

PUPIL PREMIUM STRATEGY STATEMENT: ST FAITHS' COFE PRIMARY SCHOOL



2018 - 2019

Pupil Premium Strategy Statement: St Faiths' CofE 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: St Faiths' CofE Primary School

Principles

At St Faiths' CofE 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: St Faiths' CofE Primary School

1. Summary information					
School	St Faiths' CofE Primary School				
Academic Year	2018/19	Total PP budget	£33,640	Date of most recent PP Review	November 2018
Total number of pupils	99 Oct. '18 census	Number of pupils eligible for PP	24 (24%) Oct. '18 Census	Date for next internal review of this strategy	November 2019

2. Attainment			
EYFS GLD for: 2017 – 2018 (3 pupils)	All Pupils (our school/national average)	Pupils eligible for PP (our school)	Pupils not eligible for PP (our school/national average)
% achieving EYFS GLD	74% / 72%	33% / 57%	81%-
Year 1 Phonics for: 2017 – 2018 (4 pupils)	All Pupils (our school/national average)	Pupils eligible for PP (our school/national average)	Pupils not eligible for PP (our school/national average)
% achieving Year 1 Phonics Screening	79% / 82%	50% / -	90% / -
KS1 Attainment for: 2017 – 2018 (3 pupils)	All Pupils (our school/national average)	Pupils eligible for PP (our school/national average)	Pupils not eligible for PP (our school/national average)
% achieving expected standard in reading, writing and maths	64% / 64%	67% / 50%	
% achieving expected standard in reading	71% / 75%	67% / 63%	80% /
% achieving expected standard in writing	64% / 70%	67% / 55%	70% /
% achieving expected standard in maths	79% / 76%	67% / 63%	80% /

KS2 Attainment for: 2017 – 2018 3 pupils out of 14	All Pupils (our school/national average)	Pupils eligible for PP (our school/national average)	Pupils not eligible for PP (our school/national average)
% achieving expected standard in reading, writing and maths	50% / 64%	33% / 64%	55% /
% achieving expected standard in reading	50% / 75%	33% / 64%	55% /
% achieving expected standard in writing	64% / 78%	67% / 67%	64% /
% achieving expected standard in maths	57% / 76%	33% / 63%	64% / 80%

3. Progress			
Progress for: 2017 – 2018 (3/14 pupils) (2 shown on ASP)	All Pupils (our school/national average)	Pupils eligible for PP (our school/national average) Not statistically significant due to cohort no.	Pupils not eligible for PP (our school/national average)
% progress in reading	-3.8 / 0	-8.2 / 0.3	-3.3 / 0.31
% progress in writing	-1.1 / 0	-3.6 / 0.2	-1.0 / 0.24
% progress in maths	-2.2 / 0	-3.4 / 0.3	-2.3 / 0.31

4. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers <i>St. Faiths Primary has identified the following as barriers for some of the pupils currently in receipt of Pupil Premium:</i>	
A.	Poor in-year and end of year results (attainment) and therefore related progress for some disadvantaged pupils in reading, writing and maths, especially within KS2 at the end of the last academic year. Progress from end of KS1 results suggest some disadvantaged pupils are not making enough progress in all subjects Not all PP children in Reception make sufficient progress – especially in writing
B.	Low sense of self-esteem, self-worth and ambition for some disadvantaged pupils – Often not willing to engage with tasks due to a fear of failing. Low levels of motivation, 'botheredness'
C.	Access to extra-curricular activities – educational experiences such as trips, after-school trips and participation in physical activities
D.	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).
E.	Inclusion
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
F.	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.

