

Saxilby Church of England Primary School – Pupil Premium Strategy Report 2018/2019

Summary information Academic Year: 2018-2019			
Total PP budget	Total = £79 561 (April 17-Sep 19)		
Deprivation / FSM /EVER 6	Service Premium	Other	EY Premium
43	7	2 Post LAC	8

2. Current attainment - End of Foundation Stage (2018)

	<i>Pupils eligible for PP</i>	<i>National – All Children (non PP not yet published)</i>
% working at expected in all areas	51%	
% working at expected in Prime areas of learning	71%	
% achieving a Good Level of Development	42%	

Current attainment - End of Year 1 and Year 2 (Retake) Phonics (2018)

	<i>Pupils eligible for PP (our school)</i>	<i>National – All Children (non PP not yet published)</i>
% achieving the threshold in Year 1 phonics screen	100%	

Current attainment - End of Year 2 (2018)

	<i>Pupils eligible for PP (our school)</i>	<i>National – All Children (non PP not yet published)</i>
% achieving age related in reading, writing & maths	86%	
% achieving age related in reading	86%	
% achieving age related in writing	86%	
% achieving age related in maths	86%	

Current attainment - End of Year 6 (2018)		
	<i>Pupils eligible for PP (our school)</i>	<i>National – All Children (non PP not yet published)</i>
% achieving age related in reading, writing & maths	38%	
% achieving age related in reading	75%	
% achieving age related in writing	62%	
% achieving age related in maths	50%	
% achieving age related in GPS	75%	

1. 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.	Poor working memory and retention of learning especially with recall facts for maths and spelling	
B.	Confidence, self-belief and resilience	
C.	Historical unaddressed gaps in learning	
D.	Limited language development especially with regards to adventurous vocabulary leading to lower standards and greater gap in writing	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
E.	Limited parental support and engagement with practice and completion of home learning tasks	
2. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)		Success criteria
A.	Children will receive direct teaching to improve working memory through intervention targeted provision	Children will have improved assessment outcomes in recall, working memory based learning such as spellings, mental recall facts
B.	Through our Saxilby standard work children will be identified for key roles in school that will build confidence and their participation rates in school. Children will receive direct teaching to improve resilience and self belief	Early Help Assessments will evidence improving scaled scores for our children accessing pupil premium with improved perceptions of self that transfer into academic learning and improved outcomes. PP lead will allocate leadership roles to these children across all areas of school

C.	Provision will continue to fill gaps in children's development. Pre teaching will take place ahead of class based teaching to build children's confidence and resilience when approaching class based work.	Improved outcomes in personal target areas for each child accessing PP PP lead will deliver pre-teaching where required for targeted children
D.	Targeted support will be provided to enhance language and vocabulary through ambitious reading of text and targeted word with synonyms. Children will demonstrate a growing vocabulary in their writing Children will write for a wider range of real purposes	Children will demonstrate a growing vocabulary in their writing The gap will narrow between writing, reading and maths
E.	Parental engagement will improve through support from intervention lead and Family Support Worker. Alternative provision will be provided for Homework completion through providing a Homework Club and targeted memory based practiced support in red word reading, spellings, mental maths recall facts	Improved outcomes in personal target areas for each child accessing PP

Nature of planned expenditure 2018/2019

Planned Action	Planned Cost	Objective	Identified Need	Impact Measure
Leadership Teaching and Learning Responsibility within each phase	50% of TLR x 4 £4000	To increase leadership accountability for outcomes for children accessing Pupil premium within each phase	Each phase will have a focused leader for outcomes, teaching and learning - to ensure accountability is embedded at all levels and resource allocation is highly targeted at need. This will increase to one per Phase following last year's trail of one per Key Stage	<ul style="list-style-type: none"> Improved outcomes for children accessing Pupil Premium Reduction in PP children working below age related expectations
Intervention Lead practitioner	£26 000	To increase the quality of targeted interventions now that	Now that Quality First Teaching is in place across the school there are some children	<ul style="list-style-type: none"> Improved outcomes for children accessing Pupil Premium

