

Senacre Wood Primary School Pupil premium strategy statement

1. Summary information					
School	Senacre Wood Primary School				
Academic Year	2018-19	Total PP budget	£70,860	Date of most recent PP Review	09.03.16
Total number of pupils	207	Number of pupils eligible for PP	46	Date for next internal review of this strategy	July 2019

2. Current attainment				
Year 6 2017-2018: 13 PP pupils Year 2 2016-2017: 9 PP pupils	Pupils eligible for PP (your school)		Pupils not eligible for PP (national average)	
	KS2	KS1	KS2	KS1
% achieving the expected standard or above in reading, writing and maths	69%	29%	76%	74%
% achieving the expected standard or above in reading	85%	29%	76%	83%
% achieving the expected standard or above in writing	69%	43%	82%	78%
% achieving the expected standard or above in maths	77%	86%	82%	78%

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.	The gap between PP children and Non PP children achieving ARE in Reading and Writing in lower KS2 has widened
B.	Across the school the % of HA PP children achieving greater depth is still below the % of HA non PP children achieving greater depth.
C.	Pupils have low self-esteem and sense of self-worth and this is demonstrated in their lack of academic and social confidence
D.	Often due to lack of parental income, children's learning experiences are limited.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
E.	PP children are more vulnerable to lower attendance which impacts upon their progress and attainment
F.	Lack of engagement and communication from PP parents within the school environment

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	To narrow the attainment gap between PP and Non PP children in Reading and Writing in KS2	PP pupils' attainment in Reading and Writing is in line with non PP children in Reading and Writing.
B.	Higher rates of progress across the school for high attaining pupils eligible for PP.	Pupils eligible for PP identified as high ability make as much progress as other pupils identified as high ability, across Key Stage 2 in reading,

		writing and maths.
C.	Pupils have elevated academic and social confidence measured through their Well-Being profiles	Well being profiles demonstrate an increase in self-awareness, confidence and social skills.
D.	Pupils to have access to a range of enrichment activities including school trips, clubs and sporting opportunities.	Pupils will have access to a range of enrichment activities in school as part of the curriculum and financial disadvantage will not affect take-up for after school clubs.
E.	Increased attendance rates for pupils eligible for PP.	Overall PP attendance improves from 95.1% to 96.1%
F.	Increased engagement of PP parents in their children's education	Increase in the number of parents participating in school events including parents evening, workshops and informal events.

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 implementation?
A) To narrow the attainment gap between PP and Non PP children in Reading and Writing in KS2	Termly Pupil progress meetings with Pupil Premium coordinator	Analysis of our KS1 and KS2 results highlight that the attainment gap between PP and Non PP children remain. Therefore termly pupil progress meetings have a greater emphasis on discussions of all PP children and identify individualised strategies to diminish the gap. These are then recorded on class provision maps and are carefully monitored during the term.	<ul style="list-style-type: none"> • Staff training • Writing moderation in school and across schools • Monitoring activities including: book scrutiny, lesson observations, triangulation of data, books and teaching. • Provision Maps • 	SLT	Termly
B) Higher rates of attainment across KS2 for high attaining pupils eligible for PP.	CPD on providing challenge for high attaining pupils	High ability PP pupils aren't achieving Greater Depth compared to Non PP pupils. We want to ensure that PP pupils can achieve high attainment as well as reaching the expected standard. Teachers will be trained to provide appropriate challenge for these pupils.	<ul style="list-style-type: none"> • Staff meetings and twilights • Observations • CPD 	English and Maths Lead	Termly
	Maths specialist teacher employed 3 days a week to support focus children in Year 2 as well as focus groups across the school.	HA PP children are not always achieving the Greater Depth standard at the end of KS1 and KS2. The EEF toolkit suggests 1:1 tuition or small group tuition has a higher impact (+5months) on improving attainment and progress.	<ul style="list-style-type: none"> • SLT to monitor through data tracking, book scrutiny and observations with clear feedback for improvement given. • PP coordinator and class teachers to review and monitor impact these sessions are having, allocating children into appropriate small group sessions 	SLT	Termly