G.	Some learners eligible for PP are not able to access enrichment opportunities that are provided for children inside and outside of school hours.	
H.	Unsettled home life for some disadvantaged pupils. A 'poor' start for some disadvantaged pupils when they enter reception.	
I.	Punctuality: Some disadvantaged pupils are regularly late resulting in an unsettled start and missed learning time.	
5. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Higher rates of progress across all years for all pupils eligible for PP; particularly in KS2 Gaps are identified and targeted teaching/intervention improves rates of progress and attainment. Pupils retain and apply mathematics taught and use this base to improve their fluency and problem solving. Measured: from ½ termly assessments, impact of intervention records, tracking and pupil progress meetings, book scrutinies	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
B.	Self-esteem and confidence improves due to interventions in school and at home. Success books, PASTORAL TEAM and nurture group support improve resilience in children. Children are able to develop more successful coping strategies enabling them to more fully participate in school life. Improved botheredness: Children motivated in class –they want to challenge themselves. Measured: from pupil questionnaires, club attendance registers, Children's University awards, PASTORAL TEAM reports, provision mapping and pupil progress meetings.	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.
C.	Access to and participation in extra-curricular activities improved. Increased reading at home and access to math programs in school and at home Measured: from pupil questionnaires, club attendance registers, Children's University awards, PASTORAL TEAM reports, provision mapping and pupil progress meetings.	Increased access and participation in extra-curricular activities enhances the social skills and skills and knowledge of pupils.
D.	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 can access learning in class because their physiological, safety and esteem needs are met. Measured: pupil attainment and progress data, SEND provision documents	Pupils are ready to learn in class without the need for further intervention. Progress and attainment improve as a result.
E.	Inclusion: All disadvantaged pupils are able work in class and participate safely in trips and extra-curricular activities. Measured: club lists, SEND provision mapping, PASTORAL TEAM reports	Pupils work in class
F.	Adult engagement and support improves at home. Support from Pastoral Team to support children in school and provide links to improve support at home. Measured: pupil & parent questionnaire (SDQs)s, SEND provision documents, homework records	Children make better progress. Homework is completed Children read regularly at home Improved attainment and progress in all subjects across all year groups.

G.	<p>Pupils are exposed to a wide range of social/cultural and sporting experiences.</p> <p>Introduction of 'Let's Think in English', <i>The Power of Reading and Inquiry</i> programs to enrich children's language and deeper thinking skills.</p> <p>High quality guided reading</p> <p>Develop a more creative and rich curriculum through an 'enquiry' approach</p> <p>Measured: curriculum maps, INSET training records, HoS reports to governors</p>	<p>Children talk about their future with enthusiasm.</p> <p>Children set/attempt challenging tasks</p> <p>Children speak ambitiously about their future at secondary school and beyond.</p>
H.	<p>High quality EYFS teaching plus intervention so that disadvantaged pupils get the best possible start to school.</p> <p>High quality phonics teaching, interventions and books to support early reading.</p> <p>Rich learning environment and use of strategies such as 'talk for writing' to support language development.</p> <p>Measured: EYFS data, SEND provision documents</p>	<p>EYFS children make good progress and achieve GLD</p> <p>EYFS children make improved progress from starting points</p>
I.	Punctuality	Children arrive in good time and are ready for school

6. Planned expenditure						
Academic year	18/19					
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	EEF Impact Months	When will you review implemen- tation?
A,B,D,E,G, H	<p>Improve day to day teaching and Learning</p> <p>NC expectations are taught appropriately and effectively in English.</p> <p>Higher percentage achieve Greater Depth in Writing KS1 & KS2</p> <p>Regular (at least termly) moderation across Harnser and Nebula</p> <p>HoS to teach within Yr1/2 class / share with NQT x5 mornings a week to ensure high quality teaching</p> <p>To improve High-quality questioning and Assessment for learning in all classes</p>	<p>High-quality teaching from HoS enabled significant progress within this class last year. By continuing to support KS1 this year results – especially writing to improve. This should also improve transition between KS1 and KS2.</p> <p>(please refer to school SIDP)</p> <p>EEF highlights that high quality feedback (oral and written) has a significant impact in all subjects.</p>	<p>Formative and Summative assessment Data</p> <p>Pupil Progress meetings</p> <p>Pupil Asset data</p> <p>Pupils' books</p> <p>Work Scrutinies</p> <p>Plans</p> <p>Moderation meetings – Harnser and Nebula</p> <p>Observations on Perspective Learning Walks on Perspective</p> <p>Assertive Mentoring records</p> <p>Nebula for all</p> <p>HoS monitoring – at least</p>	HOS, Exec Team, subject leaders	<p>Feedback +8 months</p> <p>Mastery learning</p> <p>Meta-cognition & self-regulation (+7)</p>	<p>Within school budget</p> <p>£9240</p>

