**Pupil premium strategy / self-evaluation (primary, middle)**

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| 1. **Summary information** | | | | | |
| **School** | Reedham Primary School | | | | |
| **Academic Year** | 2018-19 | **Total PP budget** | £11,880 | **Date of most recent PP Review** | July 2018 |
| **Total number of pupils** | 45 | **Number of pupils eligible for PP** | 9 | **Date for next internal review of this strategy** | July 2019 |

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| 1. **Barriers to future attainment (for pupils eligible for PP)** | | | |
| **Academic barriers** *(issues to be addressed in school, such as poor oral language skills)* | | | |
|  | | |  |  | | --- | --- | | 33% of pupil premium children in our school also have SEND   |  | | --- | |  | | | |
|  | | Most pupils who are eligible for PP start school behind Age Related Expectations (ARE) and with lower levels of development than their peers. Many need extra support with core subjects to ensure they make progress in line with their peers | |
| **C.** | | Half of the children in our school entitled to the PP have identified social and emotional needs, require support in school with wellbeing or present with concerns about their mental health. This can have a significant impact on their learning and development | |
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| **Additional barriers** *(including issues which also require action outside school, such as low attendance rates)* | | | |
| **D.** | | A very large proportion of disadvantaged children at Reedham Primary have circumstances at home that impact on their wellbeing, learning and ability to access the curriculum. | |
| **E.** | | Many of the children in our school who are entitled to the pupil premium do not receive as much support at home with reading, maths and spellings as other children. | |
| **F.** | | Children not able to access, due to financial circumstances, the opportunities including sporting opportunities, available to other children. | |
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| 1. **Intended outcomes** *(specific outcomes and how they will be measured)* | | | **Success criteria** |
|  | Pupil Premium children with Special Educational Needs and Disabilities (SEND) make good progress from their starting points across a range of indicators. | | book scrutiny, observations of TA’s, interventions (logs) and learning plans demonstrate improved in year progress |
|  | Interventions and developments in teaching and learning, both in and outside the classroom, ensure children eligible for the Pupil Premium make good progress with their learning. | | Intervention records, summative assessment data, learning plans demonstrate improved in year progress |
|  | Support to improve children’s wellbeing, social skills and behaviour positively impacts children’s access to the curriculum, their attainment, progress and attendance. | | Working with and educating parents is having an impact on academic and social emotional development |
|  | Parents are able to support their children’s learning at home effectively. Parents access a range of ways of communicating between home and school. | | Reading records, homework books, attendance at parents evenings,  attendance at show and tell and other curriculum events |
|  | All children in school have access to the same range of activities, including sporting activities, that take place during school time. They have equal access to afterschool activities, music tuition and clubs. | | Records of participation in school trips and residential visits, records of children’s participation in school clubs, after school activities and opportunities to represent the school including representation on the school council. |