		Quality First Teaching is in place across the school	requiring additional targeted intervention which requires high quality delivery	<ul style="list-style-type: none"> Reduction in PP children working below age related expectations Focused programs in place on working memory and language development
Personal budgets	30 x £200 =£6000	To broaden experiences and opportunities for individual children through the Record of Achievement	These will be needs driven, in addition to specific academic and pastoral programs provided in school. It will be planned for through our champion mentoring, pupil progress and Record of Achievement meetings. This could include music lessons, access to groups etc	<ul style="list-style-type: none"> Increased participation in wider range of activities Record of Achievement aims achieved
Family Support Worker	=£5000	To improve support for parents and increase access to EHA assessment and associated support	EHA assessments are identifying a range of needs and increasing the number of families open to Team Around the Child and Child in Need	<ul style="list-style-type: none"> Increased use of EHA Improved outcomes for families through a range of support Homework Club Support
Child Counselling Services	=£1000	To ensure children with more complex emotional needs have swift access to specialist support	We have a strong additional needs identification process through the Early Help Assessment. This often identifies need that are beyond the specialism of school staff.	<ul style="list-style-type: none"> The Early Help Assessment and associated tools show an improvement in child's health and well-being and that of the family.
Sustain Increased TA support	=£20,000	To increase access to intervention and guided sessions during literacy and numeracy and to provide a broad balanced offer of intervention support To facilitate parental workshops for focus basic skills input	Our improved provision with Numicon and RWi will be available to more children with increased TA provision Empower parents through increased parental understanding and skills in supporting their child's basic skills developments	<ul style="list-style-type: none"> Observations of practice will evidence improved impact on children's outcomes. Improved outcomes Greater proportions of PP parents attending workshops and small group teaching sessions
TA training / Embed Lincolnshire Mobilize Project across the school	=£6000 2 x 0.5 days a week TA cover support for training	To continue to improve the skill base of our Teaching Assistant team to ensure highest levels of impact. To ensure monthly CPD is focused on targeted children	Our TA team is central to the teaching delivery across school and we need to continually invest in and develop their skills base.	<ul style="list-style-type: none"> Monitoring of the quality of teaching and guided support in TA supported sessions continues to increase Outcomes for targeted children improve.
Pupil Champion & Records of Achievement	1hr per Pupil Premium child per term for meetings =£2700	To work in close partnership with families to identify any unmet needs	Our trial showed that the EHA is highly effective at identifying unmet needs for a child and their family so we need to ensure a thorough assessment is carried out and	<ul style="list-style-type: none"> 100% participation form families at the meetings Increased outcomes for children

			used to inform the children's Record of Achievement and support plan.	<ul style="list-style-type: none"> Improved EHA scoring All identified needs met
Apprentice	=£4000	To support succession planning for school leadership in areas proven to support in closing the gap through physical activity, building resilience, increasing participation in a range of extra-curricular activities To increase opportunities for our children	Although we have impressive participation rates in our sporting activities we would like to increase our offer to children We have a very strong leader in PE and we are committed to growing future leaders at every level	<ul style="list-style-type: none"> Increased participation rates Wider support offer for children eg. homework club / lunchtime lounge Future PE leader developed and secures employment with strong awareness of closing the gap agenda and related research of intervention and impact
Residential and Trips	Y1,2,3,5 = £50 per child Cost = £1250 Y4, Y6 = £300 per child = £4200	Families accessing Pupil Premium will be able to access a subsidy for excursions where voluntary contributions are asked for.	The pressure of a voluntary contribution or the cost of a residential can place strain on a family's day to day life. Funding these experiences will ensure families with the lowest income levels can access both the school experience and maintain normal family experiences and routines.	<ul style="list-style-type: none"> Parental feedback Percentage participation in residential Maintaining clubs and hobbies

Review of expenditure from previous academic year 2017/2018

Previous Academic Year	2017-2018		
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
Leadership Teaching and Learning Responsibility	Each Key Stage will have a focused leader for outcomes, teaching and learning - to ensure accountability is embedded at all	Awaiting end of year data	This has been very successful in continuing to raise the profile of children with PP and their individual provision maps through our EHA, Records of Achievement and the Watch List.

