



# PUPIL PREMIUM STRATEGY STATEMENT: HAINFORD VC PRIMARY SCHOOL

COMPASSION    HOPE    RESPONSIBILITY



*2018 - 2019*

# Pupil Premium Strategy Statement: Hainford V.C. Primary School

## Introduction

The Government believes that the Pupil Premium, in addition to main school funding, is the best way to address the current underlying inequalities between children eligible for free school meals (FSM) and their wealthier peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most. Looked-after children face additional barriers to reaching their potential and so these pupils too will receive a premium.

In the new funding arrangements some pupil premium funding is also available for the children of armed services personnel. Service children - many of whose parents are risking their lives for their country - face unique challenges and stresses.

*It is for schools to decide how the Pupil Premium, allocated to schools per FSM pupil, is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility.*

*Source DfE website*

# Pupil Premium Strategy Statement: Hainford V.C. Primary School Primary School

## Principles

At Hainford Primary School:

- we ensure that teaching and learning opportunities meet the needs of all of the pupils
- we ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- in making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- we also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged
- Pupil Premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of Pupil Premium interventions at one time.

# Pupil Premium Strategy Statement: Hainford VC Primary School

1. Summary information for this academic year: 2018 to 2019					
<b>School</b>	Hainford VC Primary School				
<b>Academic Year</b>	2018/19	<b>Total PP budget</b>	£10,560	<b>Date of most recent PP Review</b>	Dec 2018
<b>Total number of pupils</b>	Jan. '19 census 71	<b>Number of pupils eligible for PP</b>	8 (11%) Jan. '19 Census	<b>Date for next internal review of this strategy</b>	Jan 2019

2. Attainment			
<b>EYFS GLD for: 2017 – 2018</b>	<i>All Pupils (our school/national average)</i>	<i>Pupils eligible for PP (our school)</i>	<i>Pupils not eligible for PP (our school/national average)</i>
<b>% achieving EYFS GLD</b>	80% / 72%	100% / 57%	
<b>Year 1 Phonics for: 2017 – 2018</b>	<i>All Pupils (our school/national average)</i>	<i>Pupils eligible for PP (our school/national average)</i>	<i>Pupils not eligible for PP (our school/national average)</i>
<b>% achieving Year 1 Phonics Screening</b>	78% / 82%	- / -	- / -
<b>KS1 Attainment for: 2017 – 2018</b>	<i>All Pupils (our school/national average)</i>	<i>Pupils eligible for PP (our school/national average)</i>	<i>Pupils not eligible for PP (our school/national average)</i>
<b>% achieving expected standard in reading, writing and maths</b>	78% / 75%	100% / 50%	75% / -
<b>% achieving expected standard in reading</b>	100% / 76%	100% / 63%	100% / -
<b>% achieving expected standard in writing</b>	78% / 68%	100% / 55%	75% / -
<b>% achieving expected standard in maths</b>	100% / 75%	100% / 63%	100% / -
<b>KS2 Attainment for: 2017 – 2018</b>	<i>All Pupils (our school/national average)</i>	<i>Pupils eligible for PP (our school/national average)</i>	<i>Pupils not eligible for PP (our school/national average)</i>
<b>% achieving expected standard in reading, writing and maths</b>	75% / 61%	50% / 51%	83% / -
<b>% achieving expected standard in reading</b>	75% / 71%	50% / 64%	83% / -

<b>% achieving expected standard in writing</b>	88% / 76%	50% / 67%	100% / -
<b>% achieving expected standard in maths</b>	75% / 75%	50% / 64%	83% / -

<b>3. Progress</b>			
<b>Progress for: 2017 – 2018 (2 pupils)</b>	<i>All Pupils (our school/national average)</i>	<i>Pupils eligible for PP (our school/national average)</i>	<i>Pupils not eligible for PP (our school/national average)</i>
<b>% progress in reading</b>	0.8 / 0	4.2 / -0.6	0.2 /
<b>% progress in writing</b>	0.4 / 0	0.4 / -0.4	0.4 /
<b>% progress in maths</b>	2.4 / 0	1.5 / -0.6	2.5 /

