )		
<b>A.</b>	Language skills and vocabulary are very poor (BPVS) on entry to school	
<b>B.</b>	Children's life experiences are limited and many children have very complex home lives	
<b>C.</b>	Children have poor resilience and coping skills and are very fragile emotionally	
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )		
<b>D.</b>	Poor attendance, lack of engagement with children from families	
<b>4. Desired outcomes</b> ( <i>Desired outcomes and how they will be measured</i> )		<b>Success criteria</b>
<b>A.</b>	Improve language skills and increase vocabulary, leading to improvements in reading, communication and confidence – measured through end of key stage assessments, phonics assessments, BPVS tests.	The number of children attaining the required standard in the Phonics Screening is broadly in line with the national average at Year 1. The number of children achieving age related expectations in Reading is broadly in line with national expectations at the end of KS1. The number of children achieving age related expectations is at least in line with national expectations at the end of KS2.
<b>B.</b>	Children are given a varied education with opportunities both inside and outside of school. Happiness is an integral part of everything we do in school. Children are given opportunities to go to places and experience new things outside of the normal curriculum.	Children grasp opportunities and increase confidence to achieve. Reports from Secondary Schools indicate greater participation in 'school life' from former Deaf Hill pupils.
<b>C.</b>	Children's social and emotional needs are met and children feel well supported in school. 'Happy Centred School Programme' is embedded throughout school and children are taught how to be more resilient and cope effectively.	Children present as more resilient – children are more than 'face happy'.

<b>D.</b>	Attendance is above 95% and parents expectations of school and pupils' achievements are raised. This will be measured through attendance monitoring and parental questionnaires.	Attendance is above 95% and parental questionnaires show high expectations.
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<b>5. Planned expenditure</b>			
<b>Academic year</b>	1 x Class Teacher MPS	£33,625	To give children quality first teaching. To enable small group intervention in reading for PP children.
	2.5 x Teaching Assistants	£55,938	To allow Read Write Inc. to be taught effectively – grouping children based on need. To facilitate small group interventions.
	Attendance Officer 0.2	£5679	To monitor and improve attendance
	PSA and School Counsellor	£6000	To quickly address low expectations of individuals. To be proactive in getting children in to school. To work with parents to raise expectations at home'
	Reading Resources	£4000	To purchase Accelerated Reader Programme and required books. To continue to fund Read Write Inc. resources and training/development days. To continue to fund Reading Plus.
	Residential Visit Subsidies	£2000	To increase participation and thus raise life expectations of disadvantage children by facilitating participation in life changing visits.
	<b>Total</b>	<b>£107,242</b>	