

9/3/2018

# Pupil Premium Strategy



Rooted in Faith



Aim High



Seek Within



Wonder Why



Serving Others



# Salesbury Church of England Primary School

## Pupil Premium Strategy

1. Summary information					
School	Salesbury Church of England Primary				
Academic Year	2018-2019	Total PP budget	£26,960	Date of most recent PP Review	September 2018
Total number of pupils		Number of pupils eligible for PP	7 PPP, 3 EVER 6, 5 FSM, 1 SERVICE	Date for next internal review of this strategy	September 2019

2. Current attainment						
In 2018 there were 2 pupils in Year 6 eligible for pupil premium.			<i>Pupils eligible for PP (school)</i>		<i>Pupils not eligible for PP (national average other)</i>	
In 2018 there was 1 pupil in Year 2 eligible for pupil premium			Y2 1 Pupil - PPP			
			Y6 2 Pupils – EVER 6 & PPP			
% achieving age-related expectation (ARE) or above in reading			Y2	100%	Y6	100%
			Y2	79%	Y6	80%
% achieving age-related expectation (ARE) or above in writing			Y2	100%	Y6	100%
			Y2	72%	Y6	---%
% achieving age-related expectation (ARE) or above in mathematics			Y2	100%	Y6	50%
			Y2	79%	Y6	76%

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
A.	A number of children eligible for pupil premium also have SEN/D -19 %
B.	Many children eligible for pupil premium are affected by social, emotional and mental health issues. (38%)
External barriers ( <i>issues which also require action outside school, such as low attendance rates</i> )	
E.	A number of children eligible for pupil premium are impacted by family issues requiring support from Social Care Teams at TAF or above (13%)

4. Desired outcomes ( <i>Desired outcomes and how they will be measured</i> )		Success criteria
A.	All children eligible for pupil premium will make expected progress in reading, writing and mathematics.	Quality first teaching and an inclusive approach will help reduce barriers to learning. All children who are at risk of not making expected progress will be discussed at pupil progress meetings and individual strategies to enhance learning will be planned in conjunction with the SENCO. Barriers to Learning will be addressed through quality first teaching, intervention and Learning Lounge Sessions. Learner Profiles will inform Pupil Development Plans to ensure a personalised response.
B.	All children eligible for pupil premium with EAL/SEND will make expected progress in reading writing and mathematics.	Children with ESOL/SEND will access specialist teaching and learning support in order to address barriers to learning. The progress of these children will be monitored at pupil progress meetings.
C.	Children eligible for pupil premium will attain expected levels in the Y1 phonic screening.	Early intervention strategies and parental engagement and fast track phonics will support children to make expected progress in reading and phonics ensuring that there is no gap for disadvantaged children. Targeted interventions in EYFS and Year 1 will support all children, particularly those who are at risk of falling behind.
D.	All children eligible for pupil premium will be settled and secure in school; they will have their emotional needs met and will be happy and ready to engage and learn. (This will be measured through SDQ's, Learner Profiles and by monitoring behaviour logs)	A whole school approach to emotional nurture will be established and used alongside a range of targeted therapeutic approaches including play therapy, art therapy and outdoor therapeutic interventions accessed through the Learning Lounge and Nurture Groups. This will increase the wellbeing and engagement of all children creating a purposeful learning environment.
E.	The capacity of families to parent well will be increased through early intervention, close working with all agencies and additional in-school support.	More families will engage with school at an early intervention in order to improve parenting capacity through school liaison. Through effective and efficient partnership with parents and other agencies, families will be supported at TAF reducing the need for engagement with safeguarding and CP teams. We will signpost families towards services that we believe will be of benefit.
F.	Parents and children who are eligible for pupil premium will be supported to enhance aspirations. This will be measured through parent questionnaires, pupil voice questionnaires and SDQ's.	Children will have opportunities to experience a range of enrichment opportunities to enhance aspiration and raise expectations. This will result in enhanced outcomes for children.  Pupil Premium will be used to ensure access to visits planned for all children e.g. residential visits, cultural experiences, museum, theatre and music lessons.

G.	All children who are eligible for pupil premium will be supported to engage in a wide range of enrichment opportunities and financial support will be provided to ensure engagement.	Pupils will experience residential trips and educational visits. There will be a focus on enhancing cultural capital by working with theatre and orchestra. There will be opportunities for children to access music tuition if an aptitude is shown. Children will be encouraged to participate in a range of extra-curricular activities and funding will be provided.
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**5. Planned expenditure**

Academic year	2018-2019
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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?
Further Improve staff understanding of social, emotional and mental health issues in children through a whole school approach to attachment and resilience	Programme of CPD for all staff. Twilight session to be led by Adoption First	Further understanding attachment and resilience is research based and its implications have proved effective in a range of settings. Whole school CPD ensures consistency of approach. Emotional and mental health issues are barriers to attainment and progress for some pupils, especially disadvantaged groups.	The effectiveness of the whole school approach will be monitored in lesson observations and professional discussions. The impact on groups and individuals will be evidenced in behaviour logs and SDQ.	Clare Berryman Jayne Bowen Rachel Farrington	September 2019.

