**Pupil premium strategy statement (primary)**

|  |
| --- |
| 1. **Summary information**
 |
| **School** | Sheerhatch Primary School |
| **Academic Year** | 2018-19 | **Total PP budget** | £24,425 | **Date of most recent PP Review** | Oct 18 |
| **Total number of pupils** | 150 | **Number of pupils eligible for PP** | 18 | **Date for next internal review of this strategy** | Oct 19 |

|  |
| --- |
| 1. **Attainment of pupils in 2017/18**
 |
|  | *Pupils eligible for PP (your school)* | *Pupils not eligible for PP (national average)*  |
| **% achieving in phonics check**  | 1 out of 2 passed (50%) | 79% |
| **% achieving in reading, writing and maths**  | 47% (3 SEN) | 60% |
| **% making progress in reading**  | 74% (3 SEN) | 78% |
| **% making progress in writing**  | 47% (3 SEN) | 70% |
| **% making progress in maths**  | 53% (3 SEN) | 77% |

|  |
| --- |
| 1. **Barriers to future attainment (for pupils eligible for PP, including high ability)**
 |
| **In-school barriers** *(issues to be addressed in school, such as poor oral language skills)* |
|  | Social/emotional difficulties affecting behaviour in school  |
|  | Literacy difficulties which are not supported at home  |
| **C.** |  |
| **External barriers** *(issues which also require action outside school, such as low attendance rates)* |
| **D.** | Lack of parental capacity to support Low attendance Many PP children will have fewer experiences outside of school  |
| 1. **Desired outcomes**
 |
|  | *Desired outcomes and how they will be measured* | *Success criteria*  |
|  | To accelerate progress for all pupil premium children | Pupil Premium children to make expected progress in reading, writing and maths  |
|  | To help children with self-esteem/behavioural difficulties to feel safe and happy | Nurture sessions/Time to Talk lunchtime clubs. Family support worker to support families where necessary |
|  | Increased attendance for Pupil premium children | Families spoken to when attendance is an issue. Attendance cards send home.  |
|  | To allow opportunities for PP children to have a wide range of experiences | ’30 things to do before leaving Sheerhatch Primary’ booklets provided for each child |

