

Pupil Premium strategy and self-evaluation action plan for 2019-20

1. Summary information					
School	Cherry Orchard Primary School, Worcester				
Academic Year	2019-20	Total PP Budget	£104,280 (£118,680)	Date of most recent review	July 2019
Total number of pupils	620	No of PP eligible pupils (inc LAC/Service)	79 (87)	Date of next review	Sept 2020

2. Current attainment		
End of academic year 2018-19	Non-SEN PP pupils (12)	Pupils not eligible for PP (cohort / national average)
% achieving WA for Year 1 Phonics screening	55%	78% / 83%
End of academic year 2018-19	Pupils eligible for PP (15) (Non-SEN PP pupils (12))	(cohort average / National 2018)
KS1 % achieving expected or above in RWM	54% / (70%)	62% / 65%
% achieving expected or above in Reading	69% / (80%)	76% / 76%
% achieving expected or above in Writing	62% / (80%)	67% / 70%
% achieving expected or above in Maths	69% / (80%)	75% / 76%
End of academic year 2018-19	Pupils eligible for PP (8) (Non-SEN PP pupils (4))	Pupils not eligible for PP (cohort / national average 2019)
KS2 % achieving expected or above in RWM	13% / (25%)	53% / 65%
% achieving expected or above in Reading	13% / (25%)	67% / 73%
% achieving expected or above in Writing	38% / (75%)	73% / 78%
% achieving expected or above in Maths	38% / (75%)	74% / 79%

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3. Barriers to future attainment for pupils eligible for Pupil Premium PP in 2019-20	
Academic barriers (within school)	
A	Reading attainment at end of KS1 and KS2 remains below national average and has a strong correlation to parent confidence and willingness to have regular reading time at home.
B	Impact of transition issues at start and end of year for PP pupils, alongside familial / parental mental and emotional health issues, affects attendance and attainment.
C	Ongoing issue of dysregulation by pupils with emotional and mental health needs disrupting classrooms, leading to increased number of fixed term exclusions for PP and PP+ pupils.
Academic barriers (outside of school)	
D	School continues to see the impact on end of KS2 attainment caused by attendance below 90% compared to those attending at 95+% (School review of Data 2018-19). This is a two year correlation and has been shared in newsletter correspondence, face to face meetings and EWO discussions.

4. Intended outcomes – 2019-20		Success criteria
A	School is reviewing its whole school teaching of reading, with a new Reading Subject Lead in place, it is a priority in the 2019-20 SIP and the aim is to raise the profile and quality of reading by pupils across the school	Improved attainment / progress scores in Reading at the end of KS1 and KS2 assessments in 2020 and then thereafter, supported by in-school assessments using PIRA and Accelerated Reader.
B	Application of Attachment Theory Strategies identified during whole-school training during 2018-19, will be implemented to reduce anxiety at start and end of day transitions, alongside Thrive support and whole	Reduced numbers of anxiety / attachment behavioural incidents within school for PP / PP+ children (as logged in

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	school initiatives such as the off-curriculum, relationship focused activities planned at start of Autumn 2019 term	MyConcern), allowing them to remain supported in class and to achieve improved rates of progress in their learning, attendance at school and raise self-esteem.
C	Reduction of in / out of school interventions for children who dysregulate by whole school use of Thrive / Attachment strategies across school	School will set itself target of zero PP pupils excluded in 2019-20, as well as a reduction in the number of children requiring PRU attendance or Outreach Support.
D	All PP children to be supported to achieve at least 95% attendance, with termly reviews and follow up meetings if not on track to achieve this, using outside agencies to support i.e. Family Links etc.. where possible	Improved attendance of PP pupils end of 2019-20 year

5. Review of expenditure - Academic year 2018-19

i. Quality of teaching for all – Raising attainment in Reading and Writing through T4W and Teaching Assistant Re-organisation

