

Pupil premium strategy statement



1. Summary information					
School	Sicklinghall Community Primary School				
Academic Year	18/19	Total PP budget	£12,520	Date of most recent PP Review	n/a
Total number of pupils	65	Number of pupils eligible for PP	8	Date for next internal review of this strategy	7/19

2. Current attainment		
*SUPP- data suppressed due to small number eligible (2 pupils in 2018, 1 pupil in 2016) Additional data available in school.	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving the expected standard or above in reading, writing & maths		68%
% making at least expected progress in reading		75%
% making at least expected progress in writing		84%
% making at least expected progress in maths		76%

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

In-school barriers *(issues to be addressed in school)*

A.	Engagement of parents/carers could provide a barrier to future attainment. Investment is needed in 1:1 provision from school to ensure that parents are clear as to how they can effectively and efficiently support their child's schooling.
B.	Some eligible pupils require 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. (4 of 8 pupils eligible)
C.	Low attendance a potential risk for some eligible pupils.

External barriers *(issues which also require action outside school, such as low attendance rates)*

D.	Linked to point B above, support is required for pupils due to complex issues presented in and out of school.
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d. Desired outcomes <i>(Desired outcomes and how they will be measured)</i>	Success criteria
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A.	All pupils eligible will access all elements of the National Curriculum and therefore be able to make accelerated progress in order to catch up with peers. Investment in pre and post teaching for specific individuals will support this.	End of year progress data will show accelerated progress for eligible pupils.
B.	Needs of all eligible pupils will be closely assessed and specific intervention put in place to reduce/remove specific barriers to learning.	Pupil progress data will indicate that all pupils eligible will make progress in line with or exceeding their peers.
C.	Parental engagement will increase as specific strategies for improving attendance and outcomes in key identified areas are resourced and provision put in place to support at home and at school.	External reports will indicate specific progress in targeted areas. Pupil progress will accelerate in specific, targeted areas of provision.

e. Planned expenditure

Academic year	2018/2019
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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?
To increase the engagement and involvement of parents and carers of eligible pupils	Learning Conversations for all eligible families once per half term, to begin in the autumn term.	Pilot project in 2014/2015 and the resulting progress data. Eligible pupils made an average of 2x progress of those not involved in the project.	Training will take place for all staff in both schools and monitoring will be undertaken by one school leader. Progress data closely scrutinised.	MS initially. SENCo	November 2018
Total budgeted cost					£4,800

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?
All staff will be able to confidently meet the specific needs of identified pupils.	Specific and targeted CPD for selected staff in school, focusing on specific and identified need.	Specific barriers presented will result in learning not being as effective as it could be. This will lead to poor progress being made by eligible pupils.	Planning liaison with CPD providers. Regular liaison with class teachers. Specific discussion in Pupil Progress Meetings.	MS ZC- SENCo	Autumn Term 2018
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	Introduction of Thrive across the school, led by Federation Thrive Practitioner 1x session per fortnight to work in school and to target input to individuals. £1000 Thrive practitioner to work in school + £2000 supply to cover teachers for preparation Total cost= £3000	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.	MS to provide regular supervision to Thrive practitioner, focusing on the outcomes for specific targeted individuals.	MS HB (Thrive Practitioner)	Autumn Term 2018
Total budgeted cost					£3000
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?

