

24+5 **Pupil premium strategy statement (primary) version 1 Nov 2018**

1. Summary information					
School	Threshfield School				
Academic Year	2018-19	Total PP budget	£13,200	Date of most recent PP Review	Sept 18
Total number of pupils	59	Number of pupils eligible for PP	8	Date for next internal review of this strategy	Mar 19

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% Achieving in reading, writing and maths	In line with DfE standards for publication of data for small cohorts this data has been suppressed to reduce the risk of individual pupils being identified.	
% Making progress in reading		
% Making progress in writing		
% Making progress in maths		

3. 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.	Learning resilience, motivation and lack of confidence.
B.	Poor writing and mathematical skills
C.	Pupils lacking confidence are struggling with national assessments.
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
D.	Attendance for 2017-18 was 84% for PP children. This reduces school hours and decreases their ability to keep up with their peers.
E.	Need for financial support in order for children to access extra-curricular activities.

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improved confidence of PP children so that they know that they can achieve.	Children taking more of an active role, both in and out of lessons and set themselves high aspirations.

B.	Attainment gap for non-SEND pupils in reading, writing and maths is closed as shown through half-termly assessment.	Pupils eligible for PP (non-SEND) are tracked half-termly and interventions ensure pupils make rapid progress and at least meet age related expectations by the end of the academic year.
C.	Increased confidence of PP children in national assessments.	PP children increased confidence in learning behaviours are maintained in assessments
D.	Increased attendance rates for pupils eligible for PP.	Overall PP attendance improves from 84% to the aspirational target of 97% in line with school target.
E.	PP children attending residential trips and extra-curricular activities, enrichment resources.	All pupils will be offered the opportunity to attend extra-curricular activities and we have 100% attendance of PP pupils on residential trips.

5. Planned expenditure

Academic year

2018/19

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?
Improved progress for all of our Pupil Premium children.	<p>Quality First Teaching for all pupils with the appropriate level of in-class support to both promote independence and ensure small group/ focused support as needed to achieve best learning outcomes from in-class teaching.</p> <p>Standards and expectations with regard to homework are clear to all pupils and parents. Opportunities are offered in school at lunchtime to support pupils with homework when support is not available at home.</p> <p>Homework Club: £664 (Mrs D. 1 hour per week) Support in class: (4hrs x GTA per week) £2148</p>	<p>Ensure all staff are adequately trained to deliver high quality teaching, which meets the needs of all learners.</p> <p>Ensure staff have adequate knowledge of individual to reshape tasks mid-lesson if learning objective is not being achieved.</p>	<p>Progress tracked through intervention manager sessions</p> <p>Pupil Questionnaire</p> <p>Children making at least expected progress</p>	<p>All staff</p> <p>Richard Cook to lead.</p>	<p>Termly</p> <p>End of academic year</p>

	(2x ATA per week) £1328				
Improved confidence of Pupil Premium children so that all know that they can achieve.	<p>Promote CPD for all staff in delivering the curriculum with particular emphasis on promoting mastery in maths and skills for ensuring greater depth in writing.</p> <p>Ensure sufficient challenge. Promote confidence via identifying individual talents and interests and providing a focus e.g. Sport, art and music.</p> <p>£2400 – training courses six a year at £75 each £525 – supply cover for half of those</p>	The ethos of our school promotes a belief in the desire to enable our pupils to reach their full potential. Adopting a ‘can do’ attitude with appropriate challenge and support should enable pupils to gain confidence and succeed.	Re-cap with staff on positive values and the school ethos and have this as a focus for pupil conferences, lesson observations and book scrutinise.	All staff Richard Cook to lead.	Termly End of academic year.

Tracking data and pupils' work will highlight that pupils are making better than expected progress	Pupil Premium children highlighted on tracking data so that all staff are aware of their progress. £1315 (Target Tracker 7 Phonics Tuition box)	Some of the students need targeted support to catch up or extend their learning. Resources purchased to support this will be tried and tested and effective strategies e.g. 1:1 Tuition Box	Termly assessment of all pupils including PP. Termly monitoring of teaching and learning. Reports to Governors and regular updates and visits for PP governor. PP progress is a focus of half-termly PP meetings. PP remains a focus of the School Improvement Committee and is a standard agenda item and a regular focus of monitoring and progress of pupils.		Termly End of academic year.
Total budgeted cost					£8,380
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?
Pupils in EYFS to make better than expected progress – target for 71% of pupils to achieve a good level of development. Measured via termly assessment, end of EYFS judgements and reports from external agencies.	Employ teaching assistants and teachers to lead small group and 1:1 tuition for targeted students. Units of Sound intervention used to support literacy development – Lego Therapy used to support social skills. £3320	By pairing pupils with skilled staff there is also an opportunity to provide social and emotional support to Pupil Premium pupils. Intervention programme with proven success record and recommended by staff from EMS	Monitor impact through termly assessments. Liaise with parents and discuss with pupils to ensure that all parties understand the rationale and are behind the interventions taking place. Ensure that interventions are taught by staff that has undertaken the relevant training and that there skills are up to date and relevant.	Richard Cook	Termly
Total Budget					£3,320