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|  | **Planned expenditure** | | | | | | | | | | | |
| **Academic Year** | | | | |  | | **2018 2019** | | | | | |
| **Quality of teaching for all** | | | | | | | | | | | | |
| **Desired Outcome** | | **Intended outcome** | | | **What is the evidence and rationale for this choice?** | | | **How will you ensure it is implemented well?** | | **Staff Lead** | **Costs** | |
| Interventions and developments in teaching and learning, both in and outside the classroom, accelerate the progress of children eligible for the Pupil Premium.  Pupil Premium children with SEND make good progress from their starting points across a range of indicators. | | Consistent high quality TA support for every class, allocated according to need.  Well planned and implemented program of interventions in each year group.  Good quality record keeping.  Misconceptions in maths are quickly identified and addressed to ensure all children make progress towards ARE.  The school’s calculation policy is clear and published on the school website along with helpful parent maths information sheets. | | | The increasing number of SEND and PP children in each class is requiring a large amount of differentiation and group work.  Our well trained and deployed TA’s have a proven impact when delivering interventions, supporting quality first teaching or supporting children’s emotional and social development.  Good quality record keeping supports the evaluation of the impact of changes to teaching and learning and the impact of individual interventions. This allows teachers and senior leaders to ensure that teaching is very well tailored to the needs of specific children and groups of children in the class.  Teachers and TA’s work together to address children’s misconceptions, ensuring that they can make progress.  A clear calculations policy will be embedded in each year group. Consequently, children are able to make progress and parents are able to understand the expectations for their children as they progress through the school and the methods they are being taught. | | | Observations of teaching and learning by Senior Leadership Team (SLT) and subject leaders. PP children will be specifically identified and their learning observed.  Book scrutiny.  Learning walks.  Pupil progress meetings.  Monitoring of intervention logs.  Monitoring of booster sessions.  Additional close tracking of the progress of children in year 2 and year 6.  Pupil Premium tracking grids. | | CE  BS  SB  DK  MP | TA Support / Interventions / Booster Program (Additional Teachers/TA) £5,520  SENDCo time £2000  Pupil Asset tracking program £930  SL release time £800  New reading and spelling screening materials £330 | |
|  | | New reading / spelling screening matierlas used for Years 2 – 6.  Additional TA time to ensure a high quality booster program in reading and maths for children across Key Stage 2. | | | Screening materials provide a standardised score for each child for reading (comprehension and technical skills), as well as a reading / spelling age.  Any issues are identified right at the beginning of the year by the new class teacher and interventions can be targeted more accurately.  The booster program has proven impact over at least 3 years of raising children’s attainment and progress at the end of year 6. High quality sessions targeted to meet the needs of individuals and groups consolidates and builds on teaching in KS2 and ensures that children leave Reedham Primary with the skills they need for the next stage of their education. | | |  | |  |  | |
| Total Budgeted Cost | | | | | | | | | | | £9,580 | |
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| **Targeted support** | | | | | | | | | | | | |
| **Desired Outcome** | | **Intended outcome** | | | **What is the evidence and rationale for this choice?** | | | **How will you ensure it is implemented well?** | | **Staff Lead** | **Costs** | |
| Support to improve children’s wellbeing, social skills and behaviour impacts children’s access to the curriculum, their attainment, progress and attendance. | | Creation / implementation of whole school vision for SEMH.  Training for all staff in specific strategies for promoting wellbeing in the classroom.  Appointment and training of a wellbeing co-ordinator in school. | | | The school’s new SEMH vision is based on the values statement that all children are ‘unique and to be valued’. The whole school approach is designed to ensure that the wellbeing of all children is of paramount importance, regardless of their background or family circumstances. Some actions will be provided for all children by their class teachers, for example reflection time, yoga and circle time style activities.  All staff will also receive training in some specific interventions, for example “Brick Club”. Teaching assistant are then able to provide a range of activities targeted to the needs of specific children or groups of children (Brick club, yoga, wellbeing support groups, 1:1 ‘me time’ style approaches, lunchtime wellbeing library time). The majority of the children who require intervention at this level are entitled to the Pupil Premium.  SENDCo and teachers work together to use an appropriate screening tool to ensure that the right children are identified for the right level of support, including referrals to outside agencies where appropriate.  TA’s play a key role in supporting children’s wellbeing in school on a day to day basis for Pupil Premium children in the classroom, supporting transitions into and out of school and providing a listening ear during the school day. | | | Headteacher to work with teachers and TAs to plan and deliver high quality input.  Pupil progress meetings, SENDCo meetings, briefing sessions and team discussions within classes are used to identify children who could benefit from additional support and these are referred to CE.  Monitoring of the impact of sessions through questionnaires and PP tracking grids.  Pupil voice through school council, learning plans and discussions with CE. | | CE  BS  SB  DK  MP | TA role – as detailed above  CPD £700 | |
| Total Budgeted Cost | | | | | | | | | | | £700 | |
| **Other approaches** | | | | | | | | | | | | |
| **Desired Outcome** | | **Intended outcome** | | | **What is the evidence and rationale for this choice?** | | | **How will you ensure it is implemented well?** | | **Staff Lead** | **Costs** | |
| All children in school have access to the same range of activities, including sporting activities, that take place during school time. They have equal access to afterschool activities, music tuition and clubs. | | Additional funds are available to pay for places on residential visits where parents are unable to pay.  Every effort is made to overcome barriers to children accessing activities after school or representing the school in other activities.  CE ensures that there is equal access to school council for PP children, overcoming any barriers where necessary. | | | All children in our school are able to take part in school trips and residential visits. This is a core part of learning at Reedham Primary School.  Teachers are aware of all PP children and any potential barriers to them participating in after school events, for example transport issues or parent anxieties. Every effort is made to overcome these, for example arranging lists, meeting with parents, encouraging children to attend rehearsals etc. This ensures children can access a range of experiences that they would otherwise not have, building independence, resilience and self-confidence, broadening experiences and raising aspirations. | | | Ensure open communication with parents.  Monitor forms returned for trips and visits and talk to parents as necessary.  Monitor children accessing sports teams, choir, poetry and music festivals and any other available opportunities. Offer support to families as required. | | **CE** | Subsidy £500 | |
| **Other approaches** | | | | | | | | | | | | |
| **Desired Outcome** | | **Intended outcome** | | | **What is the evidence and rationale for this choice?** | | | **How will you ensure it is implemented well?** | | **Staff Lead** | **Costs** | |
| Parents are able to support their children’s learning at home effectively. Parents access a range of ways of communicating between home and school. | | Reading incentive scheme throughout school.  Review of the home school learning policy, with particular reference to the needs of PP children. | | | Children will be incentivised to read at home and school through a clear system in school to recognise their efforts. Children will be encouraging their parents to read with them at home, and to record this reading. Parents will see that their efforts and contributions to children’s reading development are valued and will be more aware of their child’s progress. Teachers will identify and follow up children who are still not reading at home, offering advice and support for parents to enable them to engage with reading.  Peer reading between older and younger children to encourage a love of reading throughout school.  Opportunities for children to choose to read to an adult in school will be offered for children whose families are unable to engage with them reading at home. Trial pilot scheme in the summer term to see if there is a positive impact on parent’s engagement with reading at home. | | | Monitoring of impact / identification of children who may be left out by class teachers.  Monitoring of reading records by teachers / Literacy coordinator.  Parents / children’s views collected and acted on. | | BS  SB | £300 | |
|  | **Review of Expenditure** | | | | | | | | | | | |
| **A Academic year** | | |  | **2018 2019 to be completed July 2019** | | | | | | | | |
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|  | **Quality of teaching for all** | | | | | | | | | | | |
| **Desired Outcome** | | **Chosen Action/Approach outcome** | | | | **Estimated Impact** (Was the Success Criteria met?  Include impact on pupils not eligible for Pupil Premium) | | | **Lessons Learned**  **Staff lead** | | | **Cost** |
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|  | **Targeted support** | | | | | | | | | | | |
| **Desired Outcome** | | **Chosen Action/Approach outcome** | | | | **Estimated Impact** (Was the Success Criteria met?  Include impact on pupils not eligible for Pupil Premium) | | | **Lessons Learned**  (and whether we will continue this support) | | | **Cost** |
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|  | **Other approaches** | | | | | | | | | | | |
| **Desired Outcome** | | **Chosen Action/Approach outcome** | | | | **Estimated Impact** (Was the Success Criteria met?  Include impact on pupils not eligible for Pupil Premium) | | | **Lessons Learned**  (and whether we will continue this support) | | | **Cost** |
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| **6** | **Additional detail** | | | | | | | | | | | |
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