	Qualified teacher working with focus PP children 3 mornings per week in Year 6.	Evidence shows that in 2017, the additional teacher support ensured that 100% of PP children in the focus group made progress.	<ul style="list-style-type: none"> • Observations • Book scrutiny • Assessments • Provision maps • Pupil progress meetings 	PP coordinator Maths lead English lead	Termly
Total budgeted cost					£35,000
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?
A) To narrow the attainment gap between PP and Non PP children in Reading and Writing in KS2	Beanstalk readers	Proven accelerated progress in Reading.	<ul style="list-style-type: none"> • Observations • Assessments • Provision maps • Pupil progress meetings 	PP coordinator English lead	Termly
	SEN assessments	37% of our PP children are also SEN with 47% of those having C+L needs. The package identifies specific learning difficulties such as Dyslexia and Dyscalculia as well as other issues such as poor working memory and visual stress. The pack details strategies to support the children in class as well as identifies interventions.	<ul style="list-style-type: none"> • Provision maps to show identified interventions are effective. 	SENCo	Termly
	TA spelling, phonics and reading support for PP children	Proven accelerated progress in Phonics.	<ul style="list-style-type: none"> • Phonics training for staff • Observations • Mock phonic screenings • Pupil progress meetings 	Phonics leader	Termly
B) Higher rates of attainment across KS2 for high attaining pupils eligible for PP.	Individualised home-learning packs for higher attaining PP pupils.	There has been proven impact from previous years that individualised packs are effectively utilised.	<ul style="list-style-type: none"> • Assessments • Provision maps • Pupil progress meetings 	PP coordinator	Termly
	TA led higher ability intervention groups	To further diminish the difference between high attaining non PP children and PP children.	<ul style="list-style-type: none"> • Assessments • Provision maps • Pupil progress meetings 	PP coordinator Maths lead English lead	Termly
	Targeted individual support to access Greater Depth learning	Provision map analysis has shown that when children have been supported in accessing greater depth learning, their attainment rises.	<ul style="list-style-type: none"> • Assessments • Provision maps • Pupil progress meetings 	PP coordinator Maths lead English lead	Termly

	Pupil conferencing	Evidence from book scrutiny has highlighted the immediate impact on learning following discussions with class teacher.	<ul style="list-style-type: none"> Assessments Provision maps Pupil progress meetings 	PP coordinator Maths lead English lead	Termly
	HA book club	Opportunity for PP children to have access to higher level texts and discussions as part of the book club run by the literacy leader.	<ul style="list-style-type: none"> Reading tracking data to show focus children are making sufficient progress 	English Lead	Termly
C) Pupils have elevated academic and social confidence measured through their Well-Being profiles	Project Salus	Promoting wellbeing and behaviour support. Improved wellbeing and behaviour increases engagement in class.	<ul style="list-style-type: none"> Pupil and parent/carer voice. Wellbeing profiles SDQ assessments Pupil Progress Meetings Provision Maps 	SENCo	10 weekly
	Play Therapy	Promoting wellbeing and behaviour support. Improved wellbeing and behaviour increases engagement in class.	<ul style="list-style-type: none"> Pupil and parent/carer voice Wellbeing profiles Behavioural assessments Pupil Progress Meetings Provision Maps 	SENCo	Termly
	Lego Therapy	The EEF suggests social and emotional interventions have an identifiable and significant impact on attitudes to learning and social relationships in school, and attainment itself.	<ul style="list-style-type: none"> Pupil and parent/carer voice Wellbeing profiles Behavioural assessments Pupil Progress Meetings Provision Maps 	SENCo	Termly
C) Pupils have elevated academic and social confidence measured through their Well-Being profiles E) Increased attendance rates for pupils eligible for PP. F) Increased engagement of PP parents in their children's education	Employ a FLO	Assist in enabling PP pupils to have full access to educational opportunities and overcome barriers to learning and participation, such as poverty, lack of materials, parental support and engagement, referrals to supportive agencies.	<ul style="list-style-type: none"> Attendance figures Parental engagement Pupil voice Outcomes from outside agencies met Pupil Progress Meetings Provision Maps 	HT	Termly and Appraisals
E) Increased attendance rates for pupils eligible for PP.	FLO's 'Managing Illness project'	To ensure that children who are missing days of school due to illness are fully supported to ensure that they can achieve the best possible academic progress.	<ul style="list-style-type: none"> Attendance records 	FLO	Termly
Total budgeted cost					£15,000

