**Pupil premium strategy statement (primary) REVIEW 2018-2019**

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| 1. **Summary information** | | | | | |
| **School** | Landscove Primary School | | | | |
| **Academic Year** | 2018-19 | **Total PP budget** | £10,560 | **Date of most recent PP Review** | September 2018 |
| **Total number of pupils** | 84 | **Number of pupils eligible for PP** | 13 | **Date for next internal review of this strategy** | June/July 2019 |

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| 1. **Attainment 2017-2018 (Based on Y6 results)** | | |
| *Landscove figures for pupils eligible for PP* | | *Pupils not eligible for PP (national average)* |
| **% achieving expectations in reading** | 1/1 100% | 75% |
| **% achieving expectation in writing** | 1/1 100% | 78% |
| **% achieving expectation in maths** | 1/1 100% | 76% |
| **Progress Measure in reading** | 5.0 points progress 2017-18 |  |
| **Progress Measure in writing** | 4.0 points progress 2017-18 |  |
| **Progress Measure in maths** | 4.0 points progress 2017-18 |  |

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| 1. **Barriers to future attainment (for pupils eligible for PP, including high ability)** | | | |
| **In-school barriers** *(issues to be addressed in school, such as poor oral language skills)* | | | |
|  | | Pupils being ‘ready to learn’ in class (pupils are in a secure place mentally/emotionally) | |
| **B.** | | Attainment in writing (across the school 58.3% below ARE) | |
| **C.** | | Lack of home support for home-learning | |
| **External barriers** *(issues which also require action outside school, such as low attendance rates)* | | | |
| **D.** | | Attendance of PP children (especially due to medical appointments) | |
| **E.** | | Low aspirations about what can be achieved and how to be successful - limited access to positive role-models | |
| 1. **Desired outcomes** | | | |
|  | *Desired outcomes and how they will be measured* | | *Success criteria* |
|  | Pupils can access learning in class because their physiological, safety, belonging and esteem needs are met. | | Pupils receive appropriate SEMH support to enable them to access their learning in the classroom, from the start of the school day. |
|  | Attainment and progress in writing makes sustained improvements towards meeting national standard, with significant movement on overall progress. | | Improved writing progress measure (over time), and measurable closing of the attainment gap for writing (as measured by the school’s decile rating) |
|  | Support in place at school for those pupils not being supported at home with homework etc. | | Previously unsupported pupils will have access to home learning support in school, in turn filling gaps. Parents will feel supported by school. |
|  | Increased attendance rates for pupils eligible for PP. | | Targeted focus on increasing attendance for pupils eligible for PP, with prompt intervention and effective monitoring of this group. |
|  | PP children have aspirations for the future, and have access to positive role-models within our local community. This will be measured via qualitative information gathered through pupil interviews. | | Increased opportunities for PP children to have access to inspirational role-models within our community, as well increased aspirations for the future. |

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| 1. **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. | | | | | |
| 1. **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?** |
| **For pupils to have basic needs met to ensure they are physically, mentally, and emotionally ready to learn.** | Boxall profiling | The Boxall Profile is an invaluable resource for the assessment of children and young people's social, emotional and behavioural development.  Boxall profiling identifies the levels of skills the children and young people possess to access learning. Many children in school are insecure about their worth, often not able to articulate their feelings. Instead they show their discomfort by withdrawal, achieving much less than they could, not making good relationships.  Others may act out their feelings of anger and failure by minor or major acts of disrupting the progress of others. Whatever the behaviour, the result is that they do not get positively engaged in education. Understanding what lies behind this can make all teachers much more confident in their class management, which is where the Boxall Profile comes in.  https://boxallprofile.org/ | For pupils to have basic needs met to ensure they are physically, mentally, and emotionally ready to learn.  Children will be assessed via Boxall and a Thrive trained TA will be assigned to work with individual children. | Jill Ryder AH (dialogue between AH, class teacher and TA)  TA assigned to work with individuals and groups | June/July 2019 |
| **Attainment and progress in writing makes sustained improvements towards meeting national standard, with significant movement on overall progress across all Key Stages.** | Quality teaching and learning in writing and EGPS, consistent across the school, supported by strong observation/moderation and coaching.  Pupil attainment and progress tracking, assessment and monitoring.  Link to academy priorities for raising the progress and attainment of writing. | Refer to School Improvement Plan | Jill Ryder to regularly monitor progress (1/2 termly) to ensure progress.  Provision Mapping reviews – termly (completed by individual teachers, and feeds in data meetings with Head of School)  Continuation of successful interventions:   * Phonics boosters @ EYFS&KS1 * TA in lesson support to challenge/ensure understanding * Nessy * Sentence structure via Colourful Semantics * Teodorescu * SPAG booster group for KS2   New interventions for this year:   * Yr 6 pre and post teaching * Booster groups for PP SEND and LA pupils * Class TA * HoS support for NQT plus support from English and Maths Leads | Jill Ryder AH | June/July 2018 |
| **Support in place at school for those pupils not being supported at home with homework etc.** | Lunchtime homework club to be introduced | Home learning set is reinforcement of the in-class learning. Children not completing home learning are developing gaps in their knowledge. Having access to time in school to complete this additional work will move towards closing gaps. | Lunchtime homework club  Working closely with parents/guardians | Jill Ryder  AH | June/July 2019 |
| **Total budgeted cost** | | | | | Staffing £3,379.20  Resources £1,056 |
| 1. **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?** |
| **For pupils to have basic needs met to ensure they are physically, mentally, and emotionally ready to learn.** | Inclusion Hub – access SEMH support (SEMH courses for children & outdoor forest school sessions) | Inclusion Hub – access SEMH support (SEMH courses for children & outdoor forest school sessions) | Inclusion Hub – access SEMH support (SEMH courses for children & outdoor forest school sessions) | Becky Humphreys(Inclusion Hub Manager)  Jill Ryder  AH | June/July 2019 |
| **PP children have aspirations for the future, and have access to positive role-models.** | Head of School to plan specific opportunities for PP children to have positive, local role models (such as previous disadvantaged pupils who have a successful career now – e.g. sporting, business).  Job roles in school for PP pupils e.g. Friendship Ambassador  Environmental Guru at Gardening Club | Pupils’ horizons will be broadened and they will learn more about culture, history and geography.  They will develop a feeling of responsibility and respect. | Children evaluate any speakers that come in to talk to them – what impact has this had on their aspirations?  HoS and all staff will provide opportunities for PP children to take on roles with in the school to build aspirations. | Jill Ryder  AH | June/July 2019 |
| **Total budgeted cost** | | | | | Inclusion Hub £6,124.80 |
| 1. **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?** |
| **Increased attendance rates for pupils eligible for PP.** | Close monitoring of attendance for PP pupils to identify those with poor attendance (rag rated amber for 92% - 95%, and red for below 92%)  Follow the correct academy procedure for issuing attendance warnings, which may result in EWO involvement and possible prosecution.  Identify barriers to attendance/look for trends. The PPG could be used for aiding attendance where specific barriers have been identified (such as transport). | Children cannot learn if they are not in school. Increased levels of attendance will ensure that children are in sessions and are consistently in school to learn. | Head of School, alongside inclusion Manager and admin to identify those PP pupils who are in the amber/red range. Actions to be agreed and carried forward promptly. Termly reviewed. | Jill Ryder AH  Becky Humphreys (Inclusion Hub Manager)  Admin (Admin support) | June/July 2019 |
| **Total budgeted cost** | | | | | **£5500** |

