

Pupil Premium Strategy Statement- Sicklinghall Community Primary School



1. Summary information					
School	Sicklinghall Community Primary School				
Academic Year	17/18	Total PP budget	£13,040	Date of most recent PP Review	n/a
Total number of pupils	62	Number of pupils eligible for PP	9	Date for next internal review of this strategy	9/18

2. Current attainment		
	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP (school average)</i>
% achieving the expected standard or above in reading, writing & maths	40%	83%
% achieving the expected standard or above in reading	100%	83%
% achieving the expected standard or above in writing	60%	83%
% achieving the expected standard or above in maths	33%	83%

3. Barriers to future attainment (for pupils eligible for PP)

In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Many pupils eligible for PP all present with additional challenges/context that requires intervention over and above high quality wave 1 provision. (50% of pupils eligible) These pupils are currently making less progress or are working at a level lower than their peers from low starting points than their peers.
B.	School context- demographic of the school and its position within an affluent village can create a 'two-tier' system of families who are able to afford to enhance their children's education through financial contributions and those who cannot. This has the potential to lead to problems with self-esteem for children from families unable to access services or extra-curricular opportunities due to financial constraints.
C.	Increasing number of children requiring some form of SEMH intervention to enable them to fully access the curriculum and make good progress. This is due to specific circumstances relating to individuals.
D.	Limited use of verbal vocabulary impacts on written work and the ability to respond to increasingly challenging questions relating to the texts being read for a large proportion of eligible learners.

External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D.	Multi-agency strategy required to support specific and complex needs for one pupil. Developmental needs for two children requiring an approach that develops physical, emotional and academic capability.	
d. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)		Success criteria
A.	All pupils eligible will receive equal access to enrichment and enhancements to the curriculum through contribution from the grant.	Eligible pupils will access targeted curricular and extra-curricular enrichment /tuition which will raise their self-esteem through enhanced inclusion, broaden their experience through accessing activities otherwise out of reach and enable pupils to catch up in specific areas of the curriculum
B.	Staff training in one specific approach to meeting SEMH needs that will enable one designated practitioner at a high level and all staff at a basic level to plan more effectively for the specific needs of vulnerable pupils.	Pupils' SEMH needs will be more closely met through focused intervention and a whole school approach to improving SEMH across all year groups
C.	Partnership and time rich liaison with parents will more closely meet the needs of eligible pupils through regular, focused planning meetings and actions that arise from these meetings.	Class teachers will target provision and allocate activities that are closely matched to pupils' specific needs which are over and above those presented at Wave 1 (e.g. swimming, homework help)

e. Planned expenditure	
Academic year	2017/2018
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?
Improve teachers' skills relating to development of oral vocabulary through bespoke training around speaking and listening provision and intervention	Training for federation staff from Speech and Language Therapists focusing on developing a rich and broad vocabulary. £950-1200	A large proportion of eligible pupils (7 of 9) would benefit from focused work on developing vocabulary, speaking confidently in full sentences and broadening their use of different sentence structures. This will in turn enable them to write more complex and well-structured texts and respond to more challenging questions relating to the books that are read.	Quality assured training brokered via the LA and compared with NHS brokered training and privately arranged training (Maria Cameron)	ER (SENCo)	Following Learning Conversations, work scrutiny, pupil conversations and scrutiny of progress data (GL Assessment year on year scaled score).
Total budgeted cost					£1200
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?

<p>Improved outcomes in mathematics- eligible pupils will accelerate their progress and the difference between their attainment and that of their cohort will be diminished.</p> <p>Support with homework and access to engaging online materials to support with spelling and mathematical facts will enhance learning and progress for eligible pupils.</p>	<p>1-1 tuition twice per week for one eligible pupil £1400</p> <p>ICT Hardware to support families to access online provision (Spellodrome / Mathletics) £600</p>	<p>Focused and targeted provision in 1-1 or small group teaching that is based on identified next steps will enhance progress for pupils involved.</p> <p>Assessment indicates that eligible pupils present with significant gaps in this area.</p>	<p>Informal, regular observation of the provision in school.</p> <p>Close monitoring of assessment summative data and pupil progress meetings will discuss this provision specifically</p>	<p>EP</p> <p>EG</p>	<p>February 2018 and June 2018</p>
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<p>Pupils' Social and Emotional Mental Health will improve and this will enable them to access a broader curriculum, make accelerated progress in assessed areas and</p>	<p>Thrive approach-initial training to provide basic training for all staff.</p> <p>Thrive practitioner training to be offered to one practitioner within school.</p> <p>£900 training for all staff + £1645 licensed practitioner training + 8 days supply (£1600) to attend training + £3.45 per pupil subscription = £214.</p> <p>Total cost= £4359</p>	<p>Research of programmes available to extend the school's training by Educational Psychologists on attachment disorders relating specifically to our looked after children/ children leaving care.</p> <p>Liaison with the LA's SEMH lead led us to evaluating the Thrive approach. The programme looks to provide support and training that will meet the specific needs of learners in our school.</p>	<p>Training programme provided for all staff (taster/basic level) to ensure that all colleagues 'buy in' to the approach.</p> <p>Following the basic training, a 'Thrive Practitioner' will be assigned to the federation and will manage needs for both schools.</p>	<p>MS to lead the initial stages.</p> <p>Thrive Practitioner TBC</p>	<p>Halfway through the Thrive Licensed Practitioner training.</p> <p>Follow up six weeks after initial basic training for all staff.</p> <p>Profiling updates between MS and Thrive Practitioner.</p>
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Total budgeted cost £7659

