

Slindon Church of England Primary School



Pupil Premium Strategy 2018-19

Approved by:	Headteacher (Lucy Cooper) and Governing Board
Date:	12.12.18
Last reviewed on:	December 2018
Next review due by:	December 2019

Introduction

Introduced in April 2011, the Pupil Premium is a Government initiative that provides additional funding aimed at pupils from deprived backgrounds. Revised reporting of Pupil Premium strategy came into effect on 8 September 2016. Each year all schools must publish on line information regarding their planned expenditure of Pupil Premium funding. Detail on the specific information to be published can be found in DfE guidance on [what local authority maintained schools need to publish online](#).

Research shows that pupils from deprived backgrounds underachieve compared to their non-deprived peers. The Pupil Premium is provided in order to support these pupils in reaching their potential by accelerating their progress.

The Government has used pupils entitled to Free School Meals and those who are looked after as an indicator for deprivation. They have given a fixed amount of money to schools per pupil, based on the number of pupils registered for Free School Meals and who are looked after by the local authority. A premium has also been introduced for children whose parents are currently serving in the armed forces. This service premium is designed to address the emotional and social well-being of these pupils.

Purpose

This strategy has been written to indicate how we:

- Aim to identify the needs of pupil Premium children in our school and any barriers to their possible progress.
- Intend to address these through specific, realistic targets with appropriate timescales,
- Will target funding in order to accomplish these targets for the benefit of all children as well as Pupil Premium.
- Ensure that high quality teaching provides appropriate support and challenge for disadvantaged pupils.
- Ensure that we achieve the most efficient use of resources and are able to respond to new challenges
- Provide appropriate training to teaching and support staff
- Continuously monitor progress against our set objectives
- Ultimately that we are able to significantly diminish the gap in terms of progress and achievement between disadvantaged and non-disadvantaged pupils
- That we are seen to live our key Mission of providing the very best opportunities for all our pupils

Practice

How we will ensure effective use of the Pupil Premium:

- The Pupil Premium will be clearly identifiable within the budget.
- The Headteacher, in consultation with the governors and staff, will decide how the Pupil Premium is spent for the benefit of the entitled pupils. Funding will be allocated following a needs analysis, which will identify priority groups or individuals.
- The Headteacher and link governor will assess what additional provision should be made for the individual pupils.
- The Headteacher and link governor will be accountable for how it has used the additional funding to support the achievement of those pupils covered by the Pupil Premium.

- The Headteacher and link governor will report to the governing body and parents on how effective the intervention has been in achieving its aims, including publishing online information about how the Premium has been used.
- The Headteacher and staff will track the impact of the strategies put into place through the funding to ensure that we can show the value that has been added to the education of the entitled children.
- The Headteacher and link governor will monitor evaluate and review the success of the impact of the pupil premium funding.

Provision

We will regularly seek to further develop strategies and interventions which can improve the progress and attainment of these pupils. Examples of the range of provision we may put in place include:

- Providing small group or 1:1 support with an experienced member of staff to focus on overcoming barriers to learning.
- Facilitating pupils' access to education and the curriculum through additional or specialist resources e.g. specialist software.
- Additional teaching and learning opportunities provided through additional teachers, trained TAs or external agencies.

Reporting outcomes

It will be the responsibility of the Headteacher to produce a report for the Governing Body that will include:

- The progress made towards closing the gap, by year group, for disadvantaged pupils.
- An outline of the provision made during the term since the last report.
- An evaluation of the cost effectiveness, in terms of the progress made by the pupils receiving a particular provision, when compared with other forms of support.

Appeal

Any appeals against this policy will be through the governor's complaints procedure.