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| 1. **Review of expenditure 2018-19** | | | | |
| **Previous Academic Year** | |  | | |
| 1. **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** |
| **For pupils to have basic needs met to ensure they are physically, mentally, and emotionally ready to learn.** | Boxall profiling | Several children attending Inclusion Hub SEMH courses: see ii below  Regular Thrive sessions in school carried out by Thrive trained TA  Breakfast club attended by several PP pupils  Boxall Profiling was delayed due to training. | Boxall profiling to be rolled out to staff across the school so they can undertake profiling termly. | Training & cost |
| **Attainment and progress in writing makes sustained improvements towards meeting national standard, with significant movement on overall progress across all Key Stages.** | Quality teaching and learning in writing and EGPS, consistent across the school, supported by strong observation/moderation and coaching.  Pupil attainment and progress tracking, assessment and monitoring.  Link to academy priorities for raising the progress and attainment of writing. | More than expected progress was made in 2018 for this group.  3.1 average points progress in writing over the year.  3 Y6 PP chn averaged 4.3 pts of progress across the year.  Targeted teaching (QFTStrategies)and interventions used successfully  Forensic analysis of writing and editing alongside individual conferencing successful and aided progress. | To be continued | Staffing time |
| **Support in place at school for those pupils not being supported at home with homework etc.** | Lunchtime homework club to be introduced | PP pupils have been attending Homework club and improvement has been seen.  We also set individualised homework to meet need both in and beyond school | To be continued. | Staffing time |
| 1. **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** |
| **For pupils to have basic needs met to ensure they are physically, mentally, and emotionally ready to learn.** | Inclusion Hub – access SEMH support (SEMH courses for children & outdoor forest school sessions) | Several pupils attended SEMH courses run by the IIH  TAs had training in Lego Therapy and Therapeutic Play as well  I teacher & 1 TA attended Attachment based mentoring  1 teacher attended grieving in Puddles.  All courses had positive impact on children’s mental health and well-being as can be seen from behaviour and attitudes to learning. (case studies available) | Continue to upskill TAs to make SEMH interventions impactful |  |
| **PP children have aspirations for the future, and have access to positive role-models.** | Head of School to plan specific opportunities for PP children to have positive, local role models (such as previous disadvantaged pupils who have a successful career now – e.g. sporting, business).  Job roles in school for PP pupils e.g. Friendship Ambassador  Environmental Guru at Gardening Club | 2 Y6 PP children all aspired to be ambassadors and undertook the role with confidence and pride.  2 PP chn sat on our Ethos Group and were active members in supporting community events, visiting village coffee mornings and supporting charity events  2 PP chn were play leaders and attended training across the year to support positive playtimes for all | Continue to provide opportunities and guide disadvantaged children towards these roles in school  Olympian visit booked for Autumn 1 2019 |  |
| 1. **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** |
| **Increased attendance rates for pupils eligible for PP.** | Close monitoring of attendance for PP pupils to identify those with poor attendance (rag rated amber for 92% - 95%, and red for below 92%)  Follow the correct academy procedure for issuing attendance warnings, which may result in EWO involvement and possible prosecution.  Identify barriers to attendance/look for trends. The PPG could be used for aiding attendance where specific barriers have been identified (such as transport). | 94.6% just below national expectations so much improved. Monitored by EWO, but within acceptable range.  Link Academy Trust procedures followed. | Continue to apply Link Academy Trust policy and procedures | £10,560 |

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| 1. **Additional detail** |
| In this section you can annex or refer to **additional** information which you have used to inform the statement above.  Our full strategy document can be found online at: www.aschool.sch.uk |