<b>4. Barriers to future attainment (for pupils eligible for PP, including high ability)</b>	
<b>In-school barriers</b> <i>Hainford Primary has identified the following as barriers for some of the pupils currently in receipt of Pupil Premium:</i>	
<b>A.</b>	Attainment and progress for some disadvantaged pupils needs to improve. Levels of attainment and progress for some disadvantaged children is well below their peers. Spelling accuracy is a barrier for some children when it comes to writing which has a negative impact on their confidence.
<b>B.</b>	Low sense of self-esteem, self-worth and ambition for some disadvantaged pupils – Often not willing to have a go due to a fear of failing. Low levels of motivation, ‘botheredness’
<b>C.</b>	Access to extra-curricular activities – educational experiences such as trips and participation in physical activities
<b>D.</b>	Emotional & Behavioural issues for a proportion of pupils are having a detrimental effect on their academic progress. Levels of resilience for some pupils are not good; this can lead to an over reliance on adults and a detrimental effect on academic progress. Children need to be ‘ready to learn’ in class (children are in a secure place mentally/emotionally).
<b>External barriers</b> <i>(issues which also require action outside school, such as low attendance rates)</i>	
<b>E.</b>	Adult support at home for some disadvantaged pupils and limited access to learning resources at home is having a detrimental impact on their academic progress.
<b>F.</b>	Some learners eligible for PP are not able to access enrichment opportunities that are provided for children inside and outside of school hours.
<b>G.</b>	Unsettled home life for some disadvantaged pupils. A ‘poor’ start for some disadvantaged pupils when they enter reception.
<b>H.</b>	Punctuality: Some disadvantaged pupils are regularly late resulting in an unsettled start and missed learning time.
<b>5. Desired outcomes</b>	
	<i>Desired outcomes and how they will be measured</i>
	<i>Success criteria</i>

<p><b>A.</b></p>	<p>Higher rates of progress across all years for all pupils eligible for PP Gaps are identified and targeted teaching/intervention improve rates of progress and attainment. Spelling/phonics interventions enable disadvantaged pupils to make rapid and sustained progress. <b>Measured:</b> from ½ termly assessments, impact of intervention records, tracking and pupil progress meetings, book scrutinies</p>	<p>Pupils eligible for PP make as much progress as ‘other’ comparable pupils across the key stage in maths and spelling. Measured in Years 1,3, 4 and 5 by Teacher assessment supported by Rising Stars Summative assessments and successful moderation practices established between the partnership and the cluster. End of Key Stage tests and EYFS outcomes Improved spelling in extended writing tasks</p>
<p><b>B.</b></p>	<p>Self-esteem and confidence improves due to interventions in school and at home. Success books, PSA and nurture group support improve resilience in children. Those children identified as having anxiety related issues are supported through nurture interventions Children are able to develop more successful coping strategies enabling them to more fully participate in school life. As a church school, continue to strengthen Values for life approach and strengthen links with the church to improve children’s resilience, self-worth, feeling of belonging and hope and aspiration for the future. Improved botheredness: Children motivated in class –they want to challenge themselves. <b>Measured:</b> from pupil questionnaires, club attendance registers, Children’s University awards, PSA reports, provision mapping and pupil progress meetings.</p>	<p>Disadvantaged pupils participate more fully in class and school life thereby achieving more in all subjects. Children attend more after-school activities. Children make expected or better attainment and progress and talk with enthusiasm about their academic future.</p>
<p><b>C.</b></p>	<p>Access to and participation in extra-curricular activities improved. Increased reading at home and access to math programs in school and at home <b>Measured:</b> from pupil questionnaires, club attendance registers, Children’s University awards, PSA reports, provision mapping and pupil progress meetings.</p>	<p>Increased access and participation in extra-curricular activities enhances the social skills and skills and knowledge of pupils.</p>
<p><b>D.</b></p>	<p>Emotional issues of pupils addressed; resilience improved. Children are able to talk about their feelings in a controlled way and acknowledge problems can be solved in a positive way. As a church school, continue to strengthen Values for life approach and strengthen links with the church to improve children’s resilience, self-worth, feeling of belonging and hope and aspiration for the future. Pupils can access learning in class because their physiological, safety and esteem needs are met. <b>Measured:</b> pupil attainment and progress data, SEND provision documents</p>	<p>Pupils are ready to learn in class without the need for further intervention. Progress and attainment improve as a result. Children demonstrate greater resilience</p>
<p><b>E.</b></p>	<p>Adult engagement and support improves at home. Continue to use <b>See Saw</b> program in Class 3&amp;2 to improve digital communication with parents while continuing to use Tapestry for pupils in Class 1. Parents can access videos of children performing speaking and listening tasks; practical problems; evidence of programming. Draw on support from the wider community, church and professional services. Support from Nebula PSA worker to support children in school and provide links to improve support at home. <b>Measured:</b> pupil &amp; parent questionnaires, SEND provision documents, homework records</p>	<p>Children make better progress. Homework is completed at home or during homework club Children read regularly at home Improved attainment and progress in all subjects across all year groups.</p>
<p><b>F.</b></p>	<p>Pupils are exposed to a wide range of social/cultural and sporting experiences. Embedded use of ‘Let’s Think in English’ program to enrich children’s language and deeper thinking skills. High quality guided reading Develop a more creative and rich curriculum through an ‘enquiry’ approach <b>Measured:</b> curriculum maps, INSET training records, HoS reports to governors</p>	<p>Children talk about their future with enthusiasm. Children set/attempt challenging tasks Children speak ambitiously about their future at secondary school and beyond.</p>
<p><b>G.</b></p>	<p>High quality EYFS teaching plus intervention so that disadvantaged pupils get the best possible start to</p>	<p>EYFS children make good progress and achieve GLD</p>