Pupil premium strategy statement

1. Summary information					
School	Slindon Church of England Primary School				
Academic Year	2018-2019	Total PP budget	£31,980	Date of most recent PP Review	27/03/2017
Total number of pupils	68	Number of pupils eligible for PP	22 funded 32 on roll	Date for next internal review of this strategy	Summer 2019

Attainment 2017-2018	
% of PP children in KS2 (without an EHCP) achieving expected standard in reading, writing and maths	100%
% of Non PP children in KS2 achieving expected standard in reading, writing and maths	62.5%
% PP children meeting expected standard in KS1 Reading	100%
% PP children achieving Greater Depth in KS1 Reading	50%
% PP children meeting expected standard in KS1 Writing	100%
% PP children achieving Greater Depth in KS1 Writing	50%
% PP children meeting expected standard in KS1 Maths	50%

Breakdown of pupils					
	Total number of pupils	Total number of Pupil Premium Pupils	% of total cohort	Total number of Pupil Premium Pupils with SEN	% of Pupil Premium Pupils
EYFS- Reception	7	2	29%	1	50%
Year 1	13	4	31%	4	25%
Year 2	9	5	56%	1	20%
Year 3	7	2	29%	0	0%
Year 4	4	11	36%	3	75%
Year 5	9	5	56%	3	60%
Year 6	11	3	27%	1	33%

2. Barriers to future attainment (for pupils eligible for PP, including high ability)		
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>		
A.	Low prior attainment	
B.	A need to address low self-belief and confidence levels in many pupils eligible for the pupil premium.	
C.	Link between entitlement to PPG and SEN; 35% of pupils entitled to PPG are also on the Special Educational Needs Register	
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>		
D.	Changes in family circumstances, particularly family break up; this has had an impact on some pupils’ emotional stability, which in turn has impacted on their educational progress in school.	
E.	Low attendance rates	
F.	Access to a broad range of educational experiences beyond school e.g. theatre trips, travel, learning a musical instrument, professional club attendance.	
3. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	To improve the outcomes for disadvantaged pupils, including those who are eligible for Pupil Premium, in line with age related expectations.	A reduction in the attainment gap of pupils entitled to the Pupil Premium Grant and at the end of the EYFS, KS1 and KS2 Quality first teaching and an inclusive approach will help reduce barriers to learning. STAT online assessment tracker to be kept up to date for all children. Children at risk of not making expected progress will be discussed at termly pupil progress meetings and meetings with their parents.
B.	Increase self-esteem, self-confidence and independence with an identified group of students.	Counter negative attitudes towards school, themselves and learning through individual work with the ELSA and counselling.
C.	All pupils eligible for the pupil premium with SEND will make at least expected progress in reading, writing and mathematics.	Provide additional teaching provision for children with SEND. Additional teaching assistant interventions, and one to one support in reading, writing and mathematics with specialist teacher.
D.	Increase parental engagement of families through early intervention, close working with all agencies and additional in school support.	Family engagement is increased and parents are informed of attainment and progress. Parents/ carers feel able to support children at home through home learning support.
E.	To remove barriers to improve academic outcomes for PP children through improving low attendance rates.	Ensure maximum time for learning

F.	All children who are eligible for the pupil premium will be supported to engage in a wide range of enrichment opportunities and financial support will be provided to ensure engagement.	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 swimming, music tuition and sports coaching.
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4. Planned expenditure					
Academic year	2018-2019				
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?
Accelerate progress and improve attainment in Reading, Writing, Maths and SPAG for pupils entitled to PPG, to narrow the gap in attainment.	<ul style="list-style-type: none">Develop a costed provision map to target support for PP children.Identify key children for discussion in fortnightly staff meetings focusing on progress of PP children,	<p>To develop staff skills to ensure they are able to quickly identify the learning needs of children entitled to PPG and implement appropriate interventions in a timely manner.</p> <p>To ensure interventions are carefully tracked and reviewed and revised frequently to enable rapid progress to take place.</p> <p>EEF 'Teaching and Learning Toolkit' research summary</p>	<ul style="list-style-type: none">Half termly Pupil Progress Meetings highlight progress of PP children using STAT Online.Fortnightly staff meetings focus on progress of identified PP children.Subject leaders will monitor progress and attainment of PPM children in their curriculum area of responsibility.	HT/ Subject leaders	<p>Ongoing</p> <p>Termly reports to Governors via Curriculum Committee</p>
Accelerate the progress of all pupils entitled to the PPG, including those with SEN employing staff to support those children entitled to the PP and those with SEND.	<ul style="list-style-type: none">Develop a costed provision map to target support for PP children.Develop a costed provision map to target support for SEND children.	<p>STAT progress and attainment data shows that children in Multiple Groups, e.g. SEN and PP are making least progress.</p> <p>Targeted support for identified children to make at least expected progress.</p>	<ul style="list-style-type: none">CPD training for all staff on SEND through staff meetings and external training for Teaching Assistants.ELSA (Emotional Literacy Support Assistant) training for designated TA.Extra SEND support through employment of teacher for 1 day per week to support pupils with SEND/ PP.	HT	<p>Ongoing</p> <p>Termly reports to Governors via Curriculum Committee</p>
Total budgeted cost					£19,972
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?

