

# Pupil premium strategy statement (primary)

1. Summary information					
School	Sheerhatch Primary School				
Academic Year	2019-20	Total PP budget	£24,060	Date of most recent PP Review	Oct 19
Total number of pupils	150	Number of pupils eligible for PP	18	Date for next internal review of this strategy	Oct 20

2. Attainment of pupils in 2018/19		
	<i>Pupils eligible for PP</i>	<i>All pupils</i>
% YR pupils attaining GLD	n/a	80% (10 pupils)
% Y1 pupils passing phonics check	0% (2 pupils)	89% (18 pupils)
% Y2 pupils having passed phonics check	100% (4 pupils)	96% (23 pupils)
% Y2 pupils achieving expected standard in reading (KS1 SATs)	100% (4 pupils)	83% (23 pupils)
% Y2 pupils achieving expected standard in writing (KS1 SATs)	100% (4 pupils)	78% (23 pupils)
% Y2 pupils achieving expected standard in maths(KS1 SATs)	100% (4 pupils)	83% (23 pupils)
% Y2 pupils achieving expected in reading, writing and maths (KS1 SATs)	100% (4 pupils)	78% (23 pupils)
% Y6 pupils achieving expected standard in reading (KS2 SATs)	100% (2 pupils)	82% (22 pupils)
% Y6 pupils achieving expected standard in writing (KS2 SATs)	100% (2 pupils)	68% (22 pupils)
% Y6 pupils achieving expected standard in maths (KS2 SATs)	100% (2 pupils)	86% (22 pupils)
% Y6 pupils achieving expected in reading, writing and maths (KS2 SATs)	100% (2 pupils)	68% (22 pupils)

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
A.	Social/emotional difficulties affecting behaviour or focus in school
B.	
C.	
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	

D.	Lack of parental engagement Family circumstances affecting child's confidence/self-esteem Many PP children will have fewer experiences outside of school Attendance issues for particular families	
<b>4. Desired outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	To accelerate progress for all pupil premium children	Pupil Premium children to make expected progress in reading, writing and maths
B.	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
C.	Increased attendance for Pupil premium children	Families spoken to when attendance is an issue.
D.	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

5. Planned expenditure					
Academic year	2019/20				
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	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.	Learning walks/staff feedback	DK	Termly through data
To improve the progress PP children make in R, W and M	Careful intervention selected and monitored	Appropriate and targeted intervention selected by class teachers (supported by DK if needed).	Intervention tracking sheets on the drive (to be checked by DK or HR)  Individual data tracked	DK/HR	Termly
<b>Total budgeted cost</b>					£2000
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	When will you review implementation?

Attendance (lates) of the Pupil Premium children to improve	Close monitoring  Family support worker involvement (if necessary)  Funded sessions at Breakfast Club as necessary	Clear communication with the parent is important.  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	HR	Half-termly
To help children with self-esteem/behavioral or anxiety 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  Check in class systems (wellbeing)  Wellbeing time daily	It 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.	SLT will visit the sessions frequently.  Regular meetings with the TA delivering the activities will ensure any important information is shared  Pupil Voice	SL  DK/ HR	Half-termly
<b>Total budgeted cost</b>					<b>£15000</b>
<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?
To encourage PP children to attend extra curricular clubs (free of charge)	Approach children/parents to promote.	This is to provide these children with other opportunities they may not be exposed to.	Pupil voice	DK/HR	Analyse club register attendance (half-termly)  Pupil voice half-termly
To provide a new and unique experience for PP children		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	Appropriate adult to run session  Pupil voice to check enjoyment levels	DK/HR	Ongoing
To provide a range of experiences beyond the classroom	Residential visits Trips and visits	These are cost prohibitive for many PP children. Engagement with their peers and with their learning can be improved	Pupil voice Funding	HR	
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	HR	
To support health	Provide Milk	Some PP children do not always have nutritious breakfasts	Cool Milk sign up	HR	

<b>Total budgeted cost</b>					<b>£6000</b>

6. Review of expenditure				
Previous Academic Year		2018-19		
i. 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 improve the progress PP children make in R, W and M	Buy back Educational Psychology involvement	Teaching approaches and knowledge of particular needs which affected some of the PP children improved.	The Educational Psychologist involvement will be continued.	£1500
	CPD (Diamon courses)	This was evident during learning walks.		£2000
ii. 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
Attendance of the PP children improved	Close monitoring  Family support worker	Significant improvement for one targetted family	Need to consider different approach for other key family	£2000

	Breakfast club offered where appropriate			£1000
PP children to make expected progress from their start points in R, W and M	Specific and targeted intervention	Intervention was tighter and closely tracked by staff teachers.	Continue to regularly review impact of interventions	£7000
Help chdn with self-esteem/behaviour difficulties to feel safe and happy in order to learn	Nurture sessions (weekly)  Time to talk club offered	Pupil voice for these were positive and seemed to help the children feel valued as a member of the school.	Continue to target nurture and monitor carefully	£4000
<b>iii. Other approaches</b>				
<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>



To encourage PP children to attend extra-curricular clubs	New lego club offered	Yes. 2 PP children attended this. Other charged clubs funded for up to 6 pupils per term.		£500
Provide a range of experiences beyond the classroom	Residential trips and visits	Yes. These were a success and most children attended even if for the day.	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

To support Mental Health	Calm 'breakout' space to be created	A TA supported the project and the room is now available for use at the Cople Site-this room is used most days by various individuals.	Maintain as appropriate. Consider how a similar space could be created on the Willington site.	£500
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<b>7. Additional detail</b>