<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>Residential Visits- £200 +£300 (Y4 Bewerley Park / Y6 Fellside)</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>Ensure that pupils attend the residential and that parents/carers understand the financial position to enable them to attend.</p> <p>Support pre visit and post visit if needed.</p>	<p>MS JC – Y6 Teacher</p>	<p>Following each visit undertaken</p>
<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) and to specific extra-curricular opportunities that eligible pupils may otherwise not access</p> <p>Trips and Visits linked to classroom learning- £400</p>	<p>Eligible pupils would not access additional or costly opportunities that other pupils may routinely access. To provide each pupil with the opportunity to develop a skill, interest or hobby, we aim to broaden the experience of eligible pupils and therefore improve their confidence and independence.</p>	<p>Through minuted conversations with parents/carers at Learning Conversation Meetings.</p>	<p>MS to co-ordinate</p>	<p>September 2018</p>
<p>The pastoral needs of all eligible pupils are met through skilled intervention and coaching</p>	<p>Compass Buzz Level 2 and 3 training for targeted individuals within school to complement the work being done using Thrive</p>	<p>Discussion with key staff in school has identified common themes in our vulnerable learners- resilience, ability to problem solve and develop a growth mindset are key factors that require targeted intervention.</p>	<p>Staff are selected based on their prior experience and their desire to use their skills to help enable pupils to develop a growth mindset.</p> <p>Up to £1000 in cover</p>	<p>MS ZC JC/ DM</p>	<p>Autumn 2018</p>

Gaps in specific areas closed or removed through provision of targeted 1:1 support	Pupils engage in 1:1 and small group tuition using pre / post teaching and specific interventions to meet identified need	Pre and post teaching from available staff has clear impact on progress. Following the keep up not catch up principle, investment will be made in teaching staff to work 1:1 with identified pupils at the beginning of the week for two terms to improve outcomes in targeted areas.	Staff deployed based on skills in specific areas. Pre and post teaching planned in liaison with class teachers and intervention work in liaison with CTs and SENCo. £3120 supply	MS ZC Class teachers	Spring 2019
Total budgeted cost					£5100

f. Review of expenditure				
Previous Academic Year		2017/2018		
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
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.	Input from specific trainers (Lois Addy), upskilled teaching and support staff to be able to identify social and pastoral barriers to pupils doing well.	Input received provided foundations for improved use of vocabulary which is evidenced in children's writing books (See scrutinies of writing)	£4000
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

<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>1:1 work had significant impact on the confidence of the identified pupil resulting in a SATs raw score that exceeded expectation and that led to a positive progress score from low starting point in Y2.</p> <p>Hardware used to access specifically targeted programmes for eligible pupils who would not otherwise have access to IT at home.</p>	<p>Very worthwhile strategy for identifying gaps in knowledge and pre-teaching based on classroom provision. Confidence and ability to engage more independently in mathematics was evident.</p> <p>Strategy worked well initially – children engaged in activities and impact seen in 2 out of 3 pupils accessing this provision.</p>	<p>£4359</p>
<p>Pupils' Social and Emotional Mental Health will improve and this will enable them to access a broader curriculum,</p>	<p>Thrive approach- initial training to provide basic training for all staff.</p>	<p>Training provided for all staff was universally well received and follow up school planning made provision for strategies to be used in class and at breaktimes to support the ongoing positive mental health of vulnerable learners.</p>	<p>The approach will be used in the next and subsequent academic years, with investment being put into training of a Thrive practitioner to work across the federation.</p>	
<p>All staff will be able to confidently meet the specific needs of identified pupils.</p>	<p>Specific and targeted CPD for selected staff in school, focusing on specific and identified need.</p>	<p>Training sessions focused on specific needs presented within our federation.</p> <p>Strategies for meeting need in classrooms are inclusive, reflective of current recognised good practice and include support from outside agencies.</p>	<p>Further investment needs to be made for eligible pupils to enable staff to work outside of the classroom to plan specific interventions. Now that skills and knowledge have been developed, key staff need time to develop interventions and resources that will have a clear and measurable impact on learners inclusion and progress.</p>	<p>£2000</p>

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
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.	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) Full funding of whole class/year group visits, inc. residential visits.	All eligible pupils took part in trips, visits and extra curricular activities in 2017/2018, including: <ul style="list-style-type: none"> • 1x funded Y4 residential • 2x funded Sleepover • 2x subsidised Thai exchange Impact difficult to measure in school based outcomes but opportunities offered to pupils as part of our strategy for raising confidence and providing life experiences will impact on future development.	Use of PPG to support these activities has had a very positive impact on those involved. This approach will be continued in 2018/19 and beyond as it enables all eligible learners to be fully involved and included equally in all curricular and extra-curricular activities and opportunities.	£1500