For pupils entitled to PPG to make at least expected progress in Reading, Writing, Maths and SPAG.	<p>1:1 and/or group tuition focusing on pre-teaching, targeted support and addressing children's misconceptions.</p> <p>'Learning to Learn' (Meta-cognition and self-regulation) TA support for individuals focusing on learning strategies</p> <p>SEN intervention programmes – 1:1 or group</p>	EEF 'Teaching and Learning Toolkit' research summary John Hattie: Visible Learning Meta-Data Study	<ul style="list-style-type: none"> Interventions identified by the staff team Work primarily planned by class teacher, with TA input TA records progress and liaises with class teacher to plan next steps SENCo oversee interventions where they relate to specific SEN programmes 	Class Teacher/SENDCo	Continual review
Increase attendance rates for pupils entitled to PPG.	<ul style="list-style-type: none"> Office staff to monitor punctuality and attendance on a daily basis and meet weekly with HT to plan interventions. Letters sent to all parents termly informing them of their child's punctuality and attendance record and amount of learning missed through absence. Liaison with Pupil Entitlement Team for additional support. 	<ul style="list-style-type: none"> The attendance of a minority of children entitled to PPG is has historically been lower than whole school target for attendance (95%). Pupils entitled to PPG with medical issues have lower attendance rates than other pupils. 	<ul style="list-style-type: none"> Daily tracking of pupils' punctuality and attendance by office staff Reporting mechanism in place, so that all parties are aware. Constant review of the attendance of individual children by class teachers, attendance staff and HT The attendance of 'pupils at risk' overseen by external organisations i.e. virtual schools. 	HT	<p>Ongoing</p> <p>Termly reports to Governors via Curriculum Committee</p>
Total budgeted cost					£4408

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?
To enrich pupils experiences and teach them a new skill by providing group instrumental music teaching for all pupils entitled to PPG throughout their time in KS2	Year 3- Year 6 <ul style="list-style-type: none"> A term to learn 'Djembe drumming' and 'Ukele' weekly teaching from external Music Service EYFS- Year 2 <ul style="list-style-type: none"> 'Get into Music' weekly workshop teaching from external WS Music Service. 	EEF 'Teaching and Learning Toolkit' research summary (Arts Participation) No children entitled to PPG had instrumental music tuition prior to the school putting this programme in place, as opposed to the majority of non PPG pupils taking part. Equal Opportunities for all pupils	Specialist teachers provided by West Sussex Music Pupils are able to work towards music grades/exams Termly reports are provide to the school and parents/carers by the specialist teachers	Peripatetic music teachers	Summer term 2019
To enable pupils entitled to PPG to overcome specific barriers which hinder their ability to focus on learning activities.	Counselling for individual children where this has been recommended.	Advice from educational support services and social workers 'Attachment' research EEF 'Teaching and Learning Toolkit' research summary (SEL)	Specialist councillor employed to work with pupils 1:1 ELSA to work 1:1 with identified children entitled to the PPG.	HT/	Beginning and end of each course of therapy/ Termly
Pupils entitled to PPG are able to participate in all curriculum activities	Subsidies for trips and competitions	Equal Opportunities for all pupils EEF 'Teaching and Learning Toolkit' research summary		HT	Review for each request
Total budgeted cost					£7600

