

Scarcliffe Primary School pupil premium strategy statement 2018-19

1. Summary information					
Academic Year	2018/19	Total PP budget	10 @ £1320 £14,520	Date of most recent PP Review	Sept 2018
Total number of pupils	93	Number of pupils eligible for PP	11	Date for next internal review of this strategy	February 2019

2. Current attainment		
	<i>Pupils eligible for PP (National average for all)</i>	<i>All Pupils (National average for all)</i>
KS1 – 17 pupils (1 disadvantaged) KS2 – 11 pupils (1 disadvantaged)		
% achieving age expected or above in reading, writing and maths at Y2/Y6	KS1 0% (67%) KS2 100% (53%)	KS1 71% (60%) KS2 55% (61%)
% achieving expected standard in reading	KS1 0% (74%) KS2 100% (66%)	KS1 82% (74%) KS2 73% (71%)
% achieving expected standard in writing	KS1 0% (65%) KS2 100% (74%)	KS1 71% (65%) KS2 100% (76%)
% achieving expected standard in maths	KS1 0% (73%) KS2 100% (70%)	KS1 76% (73%) KS2 55% (75%)

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.	Pastoral needs not fully met.
B.	Low self-esteem and poor learning behaviours – such as resilience or motivation.
C.	Low academic achievement – including HA children and on KS1 – 2 transition.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Low attendance rates for some pupil premium children.
E.	Limited experience of enrichment activities out of school.

4. Planned expenditure					
Academic year		2018/19			
Barriers to future attainment (for pupils eligible for PP, including high ability)		A) Pastoral needs not fully met.			
Desired outcomes and how they will be measured			Success criteria		
<p>The pastoral needs of PP children are fully met.</p> <p><i>Measured by: Boxhall profiles used for those children who this is a priority for. Pupil conferencing also used to ascertain both starting points and at review points.</i></p>			<ul style="list-style-type: none"> • Pupil conferencing shows that all PP children feel happy to come to school. • Fewer safeguarding concerns noted for PP children across school. • Boxhall profiles show increased scores. • Class teachers note that children are more 'ready to learn.' • Positive play in place for 6 children on a weekly basis. • Pupil conferencing in place on a half termly basis and led by class teachers. 		
Chosen action / approach	Focus: 1. Improve pedagogy 2. Targeted support 3. Whole school Strategy	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Positive play and nurture sessions.	2	<p>Maslow's hierarchy of needs theory shows that children must feel safe, have a sense of belonging and have high self-esteem before they are ready to access learning. These strategies aim to ensure these are in place so children can make rapid progress.</p> <p>TA Time is 3 hours per week = £1290 per year. Positive play resources = £200 Breakfast sessions = 15 mins per week = £100</p>	<p>SENCo monitors the provision and this is discussed termly focused with teachers/TAs to review impact.</p> <p>Observe sessions.</p> <p>Boxhall profile results.</p> <p>Discussions with children and staff,</p>	Teachers monitored by SENCo & Ian Marsh	Approaches are regularly reviewed to assess impact and effectiveness and at least every term through pupil progress data & meetings.
Mind Ed training for staff.	3	Current educational news articles cite mental health as a huge factor in education at the moment. Our priority in school is to keep children safe – this includes mental well-being as well as physical.	Devise action plan following training session with clear and measurable milestones.	Ian Marsh	Initial training to take place in the Autumn term with changes implemented straight afterwards.
Pupil conferencing / assertive mentoring	1, 2	<p>The EEF suggests that 8 months of progress can be gained for relatively low cost.</p> <p>Assertive mentoring = 3 x supply day = £600 (Split over three areas)</p>	<p>Monitoring activities to ensure all staff are following the feedback policy.</p> <p>Observe sessions and collect in feedback sheets.</p>	Jo Smith – teachers to work 1:1 with children termly.	February 2018.

