

Sebert Wood Primary School - Pupil Premium Strategy Statement - 2018- 2019



Summary information

Total PP budget £33,290 (Sept to Jan) Estimate additional £16,645 Mar 19		Date of most recent PP Review	Jan 2019
Total number of pupils 415	Number of pupils eligible for PP 45 (including service children)	Date for next internal review of this strategy	April 2019

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)

1.	Social, emotional and mental health difficulties –lack of confidence and resilience
2.	Specific learning needs for identified children, including difficulties with cognition and learning/ specific literacy difficulties
3.	Language skills are weaker in many of those children in receipt of PPG in all year groups. This impacts reading and writing progress
4.	In KS2 some of the boys are hard to reach/motivate
5.	Weak spelling in some areas of all cohorts

External barriers (issues which also require action outside school, such as low attendance rates)

6.	Some of our parents of pupils in receipt of PPG unable to fully support pupils learning due to a range of circumstances.
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Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
1.	ELSA team set up to support increased caseload	Pupils display resilience in their learning and increased confidence – applied in school work and relationships in school and beyond
2.	Ensure whole school understanding of the barriers to learning for each PP child, which will include involvement and support from outreach services	All staff understand individual needs and ways in which to support children effectively, according to individual needs
3.	Key Stage 2 pupils are more motivated to write, with more adventurous word and grammar choices. Increased vocabulary and oral fluency in all year groups.	Writing evidence shows increased length, motivation, maturity of grammar and vocabulary. Pupils report better engagement. All pupils make rapid progress in expanding their vocabulary.
4.	Key Stage 2 Boys are more engaged with the reading activities	All pupils use AR more frequently, with increased success on quizzes
5.	Spelling improves across the school allowing children to be assessed at EXS level in writing	Increase in spelling assessment scores and % of children assessed as EXS

Planned Actions					
Academic year	2018 - 2019				
Quality 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?
Barriers to engagement reduced	Review curriculum and planning approaches (teaching styles)	Curriculum and teaching that matches the needs and interests of pupils will increase engagement!	Whole school training and monitoring by SLT	Teachers	Ongoing 1) End of Spring Term 2) Summer term outcomes
Expand vocabulary	Activities linked to vocabulary and word definitions used (e.g. Talk for Writing Jumpstart) when appropriate.	Gaps in vocabulary and understanding of words hindering both reading comprehension and writing in some cohorts. These key skills need expanding in a fun and time-effective manner to close reading and writing gaps.	Monitor planning and teaching. Review reading comprehension outcomes. Discuss writing with pupils during Book Looks		Termly Finalised at end of academic year.
Increased use and success with AR	AR usage and monitoring / additional staff training	Data analysis shows effective use by teachers enables pupils to make better than expected progress. However the AR system needs “driving” and close monitoring by staff (staff skills)	Training dates set in staff meeting agendas. SLT (especially English leader) to monitor usage fortnightly and feed back to staff.		Fortnightly monitoring, half termly review. Finalised at end of academic year.
Increased skill in reasoning	Philosophy embedded in all year groups TAs use developing skills to question and support pupils	1) Internal and broader anecdotal evidence shows P4C expands the thinking and reasoning skills across the curriculum. 2) MITA project shows development of pupil skills linked to support strategies and language used by TAs	1) Lesson observations, review timetabling and planning. 2) Lesson plans, observations, Book Looks and pupil feedback		Half termly reviews. Finalised at end of academic year.

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?
Pupils display resilience in their learning and increased confidence – applied in school work and relationships in school and beyond	Inclusion team/ELSA develop a wider range	Evidence across the school shows increasing concern for pupil well-being, with more pupils presenting with emotional and behavioural issues. The School's ELSA has already provided successful support for the current caseload	Children learn better and are happier in school if emotional needs are also addressed. Programme is an educational psychology led intervention for promoting emotional wellbeing of children and young people	SD & SLT	Weekly team meetings to review needs and provision for individual pupils.
Increase understanding of barriers to learning for each PP child, including involvement and support from outreach services	SENDCo continues to support staff in identifying specific barriers and investigating advice/ support available from other agencies.	Many of our disadvantaged pupils are also on the SEN register or have specific learning needs.	School systems are in place for teachers and the SENDCo to identify specific learning needs.	SD & SLT	Weekly team meetings to review needs and provision for individual pupils.
Develop reading culture in KS2 boys	Accelerated Reader. Those pupils requiring additional support in the uptake placed in targeted support category.	Data analysis shows effective use by teachers enables pupils to make better than expected progress. However the AR system needs “driving” and close monitoring by staff (staff skills).	Training dates set in staff meeting agendas. SLT (especially English leader) to monitor usage fortnightly and feed back to staff.	Class teachers and TAs – monitored by ADB	Fortnightly monitoring, half termly review. Finalised at end of academic year.
Improved spelling	Spelling Interventions in all year groups. Purchase of Spelling Programmes (Rising Stars, Beat Dyslexia and Twinkl resources)	Discussion with other English leaders within county identify programmes have been successful within their schools. SENDCo recommended resources	SLT monitoring planning and assessment outcomes. Book looks.	Class teachers and TAs – monitored by ADB	Half termly reviews. Finalised at end of academic year.
Increased skills in reasoning	TAs use developing skills to question and support pupils during specific intervention programmes. (MITA)	MITA project shows development of pupil skills linked to support strategies and language used by TAs	Monitoring of interventions by SLT. Termly assessment outcomes.	Class teachers (& TAs) – monitored by JT	Half termly reviews. Finalised at end of academic year.