<p>Improve staff understanding of provision for more able pupils.</p>	<p>Programme of CPD for all staff on using independent learning strategies; open questioning and developing higher order thinking skills to enhance quality first teaching. Development of Five Point Action Plans introduced for English, Science, Art, DT and Computing</p>	<p>National Research and current work in school has shown the effectiveness of using independent learning strategies, open questioning and developing higher order thinking skills to enhance quality first teaching approaches. As a result, attainment and progress will be accelerated showing a high and moderate impact for low cost. These approaches will be used to enable more able pupils to achieve 'greater depth' by the end of Year 6 and Year 2 in reading, writing and mathematics.</p>	<p>The impact of training on classroom practice will be monitored through book scrutiny and lesson observations. There will be a positive impact on the number of children eligible for pupil premium attaining greater depth in reading, writing and mathematics.</p>	<p>Clare Berryman Andrew Kellington Emma Smallshaw Subject Leaders</p>	<p>Case studies for identified groups of children will be developed and monitored across the year. Case studies and outcomes will be shared with all staff.</p>
<p>Close the attainment gap between children eligible for pupil premium and other pupils in the Year 1 and Year 2 phonics screening.</p>	<p>Additional small group work provided by a teaching assistant; one to one and small group precision teaching. Support Staff Top-Up Training</p>	<p>Short regular sessions additional to normal teaching. One to one and small group precision teaching has been evidenced to provide moderate impact if planned to complement quality first teaching. Closing the Gap at KS1 can enable children to stay in line with expectations</p>	<p>There will be assessments before and after each 10 week intervention to ensure effectiveness. Planned with class teacher using a structured programme. 1:1 support</p>	<p>Ruth Reeve Jess Healey</p>	<p>Following each 10 week intervention and after the outcomes of the Year 1 Phonics screening are available.</p>
<p>Total budgeted cost</p>					<p>£15200</p>

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?
Ensure pupils with SEN/D meet expected progress targets in reading, writing and mathematics. Ensure pupils with additional needs meet targets in learning plans.	Provide additional teaching provision for children with SEN. Additional teaching assistant interventions and one to one support in reading writing and mathematics. Individual Provision Plans	Additional teaching and learning opportunities from teachers and teaching assistant's demonstrate moderate impact, particularly if planned to complement quality first teaching and when a structured, time-limited programme is used.	Provision will be mapped termly on a costed provision map. There will be assessment both before and following all 10 week interventions. Pupil attainment and progress will be monitored termly at pupil progress meetings.	SLT	Assessment data will be monitored to ensure that progress is made after each 10 week intervention. Learning plans will be reviewed each term. Pupil progress meetings will be held each term with the Headteacher, Deputy Head Teacher; Assistant Headteacher, EY Leader, SENCO; and Class Teachers.
Ensure targeted pupils achieve age expectation in reading, writing and mathematics.  Ensure targeted pupils achieve greater depth in writing and mathematics.	Additional teaching and learning opportunities including support for Year 2 and Year 6 to enable one to one and small group tuition, including additional teaching and learning opportunities for more able pupils.	Additional teaching and learning opportunities from teachers and teaching assistants to demonstrate moderate impact particularly if planned to complement quality first teaching and when a structured, time-limited programme is used. These approaches will be used to enable more able pupils to achieve 'greater depth'.	There will be assessment before and following all 10 week interventions. Pupil attainment and progress will be monitored termly at pupil progress meetings. Teachers will conduct a case study of the effectiveness of provision for a more able child.	Simone Rees Emma Smallshaw Sarah Kelsall Jess Healey Cheryl Arber	Assessment data will be monitored to ensure that progress is made after each 10 week intervention. Monitoring will also be conducted through book scrutiny, learning walks and professional dialogue. Pupil progress meetings will be held each term with the Headteacher, Deputy Head Teacher; Assistant Headteacher, EY Leader, SENCO; and Class Teachers  . .
Total budgeted cost					£5400

iii. Other approaches

iv.