	<p>school. High quality phonics teaching, interventions and books to support early reading. Rich learning environment and use of strategies such as ‘talk for writing’ to support language development. <b>Measured:</b> EYFS data, phonics tracking</p>	EYFS make good progress from starting points
<b>H.</b>	<p>The punctuality of children improves so children are more settled at the start of the day and ready to learn. <b>Measured:</b> attendance data, pupil progress data</p>	<p>The punctuality of disadvantaged improves compared with last year’s data. The punctuality of children improves in-line with non-PP children</p>

<b>6. Planned expenditure</b>						
<b>Academic year</b>		<b>18/19</b>				
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.						
<b>i. Quality of teaching for all</b>						
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>EEF Impact Months</b>	<b>When will you review implementation?</b>
<b>A-I</b>	<p>Development of Inquiry-based approach to teaching – embed into curriculum.</p> <p>Peer observations / Team-Teaching to be used as part of CPD</p>	<p>Increases children’s botheredness and provides deep and meaningful opportunities for children to develop their speaking and listening skills, vocabulary and reasoning.</p> <p>Provides investment and clear purpose and audience for writing. ‘Mantle of the expert’</p> <p>“Some types of oral language interventions appear to be more effective than others, on average. Interventions which are directly related to text comprehension or problem-solving appear to have greater impact.”</p> <p>“The impact of collaborative approaches on learning is consistently positive.”</p> <p>EEF research</p> <p>When a child is interested and cares about the</p>	<p>Nebula-wide Inquiry based approach CPD including INSET</p> <p>Team-planning meetings and staff meetings.</p> <p>Support from Harnser Inquiry lead.</p>	HOS, Exec Team, subject leaders	<p>Oral language interventions (+5 months)</p> <p>Collaborative learning (+6 months)</p>	<p>Oct’19</p> <p>Within School budget</p>