	and all lessons Implementing / Embedding Let's think in English approach / and strategies from 'Visible Learning' INSET CPD		fortnightly Nov 18			
A-I	Development of Inquiry-based approach to teaching – embed into curriculum.	<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 topics learned and their purpose, this can become a hook to make them want to come to school.</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>	Within School budget
A, B, G, H	<p>KS2 English lead starting a year-long improving reading course – The Power of Reading</p> <p>Books used for Guided Reading will continue to be reviewed and replenished ensuring all are high quality children's literature which will both enthrall and interest pupils but also give them access to a wide variety of vocabulary. Ensure inclusion of high interest, low reading level books to engage those who find reading challenging and the more reluctant readers.</p> <p>Whole school Reading projects continue – to include purchasing good quality</p>	<p>Small group Guided reading – long term change which will help all pupils with reading comprehension strategies. EEF Toolkit identifies that high quality feedback is effective way to improve attainment. 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>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</p>	<p>Pupil Progress meetings</p> <p>Pupil Asset data</p> <p>Pupils' books</p> <p>Work Scrutinies</p> <p>Plans</p> <p>Moderation meetings – Harnser and Nebula</p> <p>Observations on Perspective</p> <p>Learning Walks on Perspective</p>	Exec Team, subject leaders	<p>Reading comp. strategies + 6 months</p> <p>Meta-cognition & self-regulation (+7)</p>	<p>£2000 (training + supply)</p> <p>Within School budget</p>

	<p>literature for children to own their own copy. (Books from Norfolk Book Centre)</p> <p>Books will be celebrated and enjoyed in school.</p> <p>Author visits / trips to or by theatre groups organised to inspire reading.</p>		<p>Parents will be invited to participate in the reading project and to learn alongside their child during school visits</p>			
A, B, G, H	<p>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>English lead, HOS, Exec Team</p> <p>PP lead</p>	<p>+8</p> <p>+5</p>	<p>Nov 2019</p> <p>Within school budget</p>
A, B, H	<p>To deliver intervention groups to boost children in core subjects</p> <p>Carefully targeted interventions and precision teaching used to support disadvantaged pupils in maths and spelling / phonics.</p> <p>Targeted interventions to provide additional challenge for HAP pupils across the curriculum</p>	<p>Deputy Exec to support with teaching small groups For x2 hours a week</p> <p>Additional time timetabled for KS2 teachers to deliver interventions</p> <p>Teaching time is focused on teaching intervention groups – especially disadvantaged children.</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>Focused / targeted interventions with TAs within and outside of class</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>Head of School</p> <p>PP lead</p> <p>English Lead</p>	<p>Between 3-5 months</p> <p>Phonics intervention (+4 months)</p>	<p>Half-termly after PP meetings</p> <p>10,000</p>

B, C, G	<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>During the academic year, year groups organise day trips and residential visits to support and enhance the learning and teaching of current topics. 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. Social skills are developed through participation in a range of clubs provided by the school or external providers. Talent, skills and efforts in non-academic subjects are celebrated and develop self-confidence. Pupils enjoy the experience of being at school and are keen to come early/stay later to participate in chosen activities. Learning is supported by trips that are carefully planned to enhance the school's curriculum. Pupils are able to participate fully in school trips and residential trips Social skills, independence, perseverance, and team work are developed through participation in group activities and overnight stays on residential.</p>	<p>Governor monitoring.</p> <p>Annual analysis of numbers of children who have taken part in clubs. Staff to talk to children and parents about possible interests and available clubs. Initial letters to include information to parents about available funding. Teachers aware of available funding and can approach parents if appropriate.</p>	<p>Head of School.</p> <p>PP lead</p>	<p>Up to +4</p>	<p>Nov 2019</p> <p>£500</p>
C, G	<p>Build on Character Education work (with SkillForce) to enhance reciprocity and reflection for our learners.</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>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.</p>	<p>Executive Headteacher with Executive Deputy for School Improvement</p>	<p>+4</p>	<p>November 2019 Within budget but additional adult support will be needed so: £250</p>
C&G	<p>Assemblies and lessons will share with the children the purposeful learning and how it can lead to a desired career. The school will subsidise all children to be able to access Children's University.</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>Governor monitoring.</p> <p>Annual analysis of numbers of children who have taken part in clubs</p> <p>Communicate effectively with parents and carers about the free opportunities available at Learning Destinations across the county. Ensure parents are invited to</p>	<p>HoS</p> <p>CU Lead</p>	<p>Up to +4 months based on increase of sports/art participation</p>	<p>November 2019</p> <p>£300 of Harnser cost</p>