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?
<p>All children eligible for pupil premium will be settled and secure in school; they will have their emotional needs met and will be happy and ready to engage and learn.</p>	<p>Children to have access to a range of targeted therapeutic interventions including Learning Lounge and outdoor therapeutic intervention for children in EYFS and KS2. External specialist input to support children Relax Kids training – partially funded with Sports Development</p>	<p>Previous experience within school informs that the use of research based therapeutic interventions support the social, emotional and mental health needs of a large number of children. It has been demonstrated that disruptive behaviour of children in the class room, caused by anxiety has significantly reduced capacity to promote a calm and meaningful environment for all children.</p>	<p>Monitoring will ensue through evaluating parent and pupil voice questionnaires. Behaviour logs via CPOMs will be monitored to ensure that positive behaviour is enhanced across school. External advices</p>	<p>Clare Berryman Jayne Bowen</p>	<p>Review pupil voice questionnaires after each 10 week intervention. Termly monitoring of behaviour logs and learning walks shared with SLT on a termly basis.</p>

<p>Parents and children who are eligible for pupil premium will be supported to enhance aspirations.</p>	<p>Schools work with parents as partners; outreach work and signposting will continue to support parents to enter the work force and access further training. Volunteering opportunities in school will be used to encourage parents to engage and build confidence. Ensure equality of access for all children to have leadership responsibilities</p>	<p>Working effectively with parents enabling them to support their children's learning has proved to be an effective way to raise aspiration in children and their parents.</p> <p>. Parents who are engaged effectively in society are known to be more effective at raising aspiration and expectations with their own children, in turn enhancing progress and attainment.</p>	<p>Monitoring will consist of the evaluation of parent and pupil voice. The progress and attainment of all children eligible for pupil premium will be enhanced.</p>	<p>Clare Berryman SLT Jayne Bowen</p>	<p>This strategy will be reviewed by the SLT on a termly basis and the outcomes will be reported to the Governing Body on a termly basis.</p>
<p>Eligible pupils will have the same opportunities for enrichment activities as other pupils.</p>	<p>Provide funding and encouragement for pupils eligible for pupil premium to attend residential visits, educational visits and to participate in enrichment activities at school, including music, sports tuition and theatre trips. Ensure basic curriculum guarantee includes rich experiences and access to experts</p>	<p>Research has shown that a lack of cultural capital can impact on capacity to learn and understand through lack of varied life experiences. Increasing opportunities to engage in and encouraging children and families to take part in a range of enrichment opportunities such as music tuition, trips and family activities ,helps to close the gap in learning and attainment.</p>	<p>Children engaging in a range of enrichment opportunities will be logged and tracked on class tracking sheets. The parent and pupil voice will be used to inform the program of events and activities.</p>	<p>Clare Berryman Jayne Bowen</p>	<p>This strategy will be reviewed annually.</p>

The impact of issues relating to attachment and resilience will be well managed to promote positive development	EP assessment Training for staff Reading and Research – as part of focused groups	Ensuring children feel safe and secure will provide strong foundations for future learning	Liaison with outside agencies, professionals and parents	Clare Berryman Jayne Bowen Rachel Farrington	Review impact on termly basis
To develop motivation for reading	All Pupil Premium children to choose a book at the time of the Book Fair Provide range of reading strategies through the year to motivate reading – Reading Camp, Book Festival, Book Awards, Author Visits, Book Swaps Daily Reading with Teaching Assistants	Research clearly shows fostering a love of reading clearly promotes mental health and wellbeing  Standards of reading attainment and progress will be further improved through children being motivated readers	School Development Plan Priority Teacher Appraisals School Calendar Personal Development Plans	Clare Berryman Emma Smallshaw Class Teachers	Review impact and achievements each term Book Talk with pupils each half-term with Headteacher
Total budgeted cost					£20184

## 6. Review of expenditure

Previous Academic Year £21960

2017-2018 - During the last academic year, the school received £10560 Pupil Premium and £11.400 Pupil Premium Plus.

### 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 Pupil Premium	Lessons learned (and whether you will continue with this approach)	Cost
<b>All children eligible for pupil premium will make expected progress in reading, writing and mathematics.</b>	Quality first teaching and an inclusive approach will help reduce barriers to learning. All children who are at risk of not making expected progress will be discussed at pupil progress meetings and individual strategies to enhance learning will be planned in conjunction with the SENCO. Barriers to Learning will be addressed through quality first teaching, intervention and Learning Lounge Sessions	100% of children at Year 2 and 50% Year 6 achieved expected in reading, writing and mathematics.  Significant progress was made for all children and many benefited from additional interventions.	A personalised approach was crucial in its success, approaches varied considerably between the two children in Year 6 who had different learning needs and different emotional needs. Emotional support went hand in hand with academic support. Both children attended a range of interventions carried out by all members of the SLT, TA3, TA2A and class teachers.  A personalised approach will be further developed using Learner Profiles as an additional tool.	Daily Reading  Individual Provision Map  Barriers to Learning Workshops  Full Time TA3
<b>All children eligible for pupil premium with EAL/SEND will make expected progress in reading writing and mathematics.</b>	Children with ESOL/SEND will access specialist teaching and learning support in order to address barriers to learning. The progress of these children will be monitored at pupil progress meetings.	All pupil premium with children accessed additional learning support with 1:1 Teaching Assistants, direct teaching from Teacher and Learning Lounge sessions to address barriers for learning.	Targeted provision plans were created and these were amended/adapted/developed on a half termly support - all interventions provided either by teacher, teaching assistant, external agency or Learning Lounge support. Educational Psychologist support was also needed at an additional cost of £600.	IEPS  Costed Provision Maps  Daily Reading  Full Time TA3