		Total budgeted cost	£1790
5. End of Year Review of Expenditure:			
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)	

Barriers to future attainment (for pupils eligible for PP, including high ability)		B) Low self-esteem and poor learning behaviours – such as resilience or motivation.			
Desired outcomes and how they will be measured			Success criteria		
Children display effective learning behaviours and can celebrate their success and identify next step. <i>Measured by: Boxhall profiles used for those children who this is a priority for. Pupil conferencing also used to ascertain both starting points and at review points. Learning walks, lesson observations and discussions with staff also used as a measure.</i>			<ul style="list-style-type: none"> Lesson observations and learning walks show good learning behaviours. Books show that children take pride in their work. Improved scores throughout the year in relation to attitude towards school – pupil conferencing. All pupil premium children able to identify their own strengths and next steps through discussion. All children can explain the learning pit and how they might feel at the bottom and how they might get out. 		
Chosen action / approach	Focus: 1. Improve pedagogy 2. Targeted support 3. Whole school Strategy	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Learning to learn skills explicitly taught	1, 3	The EEF suggests that an increased awareness of meta-cognition can lead to +7 months progress for relatively low cost.	SIP Priority - Headteacher to introduce during first INSET day to all staff. Have a 'learning to learn' day week in which all classes develop their own learning pit. . In school CPD for staff to introduce the importance of meta-cognition. Monitoring and evaluating activities to link to reflecting and learning to learn.	Ian Marsh	November 2018 – learning walks regularly.
Pupil conferencing	2	The EEF suggests that 8 months of progress can be gained for relatively low cost. Assertive mentoring = 3 x supply day = £600 (Split over three areas)	Monitoring activities to ensure all staff are following the feedback policy. Observe sessions and collect in feedback sheets.	Jo Smith – teachers to work 1:1 with children termly.	February 2018.
Increased 1:1 verbal feedback	1,2,3	The EEF suggests that effective feedback leads to 8 months of progress for relatively low cost. Increased TA Hours for Y4 and 5 = £4515 per annum)	Rewrite the marking and feedback policy alongside teachers. CPD time to read educational research about the impact of marking and feedback. Monitoring activities to ensure all staff are following the feedback policy.	Ian Marsh	Termly via book scrutiny and lesson observation.
Total budgeted cost					£4715

End of Year Review of Expenditure:	
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)

Barriers to future attainment (for pupils eligible for PP, including high ability)		C) Low academic achievement – including HA children and on KS1 – 2 transition.			
Desired outcomes and how they will be measured			Success criteria		
<p>Enhance the academic performance of pupil premium children – including targeting children for Greater Depth and transition from KS1 to 2.</p> <p><i>Measured by: Termly data analysis – recorded on Pupil Premium Information sheets.</i></p>			<ul style="list-style-type: none"> All pupil premium children make at least the expected level of progress in year in all core subjects. PP children achieve their end of Key Stage targets – see Pupil Premium Information Sheets. Targeted interventions / support for those children not making desired progress. Books show good progress from the start of the year for all pupil premium children. 		
Chosen action / approach	Focus: 1. Improve pedagogy 2. Targeted support 3. Whole school Strategy	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Increased 1:1 verbal feedback	1,2,3	<p>The EEF suggests that effective feedback leads to 8 months of progress for relatively low cost.</p> <p>Increased TA Hours for Y4 and 5 = £4515 per annum) – ½ directed at PP children (£2258)</p>	<p>Rewrite the marking and feedback policy alongside teachers. CPD time to read educational research about the impact of marking and feedback.</p> <p>Monitoring activities to ensure all staff are following the feedback policy.</p>	Ian Marsh	Termly via book scrutiny and lesson observation.
Pupil conferencing	2	<p>The EEF suggests that 8 months of progress can be gained for relatively low cost.</p> <p>Assertive mentoring = 3 x supply day = £600 (Split over three areas)</p>	<p>Monitoring activities to ensure all staff are following the feedback policy.</p> <p>Observe sessions and collect in feedback sheets.</p>	Jo Smith – teachers to work 1:1 with children termly.	February 2018.
Interventions: Reading – Inference reading. Maths – First Class a Pastoral – positive play.	2	<p>Intervention analysis from last year showed that the support was having a very positive impact on both pupil progress and confidence.</p> <p>Although the EEF toolkit suggests 4 months progress for small group tuition and 5 months for one-to-one, we noticed a much bigger impact on pupil's progress and attitudes.</p> <p>Interventions = 6 hours per week = £2580 per year</p>	<p>Continue to monitor the impact of interventions.</p> <p>Observe sessions, talk to staff and children and monitor data.</p>	Ian Marsh	<p>At each assessment point.</p> <p>Observations schedule – see monitoring and evaluating schedule.</p>

