

Pupil premium strategy statement

1. Summary information					
School	Slip End Village School				
Academic Year	2018-19	Total PP budget	£20,500	Date of most recent PP Review	September '18
Total number of pupils	150	Number of pupils eligible for PP	15	Date for next PP Strategy Review	July 2019

2. Current attainment		
	<i>February 2018</i>	<i>July 2018</i>
% achieving ARE or above in reading	53%	
% achieving ARE or above in writing	47%	
% achieving ARE or above in maths	47%	
% making at least expected progress in reading	73%	
% making at least expected progress in writing	60%	
% making at least expected progress in maths	60%	

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Pastoral issues
B.	Lack of school readiness
C.	Many pupils are well below ARE with no identified SEND

External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Attendance (average of 88.97%)
E.	Parental engagement – particularly with supporting homework and listening to their children read

4. Outcomes (<i>Desired outcomes and how they will be measured</i>)		Success criteria
A.	That pupils will make accelerated progress in order to close the gap with non-disadvantaged pupils.	Progress rates will increase – shown on data reviews.
B.	Attendance of disadvantaged pupils will increase – measured through attendance data.	Disadvantaged pupils who show an increase in attendance will equally show an increase in attainment.
C.	The percentage of pupils who are working AT or Above ARE will increase – closing the gap with peers.	Data will show that more pupils are at ARE.
D.	Pupils will receive pastoral support as necessary.	Pupils will show positive responses to pastoral work.

5. Planned expenditure

Academic year

2017-18

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?
Progress of disadvantaged pupils will be regularly reviewed, which in turn will lead to reviews of interventions that are in place	Disadvantaged Coordinator	Despite disadvantage, children will still reach their potential.	Pupil progress meetings held between and class teachers.	AH	Half termly reviews of data. Pupil individual meetings. SLT data reviews and reports.
That all disadvantaged pupils will make expected progress within their class, pupils below ARE will make accelerated progress	High quality teaching first	Despite disadvantage, children will still reach their potential.	Differentiation training will be given, planning will be monitored. Class teachers will ensure that disadvantaged pupils are the first priority when it comes to marking and feedback.	Class Teachers AH	Through monitoring weeks and book scrutiny
Total budgeted cost					£3075

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?
The % of pupils who are working AT or Above ARE in English will increase	Precision Teaching	Precision teaching was recommended by the Educational Psychologist and last academic year both school across the federation had success with this intervention.	Pupils will be selected based on their assessment data. Regular timetables will be put into place. Parents will be informed and encouraged to support their children at home.	AH	Ongoing
The % of pupils who are working AT or Above ARE will increase	Targeted intervention in 6 week blocks	See provision mapping.	Pupils will be selected based on their attainment data and in discussion with class teachers.	AH	Ongoing
Disadvantaged pupils make good progress in reading	Pupils will be heard read regularly when identified as not reading regularly at home	Pupils who read regularly will access accelerated reader test more frequently. Their comprehension skills and reading age will increase.	Through provision mapping and TA deployment.	AH	July 2019
Total budgeted cost					£10,250

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?
Pupils will be “school ready”	Pupils who are identified as not school ready will have needs met through pastoral interventions.	More pupils are coming into school not ‘school ready’.	Interventions will be reviewed by Disadvantaged Children Coordinator, class teachers and intervention staff.	AH	Half termly
Pupils will have improved emotional wellbeing.	Pastoral sessions, Mind Map.	Children have been identified whose emotional wellbeing is preventing them from accessing the classroom effectively.	Interventions will be reviewed by Disadvantaged Children Coordinator, class teachers and intervention staff.	AH	Half termly
Disadvantaged pupils attendance will improve.	Attendance lead will oversee actions such as Med 1 letters, CME etc	Disadvantaged pupils have an average, poor attendance. Pupils with good attendance are then able to access learning appropriately and regularly.	Regular attendance reviews. Attendance officer will hold meetings with regular PA families. Daily phone calls to absent pupils parents/guardians.	EP	Half termly
Pupils will have the opportunity to experience different events through the Disadvantaged	A minimum of 4 events per year which are arranged through the cluster group	Disadvantaged pupils will gain a wide variety of experiences and will have more opportunities to develop their social skills.	Through attending the Cluster meetings and the events, keeping parents and pupils informed.	AH	Ongoing