		topics learned and their purpose, this can become a hook to make them want to come to school.				
<b>A, E, F</b>	<p>Further link maths to contexts through Inquiry-based approach</p> <p>Maths celebration walls.</p> <p>Renew maths program to improve engagement at home and in school. (Sumdog)</p> <p>Further improve the quality of feedback in class and written examples in books with a focus on next steps</p>	<p>Questionnaires and monitoring have identified that pupil's attitudes towards maths could be more positive. By improving 'botheredness – children should take more ownership of their own learning and improve engagement.</p> <p>EEF have concluded that digital technology can: provide more effective feedback for example, or enable more helpful representations to be used or simply motivate students to practise more.</p> <p>EEF have identified that feedback studies tend to show very high effects on learning.</p>	<p>Pupil Progress meetings/tracking. Lesson observations, book scrutiny and pupil interviews. Governor monitoring. Pupil Perspective questionnaire</p> <p>Monitoring by class teachers and math's lead.</p>	<p>Harnser Maths Leads</p> <p>Nebula Exec-team to monitor</p>	<p>Digital technology: up to 4 months</p> <p>Marking and feedback +8 months</p>	<p>Within school budget</p>
<b>A, B, G</b>	<p>To deliver intervention groups to boost children in phonics, spelling and maths.</p> <p>Carefully targeted interventions and precision teaching used to support disadvantaged pupils in maths and spelling / phonics.</p>	<p>Teachers can identify gaps in children's knowledge and focus on ensuring pupils make good or better progress in maths and phonics/spelling</p> <p>Small group boosters with highly qualified staff have been shown to be effective, as discussed in reliable evidence sources such as the EEF Toolkit.</p>	<p>Pupil Progress meetings/tracking. Lesson observations, book scrutiny and pupil interviews. Governor monitoring.</p> <p>Impact overseen by English and maths leads and HoS</p> <p>Engage with parents and pupils before intervention begins to address any concerns or questions about the additional sessions</p>	<p>Executive Deputy</p> <p>Heads of School</p>	<p>Between 3-5 months</p> <p>Phonics intervention (+4 months)</p>	<p>Ongoing</p> <p><b>£1500</b></p>
<b>A, B, C, F</b>	<p>Further embed LTE throughout the school; gives pupils the opportunity to develop thinking skills and speaking and learning and improves pupils' attitudes to writing.</p>	<p>Let's Think in English primary programme consists of a suite of high-interest lessons which are intended to be used fortnightly from Year 1 to Year 6. They are largely oral, based on reading, open-ended questioning and structured group discussion which increases pupils' reasoning skills and metacognition (structured reflection). This makes pupils more aware of their thinking processes and how they think most effectively.</p>	<p>Pupil Progress meetings/tracking. Lesson observations, book scrutiny and pupil interviews. Governor monitoring. Pupil Perspective questionnaire.</p> <p>Curriculum maps will be shared with parents.</p>	<p>Head of School</p> <p>Harnser English Leads</p>	<p>+8</p> <p>Collaborative learning +5 months</p>	<p>October 2018</p> <p><b>£750</b></p>



	<p>Reading weeks / Reading projects (Visits to performances / poets/ authors)</p>	<p>EEF research emphasised that effective phonics techniques are usually embedded in <b>a rich literacy environment</b> for early readers and are only one part of a successful literacy strategy.</p> <p>Reading projects enable the whole school (partnership) to work together to enhance and enrich the curriculum and the reading activities experienced by all children to hook them in and encourage and motivate children to read for pleasure. Parent participation through these projects is also encouraged.</p> <p>The Literacy Trust research has found that a huge proportion of children do not own books, we use some PP funds to ensure that all our PP children will own at least 4 books by the end of KS2. Activities and learning completed as a result of reading will show the children's interests in books and will demonstrate improved knowledge of vocabulary and higher thinking skills</p>	<p>English Leads across the Nebula to plan activities to maximise impact. Monitoring to take place during reading weeks</p>	<p>Harnser English Leads</p>	<p>+3</p>	<p><b>Reading projects</b> <b>£600</b></p>
<p><b>C.</b></p>	<p>Subsidise residential, day visits and extra-curricular activities, Rocksteady Music, Reading Project visits, books, theatre and cinema trips and author visits.</p> <p>Maintain minibus.</p>	<p>During the academic year, year groups organise day trips and residential visits to support and enhance the learning and teaching of current topics.</p> <p>The extra-curricular activities help the children develop skills outside the curriculum and develop friendships beyond the classroom and in some instances beyond the school.</p> <p>Social skills are developed through participation in a range of clubs provided by the school or external providers.</p> <p>Talent, skills and efforts in non-academic subjects are celebrated and develop self-confidence.</p> <p>Pupils enjoy the experience of being at school and are keen to come early/stay later to participate in chosen activities.</p> <p>Learning is supported by trips that are carefully planned to enhance the school's curriculum.</p> <p>Pupils are able to participate fully in school trips and residential trips</p> <p>Social skills, independence, perseverance, and team work are developed through participation in group activities and overnight stays on residential.</p>	<p>Annual analysis of numbers of children who have taken part in clubs.</p> <p>Staff to talk to children and parents about possible interests and available clubs.</p> <p>Teachers and office staff aware of available funding and can approach parents if appropriate.</p>	<p>Head of School.  Deputy Exec.</p>	<p>Up to +4</p>	<p>September 2018  <b>£500</b></p>