Increased teacher modelling.	1, 3	A range of monitoring activities have led to the conclusion that staff need to do more modelling of learning – especially in writing.	Clear expectations regarding modelling. CPD for staff, including staff meetings and team teaching as required.	Ian Marsh and Hannah Brocklesby	November 2018
Enhanced AfL including per and post learning, learning journeys and reflecting on learning.	1,3	Linked to the EEF research about meta-cognition, but through a whole school approach. We have seen the impact that this approach has already began to have in school.	All monitoring activities to link to seeing these strategies in action.	Ian Marsh and Jo Smith	Ongoing starting September 5 th 2018.
Total budgeted cost					£5038
End of Year Review of Expenditure:					
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)			

Barriers to future attainment (for pupils eligible for PP, including high ability)		D) Low attendance rates for some pupil premium children.			
Desired outcomes and how they will be measured			Success criteria		
Develop attendance incentives for PP children and families. <i>Measured by: Attendance reports – completed termly and discussed at governors.</i>			<ul style="list-style-type: none"> Attendance for PP children is at least in line with the school average. All pupil premium children attend more than 96% of sessions. 		
Chosen action / approach	Focus: 1. Improve pedagogy 2. Targeted support 3. Whole school Strategy	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
RAG rated attendance slips	3	If children are not at school, the attainment gap will widen. Parents are sometimes unaware of their child's attendance record.	Monitor attendance of PP children through termly reports. Monitor key children daily – including first day phone calls.	Steph Rich and Ian Marsh	First report produced December 2018. Second report in April 2019.
Working with EWO alongside families.	2	Early help is essential to support families in getting their children to school. Regular meetings with the local MAT manager have highlighted families we would like to support in this area.	Contact EWO in September to discuss plans and follow up with MAT manager.	Ian Marsh	September 2018. Review at attendance reports.
PP incentives for achieving targets.	2	PP attendance in school was above the national PP attendance, but below the school average. We want to eradicate the attendance gap by using incentives for targeted families.	Targets set alongside targeted families in the Autumn term – monitor at Christmas, Easter and the end of the year.	Steph Rich and Ian Marsh	First report produced December 2018. Second report in April 2019.
Total budgeted cost					£677
End of Year Review of Expenditure:					
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)			

Barriers to future attainment (for pupils eligible for PP, including high ability)		E) Limited experience of enrichment activities out of school.			
Desired outcomes and how they will be measured			Success criteria		
Ensure that there are a number of enrichment activities on offer for PP children. <i>Measured by: Record of enrichment activities on Pupil Premium information sheet for those children that this is a priority for. Impact measured through discussions with pupils.</i>			<ul style="list-style-type: none"> All targeted PP children have access to enrichment activities. Funding used to subsidise trips and residential visits. Attendance on trips and residential visits is 100% for PP children. Increased number of PP children attending sports clubs. 		
Chosen action / approach	Focus: 1. Improve pedagogy 2. Targeted support 3. Whole school Strategy	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Residential programme	2	The EEF toolkit shows that outdoor adventurous learning can add 4 months progress. If PP children do not access these sessions, the attainment gap will widen.	Monitor attendance on residential visits and make sure parents are aware of access to support with funding.	Ian Marsh	As residential visits are planned.
Subsidise trips – including PP targeted trips.	2	We strongly feel that educational visits enrich our curriculum and help to make learning real. We do not want financial constraints to be a limiting factor in attending these trips. Trips are therefore subsidised to make them more affordable.	Ensure that the trips go ahead with 100% attendance. Send costings of trips out for the whole year at the start of the academic year to allow families the chance to plan the trip.	Class teachers	Monitor attendance on each trip.
Forest Schools (Year 4 and 5)	3	The EEF shows that outdoor learning adds 4 months of progress. The programme will also be used to address targeted issues, such as communication, team work and confidence.	Initially the programme will be launched with Year 4. It will then be run with a group of Year 5 children. Observe sessions. Discussions with staff and pupils about the sessions.	Sarah Wigley and Sandra Wilson	Training for two staff members in November. Programme to start in December.
Targeted financial support – music, sports clubs, etc.	2	These activities give all children the opportunity to participate in enrichment activities. They build self-esteem and help children to enjoy school.	See Pupil Premium information sheets.	Ian Marsh	Monitor at first assessment point in December.
Total budgeted cost					£2300
End of Year Review of Expenditure:					

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) 12143