Action	Intended outcome	What is the evidence and rationale for this choice?	How do you ensure it is well implemented?	When will you review this?	HT Review of Action Plan
Implementation of targeted Accelerated	Raised attainment outcomes for PP	Data shows that PP children are attaining below	Ongoing review and monitoring of	Termly with Subject	The school's revised Specialist Teaching Assistant provision started in Sept 18 and has allowed for more focused input to raise

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<p>Reader, Stareway to Spelling and Toe by Toe interventions, alongside the embedding of Talk4Writing teaching strategies across the school</p>	<p>children in Writing, Reading and SPAG assessments</p>	<p>non-PP children and the school seeks to narrow the attainment gap</p>	<p>planning, work books and in learning walks by Subject Leads for Maths and Reading / Writing</p>	<p>Leads in reports to GB 'Outcomes' committee, ongoing with staff via staff meetings and in end of year</p>	<p>outcomes in Reading and Writing for PP children. GLD for Reception PP children in July 2019 was 70% which is the highest on record and close to the National Average. KS1 Results for 2019 show a strong set of results for PP against their peers but when children with SEN needs are not included, PP children achieve the same as, or better than, their non PP peers, which bucks the national trend. KS1 Phonics still has a considerable gap to bridge between PP and non-PP attainment. KS2 PP attainment % for Maths and Writing were in line with National and above the 2019 school cohort averages. However Reading, SPAG and RWM were significantly below the cohort average and remain areas for improvement in 2019/20.</p>
<p>ii. Targeted support – Thrive provision implemented and whole school Attachment Aware approach developed</p>					
<p>Action</p>	<p>Intended outcome</p>	<p>What is the evidence and rationale for this choice?</p>	<p>How do you ensure it is well implemented?</p>	<p>When will you review this?</p>	<p>HT Review of Action Plan</p>

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<p>Meeting the emotional and educational needs of PP children identified as requiring support, taking into account the Attachment needs these children may present</p>	<p>Raised attainment outcomes for PP children, reduced numbers of exclusions and improved attendance at school</p>	<p>Children with lower attendance achieve lower educational outcomes, therefore improving a child's sense of self-worth and reducing their anxieties will help us improve attendance and outcomes</p>	<p>Weekly reviews of PP attendance. ½ termly reviews of Thrive provision and Attachment training being put into practice. Reports to GB in each term's HT report on Thrive</p>	<p>Ongoing with regular updates to the GB and to HT, as well as Twilight training and staff meetings throughout the year</p>	<p>School received National recognition of its Attachment and Nurture provision at the 2018 ARC awards. The school was the opening speaker at the inaugural Virtual Schools conference in March 2019. Attendance at school has been maintained or improved for 63% of the 16 regular attendees at the school's Breakfast Buddies provision, with 38% achieving higher than the standard expected for pupils at the school, with 75% attending at the or above the level requiring EWO involvement</p>
<p>iii. Other approaches – Review and revision of targeted interventions for Maths as part of school's SEND review</p>					
<p>Action</p>	<p>Intended outcome</p>	<p>What is the evidence and rationale for this choice?</p>	<p>How do you ensure it is well implemented?</p>	<p>When will you review this?</p>	<p>Staff Lead</p>
<p>Implement appropriate targeted Maths support to aid improved progress for PP children</p>	<p>To close the attainment gap between PP and non-PP in Maths across the school</p>	<p>This year's Maths scores for KS2 were significantly below those for R / W / SPAG and therefore need addressing</p>	<p>Monitoring by Subject Lead and SENCo across the year, supported by PM objectives and regular review by GB and</p>	<p>Ongoing with regular updates to the GB and to HT, as well as SLT & staff</p>	<p>Key Stage 1 – Cohort attainment in Maths 74% PP pupils (inc SEN) – 67% PP pupils (excl SEN) 75% (Gap has closed and for non-SEN PP pupils, they attained 1% higher)</p>