<b>B - G</b>	<p>Families in need of support – Parent Support Advisor; ‘Strengthening Families’</p> <p>Children with EBD/MH needs - Support provided through Nurture Group work</p>	<p>To offer pastoral support to vulnerable families and children and improve outcomes for the children by improving attendance or overcoming other barriers to success.</p> <p>To allow children to overcome anxieties or anger that is impeding their ability to function in school effectively/appropriately. To improve learning behaviours and social skills.</p>	<p>Monitored closely by Heads of School and executive deputy for SEND.</p>		<p>Up to +4</p>	<p><b>£1320</b></p>
<b>A &amp; B</b>	<p>Split Class 3 for English and mathematics (4,5,6)</p>	<p>The school has very small year groups which although are not financially beneficial do allow us to teach children in small class groups. The Head of School is non-class based and teaches English and maths in smaller groups enabling for example the Yr6s to be taught separately for maths.</p> <p>Teaching Assistants and Head of School to take small intervention groups to support this. The evidence so far shows that this enables children to make better progress and teachers can focus on ensuring the pupils in receipt of PP make good or better progress.</p> <p>EEF Toolkit identifies that high quality feedback is effective way to improve attainment.</p> <p>Guided reading enables the teacher to work with a small group of children, asking higher order questions and choosing books which will enhance the vocabulary of the children and give them access to high quality reading materials.</p> <p>Small group teaching with highly qualified staff has shown to be effective; John Hattie and EEF Toolkit.</p>	<p>Pupil Progress meetings/tracking. Lesson observations, book scrutiny and pupil interviews. Governor monitoring.</p> <p>Children receive interventions from highly trained members of staff to ensure that pupils make better progress as this provides focussed quality first teaching.</p>	<p>Executive Deputy</p> <p>Heads of School</p> <p>SENDco</p> <p>Literacy lead</p>	<p>+3 to +5</p>	<p>Ongoing</p> <p><b>£5090</b></p>