	levels and resource allocation is highly targeted at need.		Originally we budgeted for 4 TLRs however we only appointed two and trialed this for one year. We believe that a TLR position in each phase would have greater impact so will be restructuring to ensure a member of SLT in each phase to raise profile of PP and continue to raise standards and narrow the gap Action for new academic/financial year: Appoint an additional TLR and restructure school around three TLRs and DHT roles
Intervention Lead practitioner	Now that Quality First Teaching is in place across the school there are some children requiring additional targeted intervention which requires high quality delivery	Awaiting end of year data	This has proved very successful and will continue in the coming year. Due to reduced TA capacity in Year 3/4 the PP provision at times has been taken away from PP children. Action for new academic year: Ensure equality of TA provision across school in addition to PP role
Personal budgets	These will be needs driven, in addition to specific academic and pastoral programs provided in school. It will be planned for through our champion mentoring, pupil progress and Record of Achievement meetings. This could include music lessons, access to groups etc	Increased participation in wider range of activities Counselling: 4 children Music: Other support packages:	Personal budgets have been used for music tuition, trips, residentials, personal support packages. This provision will continue and has been very successful.
Family Support Worker	EHA assessments are identifying a range of needs and increasing the number of families open to Team Around the Child and Child in Need	We have less children at TAC, CIN and CP than previous years. Our support group for forces children – Tiger Stripes is progressing well. We now have a new support group for Yong Carers. These groups are helping identify needs before we need to increase support levels and be reactionary Homework Club is well attended and runs each week.	This provision will continue and has been very successful.
Child Counselling Services	We have a strong additional needs identification process through the Early Help Assessment. This often identifies need that are beyond the specialism of school staff.	The Early Help Assessment and associated tools have identified 4 children throughout the year who have accessed	This provision will continue and has been very successful where required. Action for new academic/financial year:

		this provision – these children show an improvement in well-being. Some additional children are now accessing Healthy Minds, the local authority support service	Refer to Healthy Minds initially for support and then refer on as required. Healthy Minds is a local authority funded provision As our own team become better equipped and trained we will be able to broaden our in house offer around mental and emotional well being Action for new academic/financial year: Add mental wealth team hours to TA budget for designated team members
Sustain Increased TA support	Our improved provision with Numicon and RWi will be available to more children with increased TA provision	Observations of practice including Ofsted and Peer to Peer review have shown the significant impact our TA team have on outcomes .	This provision will continue and has been very successful. Action for new academic/financial year: Consider how initial TA support is allocated from start of the academic year dependent upon need
TA training / Embed Lincolnshire Mobilize Project across the school	Our TA team is central to the teaching delivery across school and we need to continually invest in and develop their skills base.	Observations of practice including Ofsted and Peer to Peer review have shown the significant impact our TA team have on outcomes .	We are continuing to work with the mobilize project, implementing researched based practice into our daily provision. Action for new academic/financial year: Continue and ensure TA training slots continue to be provided monthly Action for new academic/financial year: Identify a lead CPD trainer for TA team and provide release time for training
Pupil Champion & Records of Achievement	Our trial showed that the EHA is highly effective at identifying unmet needs for a child and their family so we need to ensure a thorough assessment is carried out and used to inform the children's Record of Achievement and support plan.	100% of children accessing PP have had an EHA completed and receive targeted intervention linked their targeted outcomes	This provision will continue and has been very successful. Action for new academic/financial year: Ensure PP lead implements whole school issues within personal programs – for example the focus on language development / vocabulary extension
Apprentice	Although we have impressive participation rates in our sporting activities we would like to increase our offer to children We have a very strong leader in PE and we are committed to growing future leaders at every level	Increased participation rates Wider support offer for children eg. homework club / lunchtime lounge	This provision will continue and has been very successful.

Residential and Trips	The pressure of a voluntary contribution or the cost of a residential can place strain on a family's day to day life. Funding these experiences will ensure families with the lowest income levels can access both the school experience and maintain normal family experiences and routines.	All PP have accessed trips and residential and swimming	This provision will continue and has been very successful.
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