**Pupil Premium Grant Strategy Statement**

**2018-19**

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| **Summary Information** | | | | | |
| **School** | Hugh Joicey, Church of England Aided First School, Ford | | | | |
| **Financial Year** | 2018-19 (April 18 -March 19) | **Total PPG Budget** | £26,540 | **Date of recent PP Review** | 16th February 2017 |
| **Total number of pupils** | 68 | **No. of pupils eligible for PPG inc FSM and LAC**  **13/68 19%**  **FSMCurrent FSM: 5/68 (7%)** | **PP R: 0/14 (0%)**  **PP Y1: 1/15 (7%)**  **PP Y2: 3/12 (25%)**  **PP Y3: 3/12 (25%)**  **PP Y4: 6/15 (40%)** | **Date for next internal review of this strategy** | End of academic year with on-going periods of monitoring |

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| Academic school year | 2016-17 | 2017-18 | 2018-19 |
| Total number of pupils | 67 | 72 | 68 |
| % Pupils benefitting from PPG | 25% (17) | 24% (17) | 19% (13) |
| Total amount of PPG received (£) financial year | £17,495 | £27,940 | £26,540 |

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| **Current Pupil Premium Data Phonics (Year1)** | | | | |
| **2018 Data-** | **Year 1**  **(4/12 33% PP)** | **National Average** | **Phonics** |  |
| **% achieving at ‘Working at or Above’ Y1 level** | 10/12 (83 %)  3/4 (75% PP) | 80.5% | 2/2 100%  (12/12 – 100%) |  |
| **Current Pupil Premium Data End of KS1 (Year 2)** | | | | |
| **2018 Data-** | **Year 2 School Attainment for Pupils Eligible for PP** | **Year 2 School Average for Non-PP Pupils** |  |  |
| **% achieving at ‘Expected’ level in reading, writing & maths at end of KS2** | 44% | 64% |  |  |
| **% ARE +GD Reading** | 2/3 (67%) | 75% |  |  |
| **%ARE +GD Writing** | 1/3 (33%) | 58% |  |  |
| **% ARE + GD Maths** | 1/3 (33%) | 58% |  |  |
| **Current Pupil Premium Data End of Year 4 (4 children – 3/4of PPG eligible children also on SEN Register)** | | | | |
| **2018 Data-** | **Year 4**  **School Attainment for Pupils Eligible for PP** | **Year 4**  **School Average for Non-PP Pupils** |  |  |
| **% ARE +GD Reading** | 2/4 (50%) | 87% |  |  |
| **%ARE +GD Writing** | 3/4(75%) | 67% |  |  |
| **% ARE + GD Maths** | 1/4(25%) | 80% |  |  |

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| **Barriers to Future Attainment**  **In-school barriers** |
| Larger than national % identified as PP in some classes |
| Whilst attendance is a school strength (as identified by Ofsted 2016), a very small number of families do not always ensure that their children attend school regularly and are followed up by Educational Welfare Officer and Children’s Services |
| Organisation of staff can present challenges due to small pupil numbers and mixed age teaching groups. |
| Small numbers of children in a cohort can make percentages skew data and therefore school needs to be mindful of this and use other methods of presenting data. |
| Proportions of children with SEN/PP crossover 5/13 (38%) |
| **External Barriers** |
| Considering the small pupil numbers, the school has quite a number of Looked After children and children eligible for PP as well as a number of families who previously qualified for PP but now have younger children who are not eligible. |
| Rural community so some families live quite a distance from the school with some unable to drive or without a car (reliant on Council transport) |
| Lack of nutritious food provided in packed lunches/failure to pay for school meals after Year 2. |
| Lack of engagement of parents in a few cases to prepare children for learning |