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			SLT	meetings throughout the year	<p>than their peers)</p> <p>Key Stage 2 – Cohort attainment in Maths 71%</p> <p>PP pupils (inc SEN) – 38% (Highest score of all 4 KS2 assessments for this cohort)</p> <p>PP pupils (excl SEN) 75%</p> <p>(Gap still an issue for SEN PP pupils but not only was the attainment gap closed for non-SEN PP pupils, they attained 4% higher than their peers)</p>
Total budgeted cost					£121,700

6. Planned expenditure – Academic year 2019-20

i. Raising attainment and quality of teaching & learning in Reading across the school

Action	Intended outcome	What is the evidence and rationale for this choice?	How do you ensure it is well implemented?	When will you review this?	Staff Lead
School is reviewing its whole school teaching of reading, with a new Reading Subject Lead in place, it is a priority in the 2019-20 SIP and the aim is to raise the	Improved progress scores in Reading at the end of KS1 and KS2 assessments in 2020 and then thereafter, supported by in-	Data shows that PP children attainment in Reading and SPAG were significantly below the cohort average and therefore	CPD training in-house by Subject Lead; alongside regular typicality and support drop ins by Subject Lead / Phase Leaders and HT &	Termly with Subject Lead in reports to GB 'Outcomes' committee, ongoing with staff via staff	Reading Lead

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profile and quality of reading by pupils across the school	school assessments using PIRA and Accelerated Reader assessments	remain areas for improvement in 2019-20.	DH; Ongoing review and monitoring of in-house assessments	meetings and in end of year report to GB	
ii. Whole school application of Attachment training and established Thrive provision to reduce incidence of dysregulation within school					
Action	Intended outcome	What is the evidence and rationale for this choice?	How do you ensure it is well implemented?	When will you review this?	Staff Lead
Application of Attachment Theory Strategies identified during whole-school training during 2018-19, will be implemented to reduce anxiety at start and end of day transitions, alongside Thrive support and whole school initiatives such as the off-curriculum, relationship focused activities planned at start of Autumn 2019	Reduced numbers of anxiety / attachment behavioural incidents within school for PP / PP+ children (as logged in MyConcern), allowing them to remain supported in class and to achieve improved rates of progress in their learning, attendance at school and raise self-esteem.	Children with lower attendance achieve lower educational outcomes, therefore improving a child's sense of self-worth and reducing their anxieties will help us improve both attendance and outcomes	Termly reviews of incidents of dysregulation and comparison with levels in 2018-19 PP attendance reviewed weekly alongside non-PP attendance. ½ termly reviews of Thrive provision with Provision Lead and focus on PP outcomes. Attachment training evidenced as being put into practice by	Ongoing with regular updates to the GB via HT report and within Outcomes committee meetings. Staff meetings will be utilised throughout the year to review and improve current practice.	Thrive Lead / SLT

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term.			Phase Leaders in SLT meetings Reports to GB in each term's HT report on Thrive		
iii. Reduce fixed term exclusions in 2019-20 and need for use of off-site provision / in-school Behavioural support interventions					
Action	Intended outcome	What is the evidence and rationale for this choice?	How do you ensure it is well implemented?	When will you review this?	Staff Lead
School will set itself target of no PP pupils excluded in 2019-20, as well as a reduction in the number of children requiring PRU attendance or Outreach Support.	Reduction of in / out of school interventions for children who dysregulate by whole school use of Thrive / Attachment strategies across school	Records of FTE in 2018-19 for PP children	Monitoring by HT and reported on to GB in the HT report	Termly to the GB in the HT reports to GB	HT
iv. Ensure that all PP pupils have attendance at 95%+ to help raise outcomes for these pupils					
Action	Intended outcome	What is the evidence and rationale for this choice?	How do you ensure it is well implemented?	When will you review this?	Staff Lead
Improved attendance of PP pupils end of 2019-20 year	All PP children to be supported to achieve at least 95%	School continues to see the impact on end of KS2	Weekly reviews of attendance, identifying families in	Ongoing across the year	HT / PLs

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	attendance, with termly reviews and follow up meetings if not on track to achieve this, using outside agencies to support i.e. Family Links etc.. where possible	attainment caused by attendance below 90% compared to those attending at 95+% (School review of Data 2018-19).	danger of achieving below this level of attendance and offering support / challenge as required		/EWO
Total budgeted cost				£118,680	

