

Pupil premium strategy statement – Snettisham Primary School

1. Summary information					
Academic Year	201819	Total PP budget	£29,000	Date of most recent PP Review	n/a
Total number of pupils	92	Number of pupils eligible for PP	24/92 26%	Date for next internal review of this strategy	01/19

2. Current attainment				
	Pupil Premium School		Pupil Premium Nat 2017	
	KS1 2018 (3 pupils)	KS2 2018 (3 pupils)	KS1	KS2
% achieving expected standard or above in reading, writing & maths	33% 1/3	0	33	42
% making expected progress in reading	66% 2/3	66% 2/3	50	56
% making expected progress in writing	66% 2/3	66% 2/3	50	63
% making expected progress in maths	66% 2/3	66% 2/3	50	56

3. Barriers to future attainment (for pupils eligible for PP)

In-school barriers *(issues to be addressed in school, such as poor oral language skills)*

A.	A trend exists for disadvantaged children where achievement is lower than national averages even though the cohort is small, this is often because high need children are within this cohort.
B.	More able pupils have not made expected progress to maintain GDS from KS1 – expectation and pace may not be fast enough
C.	More able pupils who are disadvantaged have little access to high quality experiences in rural isolated area- vocab and confidence can be low

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

D.	Low aspiration is an issue in our rural, coastal area.
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4. Desired outcomes		Success criteria
A.	More able pupils to make accelerated progress , particularly in reading and writing	Children will have access to quality first teaching and the highest expectation and support. Attainment and / or progress shows improvement.
B.	Increased access to high quality resources, language, teacher time, environment and enriched experiences leads to higher attainment	Children will have confidence to talk about learning, to access more teacher attention. Children will make good progress , particularly those more able.
C.	All children will have their social and emotional needs met.	Identified children will have dedicated 1 to 1 Thrive support.

D.	Children will have access to opportunities to widen their own and their parent's expectations.	Opportunity to access educational experiences beyond local area. (School trips, sporting events, visiting workshops, artists)
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5. 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?
<p><i>Attainment of PP pupils throughout school to be in line with national.</i></p> <p><i>PP pupils to achieve in line with non-disadvantaged pupils.</i></p>	<p><i>Purchase of Outstanding Teaching Intervention for all teachers to a focus on challenge and feedback to pupils. Maths Mastery project. Power Of Pictures HMI Led 8 week plan for reading/writing ~ Spring term)</i></p> <p><i>Staff Training. HMI project to improve reading – focus on developing good practice.</i></p> <p><i>FH to attend</i></p>	<p><i>Pupils to experience consistent approach to teaching maths throughout school, building on practical, concrete experiences to abstract concepts. Evaluation of data shows that progress of pupils in maths in school is below national and particularly so for PP pupils.</i></p> <p><i>Consistent approach to reading and recording reading takes place across school. Improved interventions and training for teachers.</i></p> <p>To develop an engagement with reading through providing stimulating reading material.</p> <p>Research shows that PP families often have less reading material available in the home.</p>	<p><i>Purchase of Hamilton Trust license. Read Write Inc Training and resources Maths Mastery Hub Project Purchase of VNET B2B subscription Co-operative Learning Project Staff meetings to share good practice and moderate work.</i></p> <p><i>Pupil Progress Meetings.</i></p> <p><i>Book scrutinies.</i></p> <p><i>Lesson observations.</i></p> <p><i>Peer teaching.</i></p>	<p>Head Deputy Maths Lead English Lead</p>	<p>½ termly £1200 training £600 supply £1000 POP author workshop with Alexis Deacon !!!! equipment £2000 VNET £750 Co-op learning £2000 POR IT £650</p>
<p><i>1 : 1 and small group support through teaching assistants and qualified teachers.</i></p>	<p><i>Provision of support to enable pupil premium (and other pupils) to participate in catch up and booster interventions. Venn diagrams drawn up – provision map established and evaluated for impact.</i></p>	<p><i>TAs in class that can model teacher skills and support whole class learning with good questioning, articulate and clear vocab to accelerate progress and adjust misconceptions.</i></p>	<p><i>Training for TAs. Provision mapping and evaluation Pupil Progress Meetings</i></p> <p><i>Sound Discovery Materials and training</i></p> <p>Monitoring of guided reading sessions, planning and books by the subject leader.</p> <p>Data analysis and pupil progress meetings.</p> <p>Promotion of school library and purchase of books that appeal to all pupils. PP pupils to have greater access to books to take home.</p>	<p>Head Deputy Teaching Staff English Subject Lead</p>	<p>January 2019 April 2019 July 2019</p> <p>3 x TA 30 hours per week (total) £17,500</p>

Total budgeted cost £26,900

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?
Children to be emotionally ready for learning.	1 to1 sessions in Thrive to address social and emotional issues.	Some children are unable to fully access learning due to emotional stress and emotional issues. Thrive has shown to make improvements in attendance and progress for those pupils involved.	Thrive screening of children to take place. Regular monitoring of sessions and outcomes by the SLT	SLT	January 2018 £2000 for practitioner, training, license and teaching commitment.

Total budgeted cost £2,500

£29,400

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?
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To ensure all children have access to enrichment activities.	Funding after school clubs, trips and residential. Maintaining breakfast club to enable parents to seek employment.	Sutton Trust - Education Endowment Foundation (EEF) research states ' <i>Evidence indicates that attending extra curricular activities has a positive impact on attendance at school, behaviour and relationships with peers.</i> '	Attendance of clubs to be monitored termly by club co-ordinator.	Head Deputy	January 2018 £1000
Total budgeted cost					£1000
Total					£32,900

6. 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
KS1 and 2 Intervention to improve outcomes for PP pupils	Employment of teaching assistants across school to deliver targeted interventions.	<p>The small cohorts included those with EHCP and other high need pupils- this means that progress is a better measure than attainment and children made some good progress through intervention and quality first teaching.</p> <p>More able pupils did not achieve the same good progress – family life can be a barrier for these children and progress was measured though strength and courage shown in difficult times.</p>	<p>The correlation between PP and SEN is high and this is an area we will need to focus on. Support will continue. More targeted interventions will take place (sound discovery)</p> <p>Pupil progress interviews (at half term) and formal assessment termly will inform progress / success fo interventions</p> <p>Staff have strong positive relationships with pupils which helps ensure that progress can be made in small steps for those children and that there characteristics of effective learning remain important.</p>	£14,463 TA Subs £1175 ICT £644 Training £1200
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
To address issues of social and emotional need.	To introduce 'Thrive' approach to school to develop nurture group.	<p>Thrive practitioner trained and resources purchased to develop Thrive approach.</p> <p>All children screened and programme of support set up to support those who scored low. Initial outcomes have shown good progress for those involved.</p>	<p>Continue with this support to develop good learning behaviours for identified children. Re-assessment for those involved to set new targets – identify new pupils for programme.</p>	£12,497 PSA £1,945

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 ensure pupils have access to wider opportunities for learning.	Provide financial assistance for school trips, after school clubs, Breakfast clubs and additional	All children able to participate in school trips as cost subsidized by PP. Workshops were also bought into school to keep down costs and make the learning accessible to all. Breakfast club needed subsidizing but enabled parents to continue working and attend the school in their village rather than look for provision elsewhere.		£1000
			Total	£32,924

7. Additional detail

- Some money from sports premium is also targeted to support pupils attending clubs / subsidizing activities which is in addition to pupil premium.