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| **Quality of teaching for all** | | | | |
| **Desired outcome based on** | **Chosen action/approach** | **Evidence and rationale**  **EEF Toolkit** | **How it will be implemented and cost** | **Staff lead** | **Review of impact**  **September 2019** |
| Increased teachers’ expectations of the least able and disadvantaged, particularly the rate of progress in writing. | Talk 4 Writing training and resources  Address SEN/PPG crossover with timely, inclusive quality first teaching, with parents. | Feedback –High impact for low cost  Preview homework – highest impact in homework studies, low cost  Mastery learning – Moderate impact for low cost  Parental involvement | Partnership training  £1000  SEN National Award £2000 for SENDCo | J. Dalrymple | PP pupil attainment in line or above peers in Reading and Writing.  JD – SENDCO Award achieved, improved review, parental contribution, learner voice, comprehensive provision map. |
| Plan learning activities which engage disadvantaged children and enable them to make rapid progress | Talkboost – TA led, Teacher and TA trained  Thrive – TA led  Forest school leader  NHS Action plans – TA led | Oral language interventions – moderate impact low cost  Meta-cognition and self-regulation  Outdoor adventure learning – moderate impact, moderate cost | TA and Teacher  Thrive practitioner £13,000  Forest school leader  £3000 | Z. Rawlings, forest school leader | Good progress in Speaking and Listening.  Outdoor Learning embedded across year groups, good behaviour, enthusiasm for learning – see Pupil Voice. |
| Ensure additional adults are supporting the learning and progress of the most vulnerable children | Stringent appraisal for TAs to give regular feedback on their delivery of interventions and to hold them to account for outcomes. | Sutton Trust states that well delivered interventions can add value and that the use of TAs can be enhanced when they support targeted interventions which they are well-trained to deliver. | Head to observe/ review all interventions currently used and decide whether use can be enhanced and whether interventions are best suited to need. £1000 | J. Dalrymple  Staffing committee  SENCo tracking | Staff well allocated and well supported – additional RWI training required for KS2 delivery. |
| The school monitoring timetable ensures maximum impact for spend and ensures that the progress of Pupil Premium children is understood by Governors and staff. |  | Where the monitoring of Pupil Premium children’s learning and outcomes is stringent, it will ensure that where children do fall behind, or develop gaps in learning, that these can be quickly picked up and targeted. It also ensures accountability of all staff and Governors for these children and the related finance. | All staff aware of monitoring timetable and to participate in monitoring as required. | J.Dalrymple  Governor steering group | PP children highlighted in planning and assessment and making prgresss. |
| To ensure the feedback provided to children is responded to. | Ensuring that children make use of this feedback to enhance their learning and make progress as a result. | EEF Toolkit found that providing strong feedback for children can have a high impact (+8months) for very low cost based on moderate evidence. | Expectations of all staff clear through policy and staff meeting training. | F. Burn Maths  A. Carr – English  J. Dalrymple | F Burn undertaking Maths Mastery for next 2 years to further embed this strategy. |
| Total budgeted cost | | | | | £20,000 |

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| **Targeted Support** | | | | | |
| **Desired outcome** | **Chosen action/approach** | **Evidence and rationale** | **How it will be implemented** | **Staff lead** | **Review of impact Sept 2019** |
| Children who struggle to access learning due to social and emotional problems to be able to access learning and have improved learning outcomes. | Thrive Intervention targeted at children based on need. | EEF Toolkit found that behaviour interventions have moderate impact (+3 months) for moderate cost. Social and Emotional interventions can have moderate impact (+4 months) for moderate based on extensive evidence. | Thrive to be timetabled in a way that allows groups or individuals to have required support at appropriate times in the school day. | C. Wakenshaw | Thrive embedded across year groups –I including whole class assessments and individual behaviour plans for families to support at home. Consistent behaviour messages – increasingly secure children |
| Improve children’s oral language skills. | TalkBoost | EEF Toolkit states that oral language interventions have moderate impact (+5 months) for very low cost based on extensive evidence. | Children will be targeted based on assessment for group support which will be timetabled for one half hour sessions weekly at an appropriate time. | A.Carr | Used when necessary. |
| To improve children’s phonic skills to enhance reading. | Phonics interventions | EEF Toolkit states that phonics interventions can have moderate impact for very low cost, based on extensive evidence. | Phonics groups to be streamed so that teachers and TAs can lead phonic teaching according to assessments across school. | All teachers and TAs | Strong focus on phonics and streamed groups has led to consistently high results including Y2 retakes for PP/ SEND children when necessary. |
| Ensure that all children, especially disadvantaged are able to make progress through targeted learning. | Reducing class size to create 4 x smaller teaching groups for English and Maths | EEF Toolkit states that this approach has moderate impact (+3 months) for high cost based on moderate evidence. | Regular observations and termly data capture to ensure progress being made.  £8000 | J Dalrymple  Z. Turner | This was successful at the time, although we are concerned children work less independently so we are developing Active lessons to promote resilience and independence and problem solving. |
| Total budgeted cost | | | | | £8000 |

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| **Other Approaches** | | | | | |
| **Desired outcome** | **Chosen action/approach** | **Evidence and rationale** | **How it will be implemented** | **Staff lead** | **Review of implementation** |
| Pupil Premium children are fully engaged in the afternoon because they have had a nutritious lunch and milk. | LAC children have meals and milk paid for if judged beneficial. | Children who are well fed are less distracted and are able to access quality first teaching. | Finance staff allocate small proportion of PP funding to offset school meal payments £1000 | J.Dalrymple  A.Morning | Satisfied that all PP children have a nutritious meal daily. |
| Access to swimming lessons | Removing financial barrier to learning to swim |  | £200 | A.Morning | Y3 child learning to swim and paid for by PP. Swimming kit also provided. |
| Full attendance of PP | Tracking all PP attendance | Attendance is crucial for learning | SIMS | L.Wright | 97% attendance overall and increasing attendance from PA with support of EHA. |
| Children ready to learn with all their resources and equipment. | Phone calls to PP parents who require support to organise resources for their children. Kit in school. | Children need to feel fully prepared for learning and the correct kit and resources to participate fully. | HT will make phone calls to identified parents and have regular meetings | J. Dalrymple | Close working relationships with PP children and their families to improve outcomes. |
| **Total budgeted cost** | | | | | **£29,200** |