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?
Increase parental engagement in key groups	Adapted approaches to communication with some parents	Some parents report difficulties meeting staff using current systems. Some raised issues with understanding the new curriculum.	A variety of opportunities for parents to come into school offered. Resources will be uploaded to school website.	JT and SLT	Feedback after each specific event.
Pupils have access to equipment and extended provision opportunities.	Personal Budgets	Pupils are resources well and have access to extended provision	Monitoring “take up”	ADB and finance team	Termly

Planned expenditure to deliver the plan - beyond teacher time, staff meeting time, some internal training, MITA project work		
Category	Support and resources	Estimated % of school budget
Teaching Assistants, HLTAs and Inclusion Support	<ul style="list-style-type: none"> Enhanced ratios of TAs in year groups where targeted support for identified PP pupils and disadvantaged pupils in place HLTA time in mornings for small group and 1:1 interventions – Years 1, 2, 4 and 6 Employment of lead ELSA and additional Inclusion Support Assistant for class support and additional lunchtime support, including Mental Health lead (HLTA) input. Pastoral support and interventions - % of TA time in mornings in Year 5 % of HLTA hours for Success@Arithmetic in Year 5 % of HLTA time some mornings for pastoral interventions in Year 6 Teaching Assistant support for Accelerated Reader where required % of additional timetabled planning and feedback time for LA's and Teachers to meet (identified need through the MITA project) Learning Assistant additional hours to support transition of PPG pupils from main school to After School Club 	57% of budget
Additional teacher time	<ul style="list-style-type: none"> Additional KS2 teacher and AH works with identified pupils in small groups to target areas for improvement in a range of subjects, but primarily Maths and English to support PP and disadvantaged pupils. 	22% of budget
Resources and training	<ul style="list-style-type: none"> Phonics Play Subscription for Year 1 & Year 2 and phonics books for beginner KS2 readers Lego Therapy % of Accelerated Reader subscription (Year 3 upwards) and appropriate programme for staff – training, software updates and preparing reading books Booster group (Year 6) Spelling intervention materials Staff attend 'emotional well-being and outside learning' course Update training for ELSA (Emotional Literacy Support Assistant) and 'in house' training and meeting time for the inclusion/ELSA team Dyslexia screening software to personalise learning and external support (Indigo and Acorn) for identified PP and disadvantaged pupils. 	14% of budget
Personal budgets	<ul style="list-style-type: none"> Parents are given back a small personal budget to spend on school uniform, extended childcare provision etc. A record form is completed in the school office for this. 	7% of budget
MONITORING		
<ul style="list-style-type: none"> Every teacher tracks Pupil Premium children in their class and accountable through PP meetings and have a key focus on pupils in receipt of PPG Local Authority Standards & Excellence Officers (SEO) visits hold the school to account for the progress of PPG pupils – school governor attends these meetings Gap analysis has been undertaken to identify the barriers to achieving the expected standard and action plans drawn up for individual pupils and cohorts. Evaluation focuses on academic gains and how pupils' self-confidence has developed as a consequence of the intervention SENDCO supports staff to devise and monitor interventions, especially for those pupils requiring specialised support. They report findings at SLT meetings The programme for monitoring the quality of learning and teaching across the school includes regular scrutiny of provision and outcomes for pupils in receipt of PPG PPG reports to the governors on a termly basis and presents externally validated assessment data for all pupils, including scrutiny of those in receipt of PPG Summary of pastoral support and outcomes fed back to SLT for evaluation Attendance of PPG closely monitored – conversations with parents and/or formal letters 		
<p><i>This table details interventions and strategies used by the school to support pupil progress and indicates the overall costs. Specific monetary amounts are not shared in this document as doing so may identify individuals – approximate % of spending are used.</i></p>		