

Pupil Premium Strategy Statement – Academic Year 2019-2020

1. Summary information					
School	Pimperne CE C Primary School				
Academic Year	2019-2020	Total PP budget	£33,300	Date of most recent PP Review	7/19
Total number of pupils	201	Number of pupils eligible for PP	32	Date for next internal review of this strategy	9/20

2. Current attainment – KS2 SATs (2018-2019)		
	<i>Pupils eligible for PP (your school)</i> Provisional Data	<i>Pupils not eligible for PP (national average)</i> Provisional Data
% achieving expected standard or above in combined Reading, Writing & Maths	100%	School 88% National 65%
% making expected progress in reading	% Progress +2.3	School 94% National 73%
% making expected progress in writing	% Progress +5.8	School 91% National 78%
% making expected progress in mathematics	% Progress +5.2	School 97% National 79%

3. Barriers to future attainment (for pupils eligible for PP)	
Academic barriers	
A.	Some children in Reception have low starting points, particularly in communication, social and emotional and early literacy
B.	Children have often had adverse experiences before starting school sometimes due to family vulnerabilities and/or lack of capacity (including financial) to support their child/children effectively
C.	Some eligible pupils exhibit low resilience, behavioural / attitudinal issues, including poor concentration and self-regulatory skills, resulting in underachievement
Additional barriers	
D.	A few individual pupils have attendance below 96.7%, putting them at increased risk of falling behind with their learning

E.	Some families lack the financial capacity to enable their child/ren to access basic school equipment and/or curriculum enrichment.	
4. Intended outcomes		Success criteria

A.	<p><i>We aim to:</i></p> <p>Improve identified pupils' communication, social, emotional and early literacy skills within Reception and across Key Stage 1 (with the addition of any eligible children who enter with this deficit in KS2).</p>	<ul style="list-style-type: none"> ✓ Early Identification of needs ✓ SALT assessments confirm progress ✓ Children meet SALT IEP targets termly ✓ ELSA support or Time to Talk or Narrative Therapy interventions show identified improvements in emotional or social development ✓ Families use Parent Support service and successful feedback given to concerns raised ✓ Trauma Informed Schools approach in place across the school, children knowing adults are there for them to talk to ✓ Referrals to Family Partnership Zone and/or School Health Service prove useful and begin to make a difference to families ✓ Children attain in line with peers in identified areas by the end of Key Stage 1 ✓ Tracking individuals shows progress in specific areas of need ✓ One Page Pupil Profiles revised termly, specifying impact of provision, shared with parents/carers
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B.	<p><i>We aim to:</i> Improve child and family Social, Emotional and Health concerns and difficulties by offering support</p>	<ul style="list-style-type: none"> ✓ Each identified child will have a staff champion, to meet with regularly and raise any concerns or difficulties ✓ Staff Trained in Mental health awareness ✓ Staff Trained in Mental Health First Aid ✓ Staff Trained in Trauma Informed Schools ✓ Staff Training in Advanced Attachment Friendly Schools ✓ Parental Support advertised to families, including partnership with local Health and Family Partnership Services ✓ Bespoke support of ELSA programmes show progress (through assessment) in specific identified aspect ✓ Bespoke support from identified Champion staff member ✓ One Page Profiles signify positive change over time
C.	<p><i>We aim to:</i> Address gaps in identified pupils' knowledge and/or skills through additional bespoke interventions as required</p> <p>Ensure joined up thinking with SENDCo for those children who fall into both categories of PP and SEND</p>	<ul style="list-style-type: none"> ✓ Targeted interventions show success in closing ✓ Adaptations of curriculum and/or learning outcomes are achieved (possibly with support, building on independence) ✓ Positive Behaviour Management Strategies are clearly identified with children, parents and staff teams – ensuring consistency (in line with new policy) ✓ Relationships Policy in place for all staff ✓ Teachers use of the 360 Tool identifies measured improvement over time ✓ Teacher time for Pre/Post teach
D.	<p><i>We aim to:</i> Ensure attendance rates improve and do not negatively impact on progress</p>	<ul style="list-style-type: none"> ✓ Tracked attendance information sent to parents and Dorset County Attendance Officer, if needed ✓ School attendance data for vulnerable groups in line or better than National ✓ School attendance data for Pupil Premium group in line with or better than National