<p><b>A, G</b></p>	<p>Pupil Progress meetings half termly will inform how children are performing.</p> <p>Assemblies and lessons will share with the children the purposeful learning and how it can lead to a desired career.</p> <p>The school will subsidise children to be able to access Children's University including transport to graduations and any staffing requirements</p>	<p>Children who are not on track to meet their end of year target will gain support from intervention.</p> <p>Assemblies are an opportunity to showcase careers and inspirational people allowing pupils to see that it is achievable for them too. Children have the opportunities to experience a range of activities and locations (Learning Destinations) whilst they gather Children's University hours leading to certificates and rewards awarded at graduation ceremonies.</p>	<p>Pupil Progress meetings/tracking. Lesson observations, book scrutiny and pupil interviews. Governor monitoring.</p> <p>Impact overseen by Head of Schools</p> <p>Engage with parents and pupils before intervention begins to address any concerns or questions about the additional sessions.</p> <p>Communicate effectively with parents and carers about the free opportunities available at Learning Destinations across the county. Ensure parents are invited to graduation ceremonies.</p>	<p>Heads of School</p>	<p>+3 to +5</p> <p>+2</p>	<p>Ongoing</p> <p><b>£150</b></p>
<p><b>A &amp; E</b></p>	<p>Continue to improve feedback received during and after lessons – including feedback available to parents and children at assertive mentoring meetings.</p>	<p>Ensure children have the relevant feedback relative to the learning objectives and staff are to ensure that they highlight what a pupil has done well and what needs to improve, provide next steps in children's learning. In discussion with children and parents, and paying attention to formative and summative assessments, targets will be set and shared with at a termly assertive mentoring meeting.</p>	<p>Pupil Progress meetings/tracking. Lesson observations, book scrutiny and pupil interviews. Governor monitoring. Pupil Progress meetings.</p>	<p>SLT</p>	<p>+8</p>	<p>Termly</p> <p>No cost</p>
<p><b>A &amp; C</b></p>	<p>Run a homework club</p>	<p>Children can access on-line resources, additional adult support, resources and have a quiet place to complete homework and other self-initiated projects</p>	<p>Monitor register Meetings with class teachers Pupil progress meetings</p>	<p>HoS</p>		<p>Ongoing</p> <p>No cost</p>

<b>E, F, G</b>	<p>Topics at school will interest all children. They will include exciting activities and trips throughout each term.</p> <p>Use of <b>See Saw</b> program in Classes 2 &amp; 3 to improve digital communication with parents. Continue using Tapestry in Class 1.</p>	<p>When a child is interested and cares about the topics learned and their purpose, this can become a hook to make them want to come to school.</p> <p>Parents can access videos of children performing speaking and listening tasks; practical problems; evidence of programming.</p>	<p>Curriculum will be shared with parents and the fortnightly newsletter will be used to give additional information to parents and families.</p> <p>Parents can access videos of children performing speaking and listening tasks; practical problems; evidence of programming.</p>	<p>HoS</p> <p>Class 3 Teacher</p>		<p>Termly Costs included in strategy and revenue</p>
<b>Total budgeted cost</b>						<b>£9910</b>
<b>ii. Targeted support</b>						
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b> Executive Deputy for SEND	<b>EEF Impact Months</b>	<b>When will you review implementation?</b>
<b>A-F</b>	<p>Continue to implement additional support groups with appropriate staff to support children experiencing anxiety and who need additional social support</p> <p>Nurture Group</p>	<p>Identified children (including PP) come into school with anxieties which prevent them from accessing the curriculum.</p> <p>Identified children (including PP) find friendships difficult to maintain and this has an effect on their ability to access the curriculum.</p> <p>Behaviour – particularly those with specific emotional and social difficulties has improved.</p> <p>Children open up and learn strategies to cope with unhappy feelings. They find solutions to problems or friendship issues and they can then become more engaged with school work.</p>	<p>SEND Lead and Executive Deputy for SEND will monitor and report regularly to SLT and governors.</p> <p>Pupil and Parent views.</p>	<p>Head of School SEND Lead</p>	<p>+4</p> <p>+3</p>	<p>Ongoing</p> <p><b>£650</b></p>

<b>B, D, E,</b>	Continue to implement the PATHs programme in school. Ensure all staff access the training and all appropriate resources are available. PATHs ensures all children recognise their feelings and feel safe to talk about their feelings.	Identified children (including PP) come into school with anxieties which prevent them from accessing the curriculum. Identified children (including PP) find friendships difficult to maintain and this has an effect on their ability to access the curriculum. PATHs creates an emotionally safe ethos in the classroom and children will feel confident to share their worries/fears/thoughts. This will mean that staff are aware of concerns early on before they become a catalyst for anger.	Pupil Progress meetings/tracking. Lesson observations, book scrutiny and pupil interviews. Governor monitoring.  Engage with parents and pupils to fully explain PATHs approach.	Head of School SEND Lead	+4	Ongoing  Within school budget
<b>B- F</b>	Build on Character Education work (with SkillForce) to enhance reciprocity and reflection for our learners.  1:1 support where necessary to enable all children to access the curriculum.	Successful completion of SkillForce 'Junior Princes' Award' enhances the confidence of the pupils and they feel more able to 'have a go'.  To enable inclusion	Review of last year's project identified the most effective project and we will continue to work closely with SkillForce and its instructors and by association with the Character Education Project at Birmingham University.  Provision mapping to identify support required	Executive Headteacher with Executive Deputy for School Improvement  Head of School / SEND lead	+4	September 2019  Within school budget
<b>E, H.</b>	First day response provision. Attendance officer will be involved with families whose punctuality continues to be an issue  Attendance data checked for patterns and LA attendance officer contacted when appropriate  Employ PSA support where and when needed	Lateness results in...	Attendance monitored half termly. Any absence addressed immediately.	Head of School and Office staff.		Termly. No additional cost
<b>Total budgeted cost</b>						£0
<b>iii. Other approaches</b>						