<p><b>All children eligible for pupil premium will attain expected levels in the Y1 phonic screening.</b></p>	<p>Early intervention strategies and parental engagement and fast track phonics will support children to make expected progress in reading and phonics ensuring that there is no gap for disadvantaged children.</p>	<p>80% of all children achieved the expected standard demonstrated within the phonics screening. 1 pupil with pupil premium did not meet the expected standard.</p>	<p>Early awareness was crucial to effectiveness.</p> <p>Use of Fastrack Phonics to support gaps</p> <p>Some different approaches in response to Educational Psychologist Assessment</p>	<p>Fast Track Phonics Programme – 15 hours TA Support</p>
<p><b>All children eligible for pupil premium will be settled and secure in school; they will have their emotional needs met and will be happy and ready to engage and learn. (This will be measured through SDQ's and by monitoring behaviour logs)</b></p>	<p>A whole school approach to emotional nurture will be established and used alongside a range of targeted therapeutic approaches including play therapy, art therapy and outdoor therapeutic interventions accessed through the Learning Lounge and Nurture Groups. This will increase the wellbeing and engagement of all children creating a purposeful learning environment.</p>	<p>All children have accessed nurture support throughout the year. Support has been provided for two children from early intervention team and has involved counselling.</p>	<p>Ongoing review ensured relevance and adapted according to need.</p> <p>Delay in securing external Play Therapy on site – to commence in Autumn term.</p> <p>Support from Educational Psychology and Early Intervention accessed.</p>	<p>2.5 hours weekly inc 2 members of staff</p> <p>195 hours of TA support</p>
<p><b>The capacity of families to parent well will be increased through early intervention, close working with all agencies and additional in-school support.</b></p>	<p>More families will engage with school at an early intervention in order to improve parenting capacity through school liaison. Through effective and efficient partnership with parents and other agencies, families will be supported at TAF reducing the need for engagement with safeguarding and CP teams.</p>	<p>Three families have positively engaged with early intervention which has had significant impact</p>	<p>Created links with other services to provide more timely, targeted support</p>	<p>2 hours meeting – time of referrals, TAFs, incidental conversations</p>

<p><b>Parents and children who are eligible for pupil premium will be supported to enhance aspirations. This will be measured through questionnaires and Learner Profiles</b></p>	<p>Children will have opportunities to experience a range of enrichment opportunities to enhance aspiration and raise expectations. This will result in enhanced outcomes for children.</p>	<p>Extra-curricular has been targeted to involve specific children who have been encouraged to attend</p> <p>Practice will be informed by Learner Profiles</p>	<p>Greater awareness of school staff to vary extra-curricular offer to embrace more children.</p> <p>To establish ongoing register to track access</p>	<p>Within Teaching Staff time</p> <p>Time with SLT to review extra-curricular activities</p>
<p><b>All children who are eligible for pupil premium will be supported to engage in a wide range of enrichment opportunities and financial support will be provided to ensure engagement.</b></p>	<p>Pupils will experience residential trips and educational visits. There will be a focus on enhancing cultural capital by working with theatre and orchestra. There will be opportunities for children to access music tuition if an aptitude is shown. Children will be encouraged to participate in a range of extra-curricular activities and funding will be provided.</p>	<p>Children have accessed music and language extra-curricular activities. They have been supported in cultural access.</p>	<p>Has made a significant positive difference to the families involved, ensured equality of access</p> <p>Some children have not accessed any extra-curricular sport although available. To provide lunchtime experiences in September 2018, to encourage access.</p>	<p>£500</p>

## 7. Additional detail

In order to be more effective we will:

1. Create a pupil premium strategy statement ensuring a strategic approach to pupil premium spending by defining the budget allocation and making referenced virements. This will enable school to be more specific when evaluating and reporting on the impact of the spending for groups and for individuals. It will also result in improved outcomes and demonstrate value for money. The strategy will be published on the school website in September 2018.
2. The Headteacher will continue to robustly track individuals. Groups and individuals will be discussed in detail at termly pupil progress meetings where strategies will be evaluated and next steps agreed. The Governing Body will receive a written report from the Headteacher on a termly basis
3. Pupil Development Plans will be targeted during November Pupil Progress Meetings and will be informed by Learner Profiles to ensure a personalised response
4. To integrate some sporting provisions within lunchtimes to ensure all children will access these