|  |
| --- |
| 1. **Planned expenditure**
 |
| **Academic year** | **2018/19**  |
| 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.  |
| 1. **Quality of teaching for all**
 |
| **Desired outcome** | **Chosen action/approach** | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** | **When will you review implementation?** |
| To improve the progress PP children make in R, W and M | Buy Back Educational Psychologist Involvement  | Further CPD with staff as a whole and individually to further deepen staff’s understanding of individual children’s needs and how they learn.  | After staff meetings with the Educational Psychologist and any 1:1 meetings, staff to share what new strategy they are going to try.  | DK | Half-termly through data  |
| Same as above  | CPD (Diamond training courses)(Partly funded by PP budget) | To support and develop staff’s CPD in particular areas. Data used to send appropriate staff on relevant training.  | After each meeting staff are to share key points with other staff at staff meetings.  | JH | Ongoing (See Staff meeting agenda) |
| **Total budgeted cost** | £1860 |
| 1. **Targeted support**
 |
| **Desired outcome** | **Chosen action/approach** | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** | **When will you review implementation?** |
| Attendance of the Pupil Premium children to improve | Close monitoring Attendance cardFamily supportworker involvement (if necessary)Funded sessions at Breakfast Club as necessary | Clear communication with the parent is important. An attendance card will be sent home if attendance drops below. A meeting with the HT will be organised too. A calmer start to the day and opportunity to have breakfast | Honest and open communication Attendance monitoring | HJ | Half-termly  |
| Pupil Premium children to make expected progress from their start point in R, W and M | Specific and targeted intervention provided for these children.  | If the additional support is specific to the children’s needs, they can have more time to consolidate their learning in a small group.  | The two T.A’s delivering the training will have appropriate CPD, if not already got. Literacy Fischer Trust and Sounds write. Progress will be tracked closely.Staff will be monitoring the impact of the intervention each half term.SENDCO will meet the TA’s running intervention each half-term to discuss each intervention.  | SENDCO alongside Class teachersTA’s (JW and KJM) | Half-termly |
| To help children with self-esteem/behavioural difficulties to feel safe and happy in order for them to access and achieve in their learning | Nurture session weekly.Time to Talk (drop in) club weekly | Is has been proven that children who feel safe and content in their learning environment will make better progress than those who don’t. The ‘Time to Talk’ club will be an informal space where children can draw and talk freely. It has been proven that children usually find drawing a therapeutic task and will often open up and talk about their feelings.  | The Sendco will visit the sessions frequently. Regular meetings with the TA delivering the activities will ensure any important information is sharedPupil Voice  | KJM  | Half-termly  |
| **Total budgeted cost** | £12500 |
| 1. **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?** |
| To encourage PP children to attend extra curricular clubs  | Lego club (kids with bricks) | This is a new club. Also there is lots of research on ‘lego therapy’ supporting children with social/emotional difficulties. | Training is provided for the staff member. SENDCO to drop in to club session to observe how PP children are getting on.  | DK | Analyse club register attendance (half-termly)Pupil voice half-termly |
| To provide a new and unique experience for PP children | Music | Many PP children would not be able to afford costs of this provision outside of school.Music can be therapeutic Pupil voice shows this is an area of interest  | Appropiate adult to run sessionPupil voice to check enjoyment levels | DK/HJ | Ongoing  |
| To provide a range of experiences beyond the classroom | Residential visitsTrips and visits | These are cost prohibitive for many PP children.Engagement with their peers and with their learning can be improved | Pupil voiceFunding | HJ |  |
| To support the identity and sense of belonging | Provide uniform as appropriate | Sometimes cost prohibitive for parents to provide correct uniform.Children feel less different | Advertising options to parents | HJ |  |
| To support health  | Provide Milk  | Some PP children do not always have nutritious breakfasts | Cool Milk sign up | HJ |  |
| To support Mental Health | Provide a calm ‘breakout’ space. (Ocean Room) | Children are able to take necessary time out when barriers come down and ready themselves to return to learning | Pupil Voice | KJM/TAs |  |
| **Total budgeted cost** | £5200 |

|  |
| --- |
| 1. **Review of expenditure**
 |
| **Previous Academic Year** |  |
| 1. **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** |
| To support engagement of vulnerable pupils in order to boost attainment and progress | Funding of additional teaching assistant hours for classroom support | This supported all children and helped most children to make more progress than they would have done without TA input.  | We will not continue this as we would like the provision to be in smaller targeted groups rather than general support | £5000 |
| 1. **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** |
| Funding of dedicated teaching assistant hours for intervention | To boost attainment and progress of PP children | Children that had personlaised intervention made progress. It may not have been as much as we would expect but the support benefited their learning.  | This will continue however intervention will be closely monitored and staff will support where necessary and track data closely.  | £8000 |
| To give opportunities to develop practical and social skills | Funding of dedicated teaching assistant hours for nurture activities | Each class is using the ’30 things to do before leaving Sheerhatch Primary’ booklet to plan opportunities for both PP and non PP children  | This will be continued  | £2000 |
| 1. **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** |
| To ensure equal access to all areas of school life and wider opportunities for disadvantaged pupils  | Funding for enrichment activities | Yes. Children were able to access enrichment activities where necessary  | This will continue so that ALL children have the same opportunities and provision | £2,000 |
| Support families who may need additional care child support to provide opportunities for supported reading and homework  | Provision of wrap around care  | Yes. These are well attended and children sometimes work on homework/reading tasks.  | To continue | £500 |
| Support families with cost to enable children to feel equal to their peers  | Provision of uniform  | This has helped children feel part of the school. | To continue | £100 |
| To offer a nutritional boost mid-morning  | School milk  | This is usually taken up by the child | To continue, however staff member on duty needs to sometimes remind children at play. | £100 |

|  |
| --- |
| 1. **Additional detail**
 |
|   |