5. Review of expenditure

Previous Academic Year 2017-2018

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
Accelerate progress in the key skills for pupils entitled to PPG, to narrow the gap in attainment	<ul style="list-style-type: none">Staff CPD – both whole school and individualInduction of new staff (one class teacher + two TA's)	Focus on adult support to increase progress and attainment for PPG children through effective intervention is narrowing the gaps. STAT and end of KS data demonstrate decrease gaps in progress- with the exception of children who did not take the KS2 SATS.	Staff are now well deployed to ensure that interventions are short and effective and do not require children to miss aspects of the wider curriculum.	
Accelerate the progress of all pupils entitled to the PPG by developing a more accurate and regular system of assessment which is in line with the new National Curriculum and national assessment systems.	New commercial system implemented for use from Sept 2017	Assessment procedures have ensured that the progress and attainment data is readily accessible each half term, allowing teachers to better track progress and match learning activities to meet the needs of all pupils.	STAT Online supports accelerated progress of pupils entitled to the PPG.	£1,474

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
For pupils entitled to PPG to make good or better progress in the key skills	<p>1:1 and/or group tuition focusing on 'feedback' and understanding children's misconceptions, led by a teaching assistant</p> <p>'Learning to Learn' (Meta-cognition and self-regulation) TA support for individuals focusing on learning strategies</p> <p>SEN intervention programmes – 1:1 or group</p>	1-1 targeted support for pupils entitled to the PPG, and with SEN have made strong progress and attainment.	Specific interventions and targeted support such as 'precision teaching' 'robust vocabulary' and targeted phonics support has ensured strong progress for pupils in the development of key skills.	

For pupils entitled to PPG to have good school attendance	<ul style="list-style-type: none"> Office staff to monitor punctuality and attendance on a daily basis Office staff to inform HT of attendance issues so that HT can implement intervention i.e. meeting with parents, referral to LA Letters sent to all parents termly informing them of their child's punctuality and attendance record and amount of learning missed through absence 	Attendance for PPG children has increased. Rigorous monitoring has allowed for attendance issues to be identified and family support given where appropriate.	Routines and procedures, including 3BM monitoring software is now in place, enabling the ongoing monitoring of attendance for pupils.	£23,700
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iii. 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 enrich pupils experiences and teach them a new skill by providing group instrumental music teaching for all pupils entitled to PPG throughout their time in KS2	Year 3- Year 6 <ul style="list-style-type: none"> One term learning 'Samba' Ongoing Instrumental Music Lessons (Currently Cornet or Flute) 	Pupils entitled to the PPG have benefitted from expert teaching in music and have experienced instrumental teaching.	Liaison with West Sussex Music Service to determine other opportunities for pupils to learn a different instrument or continue with Djembe Drums.	
To enrich the experiences of pupils entitled to the PPG and teach them a new skill	Willow weaving workshop, run by specialists for all pupils entitled to PPG	Children loved this activity and clear benefit to their Emotional Health and Well-being in creating such a significant feature of the school.	Positive effects of this activity on the EHWPB as well as learning a new skill have supported the growth and development of pupils entitled to the PPG.	

To enable pupils entitled to PPG to overcome specific barriers which hinder their ability to focus on learning activities	Counselling for individual children where this has been recommended	Counselling has been effective in promoting positive self-esteem and confidence which has had a positive effect on all aspects of these children.	Continue as directed by specialist play therapist/ counsellors.	
To improve the quality of children's writing	Professional storyteller employed to run workshop for KS2	'Helicopter Training' accessed by EYFS lead to develop the speech, drama and storytelling of EYFS children entitled to the PPG.	Increase from 0-67% of all children achieving GLD- 50% of pupils entitled to the PPG.	
Pupils entitled to PPG are able to participate in all curriculum activities	Subsidies for trips and competitions	100% of pupils entitled to the PPG were able to access residential visits, swimming and class visits.	Continued in Pupil Premium expenditure for 2018/19	
				£2,573