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?
Use of Pupil Premium towards residential, school trips, school milk, snacks, breakfast and after school clubs, sports, uniforms etc	To help support families and finances at home and to ensure that children's physical and emotional well-being is supported and that pupils are able to access the full range of educational provision £1500	Clear evidence that children learn best when they are in good physical health. Pupils' attitude towards learning and achievement will be enhanced by accessing a full range of activities (including extra curricula activities), which have a cost implication.	Assess needs of individual children half termly to check that they have appropriate access to these resources. Ensure that all Pupil Premium pupils can access activities no matter the cost	Richard Cook	Termly
Increased attendance rates for Pupil Premium pupils	Parents to understand the importance of high attendance. Continue to monitor closely and follow up any absences immediately £400	Attainment for pupils cannot improve if they are not attending school. NFER briefing for school leaders identifies addressing attendance as a key step	Regular checks and communication with parents	Richard Cook to lead	Termly
Total budgeted cost					£1,900

6. Review of expenditure

Previous Academic Year 2017-18

i. Quality of teaching for all

Desired outcome		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
Tracking data and pupils' work will highlight that pupils are making better than expected progress	Quality First Teaching for all pupils with the appropriate level of in- class support to both promote independence and ensure small group/ 1:1 support as needed to achieve best learning outcomes from in-class teaching. PP children highlighted on tracking data so that all staff are aware of their progress. Promote CPD for all staff in delivering the curriculum with particular emphasis on promoting mastery in maths and skills for	100% of pupils achieved age related expectations in Reading, Writing and Maths and above in reading for both KS1 and KS2.	Tracking pupils, including pupil premium at half termly intervals suggests that the pupil premium pupils were able to achieve in line with their peers	£7,040

Improved confidence of PP children so that all know that they can achieve.	<p>ensuring greater depth in writing. Standards and expectations with regard to homework are clear to all pupils and parents. Opportunities are offered in school at lunchtime to</p> <p>Promote confidence through an 'I can' approach in classroom teaching and peer praise. Ensure sufficient challenge. Promote confidence via identifying individual talents and interests and providing a focus e.g. Sport, art and music.</p>	Increased confidence – pupils improved participation in their individual talents and interests.	Continue to build on this strategy to maximise its success and ensure all children access a broad balanced curriculum.	
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: £2,100

Pupils in EYFS to make better than expected progress. Measured via termly assessment, end of EYFS judgements and reports from external agencies.	Teaching assistants & teachers lead small group & 1:1. Units of Sound intervention to support literacy development. Lego Therapy used to support social skills.	62% of pupils achieved a good level of development.	Have a target of 71% in line with national average for 208-19	
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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: £2000
Used PP towards residential, school trips, school milk, snacks, breakfast and after school clubs, sports, uniforms etc	To help support families and finances at home and to ensure that children's physical and emotional well-being is supported and that pupils are able to access the full	All pupils had the opportunity to attend residential and when pupils did not attend there was a valid reason and alternative provision put in place. All parents of PP children were notified of before and after school provision but the parents did not access these.	Identify where support is needed and ensure that where it is not, that alternative support offered.	
Increased attendance rates for PP pupils	Parents to understand the importance of high attendance. Continue to monitor closely and follow up any absences immediately	A pupil premium success criterion was to improve from 91% to 97%. Overall attendance was 87% for pupil premium and 94.8% overall, despite members of staff providing individual support. Due to consistent and persistent message of the need for attendance, attendance improved in the summer term.	Time scale for success criteria is realistic as changes in behaviour takes time and that appreciating and understanding the complex issues for families is essential.	

7. Additional detail

Due to such small cohorts of PP children – analysing data must take into account the particular learning needs/personal context of the individual child.