7. Review of Action Plan – 2019/20

i. Raising attainment and quality of teaching & learning in Reading across the school

Action	Intended outcome	What is the evidence and rationale for this choice?	How do you ensure it is well implemented?	When will you review this?	Analysis of outcomes - HT
School is reviewing its whole school teaching of reading, with a new Reading Subject Lead in place, it is a priority in the 2019-20 SIP and the aim is to raise the profile and quality of reading by pupils	Improved progress scores in Reading at the end of KS1 and KS2 assessments in 2020 and then thereafter, supported by in-school assessments using PIRA and	Data shows that PP children attainment in Reading and SPAG were significantly below the cohort average and therefore remain areas for	CPD training in-house by Subject Lead; alongside regular typicality and support drop ins by Subject Lead / Phase Leaders and HT & DH; Ongoing review and monitoring of in-	Termly with Subject Lead in reports to GB 'Outcomes' committee, ongoing with staff via staff meetings and in end of year	

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across the school	Accelerated Reader assessments	improvement in 2019-20.	house assessments	report to GB	
ii. Whole school application of Attachment training and established Thrive provision to reduce incidence of dysregulation within school					
Action	Intended outcome	What is the evidence and rationale for this choice?	How do you ensure it is well implemented?	When will you review this?	Analysis of outcomes - HT
Application of Attachment Theory Strategies identified during whole-school training during 2018-19, will be implemented to reduce anxiety at start and end of day transitions, alongside Thrive support and whole school initiatives such as the off-curriculum, relationship focused activities planned at start of Autumn 2019 term.	Reduced numbers of anxiety / attachment behavioural incidents within school for PP / PP+ children (as logged in MyConcern), allowing them to remain supported in class and to achieve improved rates of progress in their learning, attendance at school and raise self-esteem.	Children with lower attendance achieve lower educational outcomes, therefore improving a child's sense of self-worth and reducing their anxieties will help us improve both attendance and outcomes	Termly reviews of incidents of dysregulation and comparison with levels in 2018-19 PP attendance reviewed weekly alongside non-PP attendance. ½ termly reviews of Thrive provision with Provision Lead and focus on PP outcomes. Attachment training evidenced as being put into practice by Phase Leaders in SLT meetings	Ongoing with regular updates to the GB via HT report and within Outcomes committee meetings. Staff meetings will be utilised throughout the year to review and improve current practice.	

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			Reports to GB in each term's HT report on Thrive		
iii. Reduce fixed term exclusions in 2019-20 and need for use of off-site provision / in-school Behavioural support interventions					
Action	Intended outcome	What is the evidence and rationale for this choice?	How do you ensure it is well implemented?	When will you review this?	Analysis of outcomes - HT
School will set itself target of no PP pupils excluded in 2019-20, as well as a reduction in the number of children requiring PRU attendance or Outreach Support.	Reduction of in / out of school interventions for children who dysregulate by whole school use of Thrive / Attachment strategies across school	Records of FTE in 2018-19	Monitoring by HT and reported on to GB in the HT report	Termly to the GB in the HT reports to GB	
iv. Ensure that all PP pupils have attendance at 95%+ to help raise outcomes for these pupils					
Action	Intended outcome	What is the evidence and rationale for this choice?	How do you ensure it is well implemented?	When will you review this?	Analysis of outcomes - HT
Improved attendance of PP pupils end of 2019-20 year	All PP children to be supported to achieve at least 95% attendance, with termly reviews and	School continues to see the impact on end of KS2 attainment caused by attendance	Weekly reviews of attendance, identifying families in danger of achieving below this	Ongoing across the year	

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	follow up meetings if not on track to achieve this, using outside agencies to support i.e. Family Links etc.. where possible	below 90% compared to those attending at 95+% (School review of Data 2018-19).	level of attendance and offering support / challenge as required		
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