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?
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<p>Enable eligible pupils to access trips and visits over and above the prescribed curriculum that will enhance their experience, improve confidence and enable them to find new skills, talents and interests to take into the next stage of their development.</p>	<p>Match funding (or negotiated match funding +) of optional trips where clear impact can be seen from an eligible child's attendance (e.g. Thai exchange)</p> <p>Full funding of whole class/year group visits, inc. residential visits.</p> <p>Thai exchange- £1000</p> <p>Residential Visits- £1100 (Sleepover, Y4 Bewerley, Fellside)</p> <p>Trips and Visits linked to classroom learning- £936</p>	<p>Many families within the school can find funding to enable their children to attend all activities that the school offer or signpost towards. This allocation will ensure a 'level playing field' of opportunity for all eligible pupils which will enable them to develop wider skills and interests in line with their peers in school.</p>	<p>Pre and post visit interviews/questionnaires. Where possible (for all but Y6 pupils) use Thrive training to identify areas in which these visits will improve self confidence, self esteem and (where possible to evidence) a feeling of inclusion.</p>	<p>MS</p>	<p>Following each visit undertaken</p>
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<p>Additional curriculum provision and hardware support will enhance learning in targeted areas for eligible pupils</p>	<p>Spellodrome programme to improve outcomes in this area (3 eligible pupils)</p> <p>£100 p/a</p> <p>Mathletics to improve recall and problem solving skills (2 eligible pupils)</p> <p>£100 p/a</p> <p>Hardware to enable pupils to access online content at home (3 eligible pupils)</p> <p>£400</p> <p>Supply cover for Learning conversations = £800</p>	<p>Eligible pupils are engaged by online learning at home more than by paper based learning. This approach will engage them in meaningful and enjoyable activities linked to specific areas of need.</p> <p>Without hardware, eligible pupils would not be able to access the online learning as described when learning at home.</p>	<p>Learning conversations will take place with the families of all eligible pupils and will be led by class teachers. Impact will be assessed at these meetings.</p> <p>HT will assess the impact of provision as part of termly pupil progress meetings with class teachers.</p>	<p>Class teachers of eligible pupils.</p> <p>MS</p>	<p>At Pupil Progress Meetings</p> <p>In July 2017 when summative data is available.</p>
Total budgeted cost					£4436

f. Review of expenditure	
Previous Academic Year	2016/2017
i. 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
To increase the involvement of parents and carers of eligible pupils and to increase their knowledge of their child's specific barriers to learning-	Learning Conversations for all eligible families once per half term, beginning in the spring term.	Input for children eligible following learning conversations was more focused, more linked to pupils' wider needs and more reflective of the specific knowledge of each child's experience, strengths and challenges faced. Accelerated progress identified in 3 out of 4 eligible pupils who took part. 1 child remains below the expected level in core subjects.	This approach works where the family wishes to engage in longer, more detailed and focused meetings about a child's needs, both pastoral and academic. For some families, the approach can feel intrusive and therefore, the school should take a dynamic approach to implementing this model.	
Improve the focused curriculum provision in our Y4/5/6 class for core subject teaching in particular. This provision will result in eligible pupils making accelerated progress due to the additional focus placed on their individual needs.	Employment of an additional teacher on a temporary basis to teach core subjects each morning.	Accelerated progress identified in 2 pupils (English) – all eligible pupils made at least expected progress. 2 eligible pupils made much higher than expected progress, 1 eligible pupil made much lower than expected progress, 3 pupils made expected progress in maths.	Outcomes were higher for the vast majority of eligible learners than anticipated based on their first GL Assessment and their teacher assessment scores from 2016. 2 eligible pupils sat the end of KS2 tests despite working out of year group in KS2 for 3 years. One of these pupils achieved the expected standard in reading.	
ii. 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

Targeted pupils will attend focused activities provided by Pobble and the Literacy Through Sport Programme.	Pupils identified to attend the 6 week (x2) Literacy Through Sport programme at AEIGAS Martial Arts and Ridding Park Golf.	Confidence increased in eligible pupils to take part in new activities and to engage in literacy based activities independent of school. 1 eligible pupil represented the school in two sporting tournaments in Y5 for the first time since he started at the school.	This approach benefits small numbers and is time intensive in terms of the need to assign a staff member to transport and supervise. The dynamic of the groups who attend is out of the school's control from a planning perspective. Some issues arose relating to the confidence of our learners when working alongside more lively peers from other schools.	£500
Individual pupils will attend more regularly and access more of the curriculum independently.	Commissioning of bespoke CPD for parent and school staff from an accredited and renowned child psychologist	Only the first stage of this provision took place- the Educational Psychology Service led training for school staff relating to attachment disorders.	This approach was beneficial to staff in understanding the challenges faced by children suffering from attachment disorders but also for those facing a change in family circumstances, e.g. divorce. Further training will take place to build on this initial step and will take the form of the 'Thrive' approach.	£1100
i. 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

<p>All eligible pupils are fully included in all aspects of school life.</p>	<p>Contributions are made towards trips and visits (up to 6 per class per year, inc residential) and to specific extra-curricular opportunities that eligible pupils may otherwise not access</p>	<p>100% take up on all trips and visits offered, including residential visits.</p> <p>Excellent feedback from pupils and families relating to the impact of residential visits in particular.</p>	<p>This approach is vital if we are to continue to offer life and learning enriching opportunities to all learners regardless of their ability to contribute financially.</p> <p>Discussion with families as to how the money is assigned has been beneficial as parents/carers are able to be involved with the</p>	<p>£2250</p>
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