			graduation ceremonies.			
A, B, F, G, H	<p>Improve LAP/MAP mental and written calculation strategies (Arithmetic scores) CPG mental math homework books purchased and in use</p> <p>Renew and use of new maths program to improve engagement at home and in school. (Sumdog)</p> <p>Explore and purchase new maths resources (textbooks) to encourage more problem solving (CPG)</p> <p>Further improve the quality of feedback in class and written examples in books</p>	<p>End or key stage 2 Arithmetic scores for Maps and Laps were too low. Fluency needs to be improved.</p> <p>Continue to promote Sumdog: aimed at improving fluency and core number work speed.</p> <p>Encourage greater problem solving / mastery learning and reasoning</p> <p>SUMDOG By purchasing a new resource that directly appeals to children's interests then engagement and usage should increase. 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>Monitoring of club registers by HoS</p>	<p>Harnser Maths Leads</p> <p>Nebula Exec-team to monitor</p>	<p>Digital technology: up to 4 months</p> <p>Mastery 5 months</p> <p>Marking and feedback +8 months</p>	<p>Within school budget</p> <p>Review ½ termly</p> <p>£213.75 so far Plus new text books So £500</p> <p>PTA to fund renewal</p>
A, F, H	<p>Pupil Progress meetings half termly will inform how children are performing.</p>	<p>Children who are not on track to meet their end of year target will gain support from intervention.</p>	<p>Pupil Progress meetings/tracking. Lesson observations, book scrutiny and pupil interviews. Governor monitoring.</p>	<p>Heads of School TLR Posts</p> <p>PP lead</p>	<p>+3 to +5</p>	<p>November 2019</p>

A-I	<p>Continue to improve the consistency of behaviour systems and approaches within the school.</p> <p>New whole-school behaviour approach developed by the school drawing on expert advice</p> <p>Expert advisors used to monitor and adapt behaviour approaches</p> <p>Nurture Intervention groups / PASTORAL TEAM support</p>	<p>Poor behaviour taking up too much of staff time. Some PP children not always working in class. TA support not focused on learning rather managing behaviour / keeping children safe.</p> <p>Improved engagement in class and teaching to reduce behaviour issues and improve educational outcomes.</p>	Learning walks / external monitoring and reports / reports to governors	Exec deputies HoS, behaviour lead	+3 months	<p>On-going review</p> <p>Within school budget</p>
A, H	Continue to improve feedback received during and after lessons – including feedback available to parents and children at assertive mentoring meetings.	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.	Pupil Progress meetings/tracking. Lesson observations, book scrutiny and pupil interviews. Governor monitoring. Pupil Progress meetings.	SLT	+8	Termly No cost
Total budgeted cost						£ 22790
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 Executive Deputy for SEND	EEF Impact Months	When will you review implementation?