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?
A) To narrow the attainment gap between PP and Non PP children in Reading and Writing in KS2 D) Increase attendance rates for PP children	Free breakfast Club for PP children	Children who are nutritionally provided for develop better and are able to concentrate better .Promoting healthy lifestyle and wellbeing. Proven impact improving punctuality and attendance.	<ul style="list-style-type: none"> Well being profiles. Pupil voice. Attendance figures Punctuality figures 	FLO	3 x yearly
	Free Milk for PP children in KS1	Children who are nutritionally provided for develop better and are able to concentrate better. Promoting healthy lifestyle and wellbeing.	<ul style="list-style-type: none"> Pupil voice. Well being profiles 	FLO	Termly
	Contribution towards PE kits, water bottles and clothing.	Correct clothing and equipment helps children to access activities and to feel comfortable at school (leading to better attendance).	<ul style="list-style-type: none"> Pupil voice. Wellbeing profiles, 	FLO	Termly
	Enrichment Experiences: -GLP -Artsmark -Sports fixtures -Whole school experience weeks	First hand experiences give opportunities to apply learning in different contexts to make learning purposeful. Providing memorable learning experiences that the child can draw on for learning.	<ul style="list-style-type: none"> Wellbeing profiles Pupil Voice Artsmark programme SMSC log 	SLT	3 x yearly
C) Pupils have elevated academic and social confidence measured through their Well-Being profiles	Young Carers Award	20% of our PP children have been identified as Young Carers. The Young Carers in Schools Programme ensures that students don't miss out on an education because they are young carers. Young carers are responsible for emotional, practical or physical care for a parent, sibling or other family member who has a physical disability, mental health issue or substance misuse issue. The programme helps the school to improve outcomes for young carers.	<ul style="list-style-type: none"> Achievement of award Monitoring of this vulnerable group in pupil progress meetings 	FLO	Termly
D) Pupils to have access to a range of enrichment activities including school trips, clubs and sporting opportunities.	To provide financial assistance to ensure inclusion and enrichment for PP pupils	To ensure PP children have the opportunity to take part in activities which require financial assistance.	<ul style="list-style-type: none"> To monitor financial assistance 	FLO	Termly
	Partnership with the Wellbeing people	The Well-being people develop initiatives with schools to give opportunities to apply learning in different contexts to make learning purposeful.	<ul style="list-style-type: none"> Wellbeing profiles Pupil Progress Meetings Provision Maps 	PP Coordinator	Termly

E) Increased attendance rates for pupils eligible for PP.	Children who are absent to be emailed to Headteacher and FLO on a daily basis	PP children can't make the required progress or accelerated progress if they are not in school	<ul style="list-style-type: none"> Attendance monitoring 	FLO Admin assistant	Daily
	FLO to monitor the attendance of pupils		<ul style="list-style-type: none"> Attendance monitoring Reports to governors detailing PP attendance and targets 	HT	Termly
F) Increased engagement of PP parents in their children's education	FLO to support the school in communicating regularly with PP parents	Research has shown that parental engagement with children's education has a great impact in academic progressions. The EEF suggest +3 months in progression with increased parental engagement.	<ul style="list-style-type: none"> Attendance records at events FLO monitoring records 	FLO	Termly
	To ensure parents are given two weeks notice for events				
Total budgeted cost					£19,000

Abbreviations	
PP	Pupil premium
FLO	Family Liaison Officer
HA	Higher ability
HT	Headteacher
EEF	Education Endowment Foundation