E.	<p><i>We aim to:</i></p> <p><i>Enable pupils (where families are in receipt of the Pupil Premium) to come to school with the necessary equipment and can access a range of curricular and extra-curricular opportunities.</i></p>	<ul style="list-style-type: none"> ✓ <i>Support accessed for funding for uniform, PE kit, educational visits, equipment and recorded amongst Termly Provision Overview (dependent on assessment of all requirements)</i> ✓ <i>Families accessing Parent Support Worker for further information of support services available eg Foodbank, Financial advice and information</i> ✓ <i>Home Learning supported by school and/or within school</i> ✓ <i>Use of Breakfast Club and/or After School club to support parents/carers to attend work interviews/ appointments etc</i> ✓ <i>Provision of text books (y6/y2) to support parent to engage with home learning</i>
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5. Planned expenditure

Academic year

2019-2020

The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

i. Quality of teaching for all

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
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Quality First Teach	<ul style="list-style-type: none"> * Use of 'Switched On' to grow resilience and confidence to learn from mistakes * Deployment of PP Champions to listen to individual concerns and successes * ELSA / Time To Talk provision to support skill acquisition and/or social, emotional mental health *Trauma Informed Schools Approach by all staff *Writing progress improving earlier than Year 5/6 	<p>Pupils often appear less resilient and not wanting to take learning risks for fear of being wrong</p> <p>Whole class teaching will focus specifically on the needs of these pupils as often as possible</p> <p>Targeted pre and/or post teach sessions will be a priority for these pupils</p> <p>Targeted conversations around aspirations and/or personal barriers will be explored by nominated Champions</p> <p>Bespoke ELSA/Time To Talk foci will be established and a quantifiable measure set in place alongside a programme of support / learning</p> <p>EEF report shows that social / emotional interventions impact on raising standards</p> <p>Writing standards are typically not secure until Years 5/6.</p>	<p>Inclusion of PP pupils in book scrutinies, lesson observations and drop ins across whole school</p> <p>monitoring will continue</p> <p>PP Champions will feedback regularly to the class teach and/or Head with suggested support</p> <p>ELSA / TTT will measure the success and impact of the intervention</p> <p>Use of 360 Tool by class teachers and PP One Page Profiles</p> <p>Impact of termly provision for PP discussed at Pupil Progress meetings</p> <p>Staff look into common themes in barriers for writing and how they are overcome.</p>	<p>Headteacher, Champions, Leadership Team, ELSA support Assistant, SENDCo English Lead</p>	<p>Interim Monitoring</p> <p>Half termly</p> <p>SISC Governors Meeting</p> <p>Full Review April 2020</p> <p>Governor/HEAd PP Visits</p> <p>Staff Meeting time termly</p>
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Family Support	<p>*Family Support Worker in place to offer guidance and signposting to external services</p> <p>* Working in close partnership with Health and Family Services to provide the best possible support for families</p> <p>*Improved Home support for children</p> <p>*Parent Workshops for Reception Parents</p> <p>*Text books (CGP) to support parents to engage with KS2/Y6 SATs</p>	<p>Many families feel the need for support but are unsure as to where to go</p> <p>Family financial or health restraints impact on pupils social, emotional development and learning</p> <p>A number of pupils are less supported by home in learning tasks owing to lack of capacity and/or lack of engagement</p> <p>Bespoke home learning activities from Class teams</p> <p>Parent Support Worker running initial parent workshops to develop relationships between school and home and help address the 'typical' concerns that parents have with young children as well as how school can help.</p> <p>*Benefits in supporting home learning and revision</p>	<p>Weekly meetings between SENDCo, Head, PP Lead and Family Support Lead to ensure sharing of knowledge and support on offer</p> <p>Records evidence use of Family Support Service and actions / impact achieved</p> <p>Completion of key homework tasks given time in school / after school</p> <p>Year 6 teacher explains the use of books on loan (Paid for if damaged/not returned)</p>	<p>Headteacher, Leadership Team, ELSA support Assistant, SENDCo, Class Teachers</p> <p>Y6 teacher</p>	<p>Interim Monitoring</p> <p>Half termly</p> <p>SISC Governors Meeting</p> <p>Full Review April 2020</p>
Total budgeted cost					£12,800