A-I	<p>Continue to implement additional support groups with appropriate staff to support children experiencing anxiety and SEMH.</p> <p>Speech and language support</p>	<p>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.</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>Exec dep for SEND</p> <p>Head of School</p> <p>SEND Lead</p> <p>Pastoral manager</p> <p>PP Lead</p>	<p>+4</p> <p>+3</p>	<p>November 2019</p> <p>£5400</p>
A-I	<p>Continue to run a targeted breakfast club</p>	<p>Breakfast club aims to settle children in the morning so that they can have a calm start to the day.</p> <p>Behaviour targets for the day are set and an overall positive atmosphere is created</p>	<p>SEND Lead and Executive Deputy for SEND will monitor and report regularly to SLT and governors</p>	<p>HoS</p>		<p>November 2019</p> <p>£300</p>
A-I	<p>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.</p> <p>Training for new staff</p>	<p>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.</p> <p>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.</p>	<p>Pupil Progress meetings/tracking. Lesson observations, book scrutiny and pupil interviews. Governor monitoring.</p> <p>Engage with parents and pupils to fully explain PATHs approach.</p> <p>Communicate effectively with Healthy School Colleagues to update training and provide INSET and complete impact questionnaire.</p>	<p>SEND/PS HE lead. Work in partnership with Norfolk Healthy Schools Team.</p>	<p>+4</p>	<p>November 2019</p> <p>£600</p>
B,D	<p>Children with SEMH needs - Support provided through nurture groups</p> <p>PAT Dog</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>+4</p>	<p>£1,000</p>

C	1:1 support where necessary to enable all children to access the curriculum and after-school provision	See above Additional adults		Head of School.	+5	£500
A-I	Families in need of support – Nebula Pastoral lead	To offer pastoral support to vulnerable families and children and improve outcomes for the children by improving attendance or overcoming other barriers to success.	Monitored closely by Heads of School and executive deputy for SEND.		Up to +4	£3,000
I	First day response provision. Attendance officer will be involved with families whose attendance falls below 87%. The PASTORAL TEAM will be asked to work with families who are consistently falling below 90%. Awards given to children who have 'good' attendance.	NfER identifies addressing attendance as a key issue. When children attend school regularly, they make more progress. Evidence shows that children who attend school regularly make better friendships, take more ownership in their learning and are more confident. Children enjoy receiving rewards.	Attendance monitored half termly. Any absence addressed immediately.	Head of School and Office staff.		Termly. No additional cost
Total budgeted cost						£10,800
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?
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 to ensure they do not fall behind their peers.	Monitoring by HoS	Head of School		November 2019 Within school budget

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
A. Higher rates of progress across all years for all pupils eligible for PP; particularly in KS2 Gaps are identified and targeted teaching/intervention improves rates of progress and attainment. Pupils retain and apply mathematics taught and use this base to improve their fluency and problem solving.	Intervention groups LTE Reading Projects Reading & Maths Weeks Sumdog Developing use of Higher order questioning and	The number of PP children was relatively small and the results of such a small cohort must therefore be treated with caution. 67% of PP achieved expected in RWM at KS1. Above national. Interventions put in place by HoS including interventions and teaching part of the class led to significant improvements in progress and attainment during the Spring and especially the Summer terms. 6/7 or 86% of PP chn have achieved expected + over the past 2 years at KS1 Outcomes for yr6s at the end of KS2 were below both national and their peers although Case study highlights difficulties for one of these children. Both children who didn't achieve expected got a scaled score of 99 which was just off expected (100). Both made significant in-year progress from test scores at the end of yr5. V.small numbers for EYFS and phonics – writing continues to be a barrier for some PP children HAPs across the school, generally on-track. MAPs and LAPS appear to be making poor progress in KS2 in all subjects.	While interventions were used – improving the quality of day-to-day teaching is a priority, especially in KS2. Ks2 pass rate of 50% in reading and maths was below what was expected based on teacher assessment. (Arithmetic scores too low) so focus on mental maths needs to be employed) Reading results were only 50% and well below both the pass mark and TA judgements – specific focus on reading and comprehension answers (VIPERS)	1500