Disadvantaged pupils will have appropriate school uniform, engage in trips and have correct equipment	We will purchase uniform, equipment and subsidise trips where necessary	If pupils are not equipped for learning or in appropriate school uniform this will have a negative effect on them. All pupils should access school trips, regardless of finance.	Monitor who has had uniform, equipment and trips subsidised.	NB/AH	July 2019
Disadvantaged pupils will access music lessons as enrichment where appropriate.	Music lessons and books required will be subsidised by the school.	Music education has been linked to improved memory function, increased confidence and learning discipline and patience.	Disadvantaged Coordinator will contact the parents/carers of disadvantaged pupils who show an interest in learning an instrument.	NB/AH	July 2019
Total budgeted cost					£7175

6. Review of expenditure			
Previous Academic Year		2017-2019	
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)
Progress of disadvantaged pupils will be regularly reviewed, which in turn will lead to reviews of interventions that are in place	SENDCo/Inclusion Manager	Reporting attainment and progress of disadvantaged pupils on a half termly basis has allowed the opportunity to identify “stuck” pupils and adjust their provision.	This has been effective in the adjustment and improvement of provision for disadvantaged pupils.
That all disadvantaged pupils will make expected progress within their class, pupils below ARE will make accelerated progress	High quality teaching first	As seen above, the percentage of pupils achieving at ARE has gone up in Reading, Writing and Maths. More accelerated progress has been demonstrated in Reading that Writing or Maths.	Differentiation training has contributed to the improvement of teaching across the school. The introduction of Accelerated Reader and Precision Teaching has impacted Reading attainment especially.

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)
The % of pupils who are working AT or Above ARE in English will increase.	Toe by toe/Precision Teaching	<p>% of pupils at ARE in Reading has increased from 47% to 60%.</p> <p>% of pupils at ARE in Writing has increased from 47% to 60%.</p> <p>Good results from Precision Teaching method with 2 disadvantaged pupils (word recognition), however words learned now need to be generalised into classroom learning.</p>	<p>Continue with Precision Teaching for pupils below in Reading or Writing.</p> <p>Consider Educational Psychology referrals for key pupils.</p>
The % of pupils who are working AT or Above ARE will increase.	Targeted intervention in 6 week blocks	<p>As seen above, the percentage of pupils achieving at ARE has gone up in Reading, Writing and Maths.</p> <p>More accelerated progress has been demonstrated in Reading that Writing or Maths.</p>	Continue liaising with Class Teachers to evaluate and improve provision every half term.
Disadvantaged pupils make good progress in reading	Pupils will be heard read regularly when identified as not reading regularly at home	<p>% of pupils at ARE in Reading has increased from 47% to 60%.</p> <p>Good results from Precision Teaching method with 2 disadvantaged pupils (word recognition), however words learned now need to be generalised into classroom learning.</p>	Continue to provide opportunities to read with an adult, when that opportunity is not provided at home.

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)
Pupils will be "school ready"	Pupils who are identified as not school ready will attend nurture provision	Two weekly Nurture Groups occur, one for CLA children and Year 6 pupils. Impact seen with Year 6 pupil who has developed how he relates to others (has ASD). Progress also seen in Boxhall Profiles.	CLA Nurture Group to continue. Children to be re-evaluated in September to see if any pupils need additional support to access school.
Pupils will have improved emotional wellbeing.	Pastoral sessions, overseen by SENDCo/Inclusion Manager.	Pupil in Reception has received some pastoral support, working on how he builds relationships with his peers. He has achieved at least ARE in all areas of learning, including Managing Feelings and behaviour and Making Relationships.	Continue to monitor needs of disadvantaged pupils and provide pastoral support where necessary.
Disadvantaged pupils attendance will improve.	Attendance lead will oversee actions such as Med 1 letters, CME etc	The average attendance of disadvantaged pupils has gone from 89.07% in Autumn 1 to 90.99% in Summer 1. Excluding the Traveller population, the average attendance of disadvantaged pupils is 95.86%.	Continue to monitor and oversee attendance in disadvantaged pupil population, issuing Med 1 letters and CME where appropriate.

7. Additional detail

In this section you can annex or refer to **additional** information which you have used to support the sections above.