ii. Targeted support					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Early assessment of needs, targeted and timely support	<ul style="list-style-type: none"> * Improved communication, social and emotional and early literacy skills in Reception * Improved confidence, self esteem * Effectively address gaps in learning or development through interventions * Use of TtT to improve pupils understanding of concentration/ improve attitude and learning habits 	<p>Children entering school with below expected skill acquisition form barriers to learning and do not make the same progress as peers</p> <p>Children lack resilience and need opportunities to do things for themselves at an early age</p> <p>Children joining the school mid-year, especially in KS2, have gaps in understanding / knowledge particularly within Maths and English</p> <p>Underachievement of pupils who are experiencing emotional barriers themselves or through family / parent difficulties needing support in aspects of mental health in order to be able to commit to learning</p>	<p>Progress of plans in place eg SALT plan, assessments</p> <p>Teacher Assessment over time, individuals tracked by objective</p> <p>Half termly monitoring of identified pupils</p> <p>ELSA programme assessments and Class teacher feedback and use of 360 tool</p> <p>Books to show pre/post teach and clarity of marking shows success of support</p>	Headteacher, Leadership Team, ELSA support Assistant, SENDCo, Class Teachers	<p>Interim Monitoring Half termly</p> <p>SISC Governors Meeting</p> <p>Full Review April 2020</p>
Total budgeted cost					£15,750

iii. Other approaches					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Monitored Attendance	* Good attendance from identified pupils	Some children are missing out on consistent education which hampers progress and self esteem	Review attendance half termly Inform parents and invite for family support meetings	Headteacher Admin	Interim Monitoring Half termly SISC Governors Meeting Full Review April 2020
Curriculum Enrichment	* Ensure access to a range of curricular and extra-curricular activities * Use of Wrap Around Provision * Provide necessary equipment so that all identified pupils can access the curriculum	Some children do not have access to a full range of activities due to family circumstances Some pupils do not have access to computers for online learning platforms or would benefit from specific software to increase progress in learning Some children would benefit from Breakfast Club or After School Club where they could be supported in home learning tasks Some children are not equipped with the basics to enable them to take active part in PE etc	PP champions monitor the range of activities children do outside of school and what they would like to do Class teachers identify and request resources for identified pupils Children identified by class teachers as needing software for spellings etc to encourage home learning tasks		Interim Monitoring Half termly SISC Governors Meeting Full Review April 2020
Total budgeted cost					£5,550

6. Additional detail

Breakdown of Pupil Premium Spending 2019-2020

ELSA	£7,500
Trauma Informed Schools	£4,500
Time To Talk	£4,250
Pupil Premium Champions	£800
Class Cover to support pre/post teach	£6,000
Wrap Around Care Provision	£400
Extra-Curricular Activities Support	£950
Physical Support eg uniforms, milk, equipment	£500
Family Support Facilitator eg access to external services	£5,000
Staff CPD eg Lego-therapy, complex needs, inclusion, mental health	£1,500
Curriculum Enrichment Opportunities eg theatre, climbing	£1000
Intervention Support	£6,500
	(£38,900)

7. Review of expenditure for 2018-2019 Pupil Premium Strategy

Previous Academic Year	2018-2019 (Please see separate Pupil Premium Impact Report for 2018-2019 on the website)
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