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?
A-E, H	As a church school, continue to strengthen Values for life approach and strengthen links with the church to improve children's resilience, self-worth, feeling of belonging and hope and aspiration for the future.	School's values based on a clearly distinctive Christian values has led to children becoming more willing to take responsibility.	Regularly monitor and evaluate through pupil voice.	HoS		Ongoing
Children who are eligible for Pupil Premium are identified as soon as possible. To ensure inclusion and wellbeing	Small village school and open and good relationships with parents and adults.  On admission to school.	Since Universal Free School meals were introduced the funds received for Pupil premium have reduced. We would like to identify children who are socially disadvantaged at the earliest point possible to try and ensure they receive the support/intervention they require ensuring they do not fall behind their peers.	Monitoring by Head of School	Head of School		Ongoing  <b>Within school budget</b>
<b>Total budgeted cost</b>						£0

Review of expenditure of 17 / 18 below:

Review of Expenditure				
Academic year	17/18			
iv. 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

<p>Higher rates of progress across all years for all pupils eligible for PP; particularly in maths and phonics/spelling.</p>	<p>Create smaller group sizes Money towards additional adults in class across the school in order to deliver interventions and provide targeted support</p> <p>high quality EYFS teaching</p> <p>Small group teaching for Yr6 pupils</p> <p>Improving Feedback</p> <p>Maths celebration wall / weeks etc.</p>	<p>The number of PP children was very small and the results of such a small cohort must therefore be treated with caution.</p> <p>100% of PP children achieved their GLD at the end of reception. 100% of PP children achieved expected in RWM at the end of KS1 50% of PP children achieved expected in reading, writing and Spelling, Punctuation and Grammar at KS2. (+ progress measures above National)</p> <p>Positive in-year progress for PP children in Yrs 3 and 4.</p>	<p>Interventions successful especially for some pupils who achieved progress and attainment that was above nationally.</p> <p>PP children in year 5 need considerable support. Small group teaching, interventions and splitting of Class 3 to continue</p> <p>Current Class 1 teacher will be on maternity during next academic year. High quality NQT employed to replace her – additional support from Exec. Deputy for EYFS will be required.</p>	<p><b>£5600</b></p>
<p>Self-esteem and confidence improves due to interventions in school and at home. Improve resilience in children. Children are able to develop more successful coping strategies enabling them to more fully participate in school life. Improved <b>botherdness</b></p>	<p>Introduction of LTE programme and Inquiry based approach</p> <p>SkillForce programme successfully completed.</p>	<p>Book scrutinies, learning walks all highlighted the positive impact that these approaches had on learning.</p>	<p>Further embed both and continue to develop the success of the Inquiry-based approach through further CPD including joint planning, team-teaming and lesson observations.</p> <p>Seesaw needs to be fully used in Class 2 to communicate more effectively with parents and keep a record of work.</p>	<p><b>£2850</b></p>
<p>Access to extra-curricular activities – educational experiences such as trips and participation on physical activities</p> <p>Curriculum weeks and visitors to school</p>	<p>Subsidise residential, day visits and extra-curricular activities. Reading Project visits, books, theatre and cinema trips and author visits.</p> <p>Maintain minibus.</p> <p>Additional adult support to enable inclusion</p>	<p>High. Almost all pupil participation in day visits and increased participation in residential visits. Subsidising visits is the fairest way to ensure all pupils participate in educational visits (including those who are just above the PP threshold). Subsidies have also increased participation in extra - curricular clubs and the Young Voices trip to the O2.</p>	<p>Need to continue to promote that the visits and activities are subsidised and offer payment plans.</p> <p>Minibus is vital to ensure children are able to participate in sport competitions and participate in local visits – a minibus is required to ensure this provision may be continued long term.</p>	<p><b>£900+</b></p>
<p>Emotional issues of pupils addressed; resilience improved. Children are able to talk about their feelings in a controlled way and acknowledge problems can be solved in a positive way</p>	<p>Development of Pastoral team Support from exec. Deputy for SEND in accessing the best support.</p> <p>Nurture provision in school</p>	<p>High. Excellent support has enabled all children to be fully included in class, with extra-curricular activities.</p>	<p>Need among some PP children is still high and continued support will be needed with up-coming residential trips and transition to high school.</p>	<p><b>£2500</b></p>