<p>B. Self-esteem and confidence improves due to interventions in school and at home. Success books, PASTORAL TEAM and nurture group support improve resilience in children.</p> <p>Children are able to develop more successful coping strategies enabling them to more fully participate in school life. Improved botheredness: Children motivated in class –they want to challenge themselves.</p>	<p>Families in need of support – Parent Support Advisor; ‘Strengthening Families’</p> <p>Children with SEMH needs - Support provided through nurture groups</p> <p>Pets as the key</p>	<p>Phonics resources purchased: pass rate 79% for all class (50% for PP) remains broadly in-line with National data.</p>	<p>By the end of the summer and start of Autumn. All children were working successfully in class - given the range of issues affecting these children considerable support will still be required.</p>	<p>(see targeted support)</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>Subsidised residential, day visits and extra-curricular activities. Reading Project visits, books, theatre and cinema trips and author visits.</p> <p>Maintained minibus.</p> <p>Premiere Sports delivered activities for Ducklings and Robins weekly – Summer term</p>	<p>High. Almost all pupil participation in day visits increased. 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.</p> <p>residential visits not as successful due to individual cases</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>£1320 towards the cost</p> <p>Within school budget</p>
<p>Money towards additional adults in class across the school in order to deliver interventions and provide targeted support</p>	<p>To deliver interventions tuition to boost children working</p>	<p>The number of PP children was relatively small and the results of such a small cohort must therefore be treated with caution.</p> <p>HoS was needed to take over part-time whole class teaching duties which limited the time for additional interventions; however impact for all children including PP children in class in all subjects was very positive in yr1&2 especially in math.75% PP exp +, Writing still some catch-up needed to improve on last yr.</p> <p>Additional support for some children enabled them to be safe and attend school</p>	<p>Improve teaching and learning in conjunction with behaviour strategies so that all PP children work within class</p>	<p>£ 11,700</p>
<p>Total Cost</p>				<p>£15,070</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
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.	Drawing Therapy Art Therapy 1:1 support where necessary to enable all children to access the curriculum. Rachel Ridgeway – Hall School – Harnser staff meeting on behaviour management tools Eaton Hall Support – St Faiths' only January 2016 Eaton Hall staff training – St Faiths' only – March 2017 Additional use of: Ed Psych, External advisors linked to behaviour (M. Bellamy, Dr Geoff James) Nurture Groups Breakfast Club	The Solution Focused approach was used with pupils who are finding school tricky (Dr James' approach) Behaviour – particularly those with specific emotional and social difficulties improved. Exclusion rates reduced. More children working within class. 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. Improving consistency of behaviour management across the school. Improved inclusion New strategies for whole school and individual behaviour implemented with initial positive impact As above This provided a safe and positive start to the day for many PP children – costs were within staff budget + cost of food. Necessary to continue with this approach, particularly with some pupils in 2018 – 2019.	We will continue this approach with amendments as necessary and identified by specific cohorts of pupils. Strategies to be continued and adapted – further visits from external agencies planned	£11,147 PASTORAL TEAM: £2864 £2000 (Inc. additional adults) £300
	PATHs implemented	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.	Continue to strength PATHs across the entire school and day	£500 PATHs

	Build on Character Education work (with SkillForce) to enhance reciprocity and reflection for our learners.	Successful completion of SkillForce 'Junior Princes' Award' enhances the confidence of the pupils and they feel more able to 'have a go'. Successful for	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'. Increased needs of PP children this year means that additional adult support will be needed for them to fully engage in this programme.	£ 1250
	Implement additional support groups with appropriate staff to support children experiencing anxiety and EBD. (additional TA time increased)	Children responded positively to additional support – more need to begin to apply in whole class situations and access a greater range of enrichment activities such as clubs.	Still needed	Within school budget
Improve attendance	First day response provision. Attendance officer will be involved with families whose attendance falls below 90%. Awards given to children who have 'good' attendance. Support provided to families including pastoral support	Attendance overall is below the national average. Attendance for PP children was: This was down to individual case studies	Continue to ensure attendance is monitored half termly and any absence addressed immediately. Otherwise work to continue on a case-by-case basis.	Termly. No additional cost
				£18,061
vi. 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
Total Cost				£33,131

7. Additional detail – Pupil Voice

The views of the pupils are also sought where possible when reviewing the provision provided. Skillforce and the intervention questionnaires also do questionnaires to gauge the impact of their work and to access the pupil voice. Other sources of information would be the Strengths and Difficulties questionnaires, PATHS reports and pupil input during Assertive Mentoring meetings. Student Council meet regularly – minutes available.