**v. 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
<p>Emotional issues of pupils addressed; resilience improved. Children are able to talk about their feelings in a controlled way and acknowledge problems can be solved in a positive way. Pupils able to access the curriculum more effectively.</p>	<p>Implement additional support groups with appropriate staff to support children experiencing anxiety</p> <p>PSA support</p> <p>1:1 support where necessary to enable all children to access the curriculum.</p> <p>Implement the PATHs programme in school. Ensure all staff access the training and all appropriate resources are available.</p> <p>Build on Character Education work (with SkillForce) to enhance reciprocity and reflection for our learners.</p>	<p>Behaviour – particularly those with specific emotional and social difficulties improved. Exclusion rates reduced.</p> <p>Children did open up and learn strategies to cope with unhappy feelings. They began to find solutions to problems or friendship issues and they then became more engaged with school work.</p> <p>Records show that this had a big impact upon the children’s ability to remain on task, remain in class and in some cases move to a position the additional support is no longer required. Some children require ongoing support.</p> <p>PATHs helped to create an emotionally safe ethos in the classroom and children were more confident to share their worries/fears/thoughts. This meant that staff were aware of concerns early on before they became a catalyst for anger.</p> <p>As above</p> <p>Successful completion of SkillForce ‘Junior Princes’ Award’ enhances the confidence of the pupils and they feel more able to ‘have a go’.</p>	<p>Need among some PP children is still high and continued support will be needed with up-coming residential trips and transition to high school.</p> <p>We will continue this approach with amendments as necessary and identified by specific cohorts of pupils.</p> <p>Review of last year’s project identified this was a most effective project and we will continue to work closely with SkillForce and its instructors; children confidence was significantly improved and as a result their willingness ‘to have a go’.</p>	<p><b>£1500</b></p> <p>Within current staffing</p>



<b>Improve attendance</b>	First day response provision.  Awards given to children who have 'good' attendance.	Attendance for disadvantaged children was better than their peers and broadly in line with overall national data  Non PP (full year) = 95.2% Disadvantaged pupils = 98.26%	Continue to ensure attendance is monitored half termly and any absence addressed immediately.  Punctuality for a few families is being addressed and is improving.	Termly. No additional cost  PSA support accounted for earlier
<b>Money was spent to ensure the successful transition of Year 6 pupils to High School.</b>	Additional TA hours to support extra transition sessions	Additional visits both to and by the transition to specialised high school led to a successful transition for disadvantaged pupil	Successful strategies from last year will be employed this year for all children. Support will be needed to support application process this year.	£150

#### vi. Other approaches

<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Identify Pupil Premium Children	Identify 'new' families those who become eligible	All pupil premium children identified and supported		<b>Within budget.</b>
<b>Overall expenditure: £13,500</b>				

#### 7. Additional detail – Pupil Voice

Skillforce. Other sources of information would be the, PATHS reports and pupil input during Assertive Mentoring meetings.