



## **Pupil Premium Strategy and Planned Spending 2018-19**

### **with a Review of Spending 2017-18**

#### **What is the Pupil Premium?**

The pupil premium is money given to schools to 'raise the attainment of disadvantaged pupils of all abilities and to close the gaps between them and their peers' (DfE and EFA, 2018)

#### **The National Picture**

The Government introduced the Pupil Premium funding in April 2011. This grant, which is additional to main school funding, is seen by the Government as the best way to address the current underlying inequalities between children eligible for free school meals (FSM) and their peers, by ensuring that funding to tackle disadvantage reaches the children who need it most. The Pupil Premium is allocated to schools and is clearly identifiable. School can decide how the Pupil Premium is spent since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility.

Schools receive pupil premium funding based on every pupil on roll that is currently in receipt of free schools meals or has been in the last six years, those that have been looked after by the local authority at any point in their lives, and those whose parents currently or have previously served in the armed forces (DfE and EFA, 2018).

#### **Funding and Strategy at Sheepscombe School:**

Our school adopts a holistic outlook when deciding on pupil premium spending. This means that, in the pupil premium spending strategy, teaching and learning initiatives are also accompanied by pastoral initiatives which will also address any specific barriers to educational achievement or emotional resilience, which in turn may hold back pupil premium pupils.

Our school aims that every child achieves their best from their own unique, individual starting point. We aim to be 'An inspirational setting where all children flourish' and this includes our Pupil Premium children. This aim is shared by all staff and governors, without prejudice.

At Sheepscombe School we involve Governors in everything we do. We have a dedicated Pupil Premium Governor Champion who makes regular visits to school and works with the Head Teacher to secure the best possible outcomes for our Pupil Premium children. Pupil premium spending is always a key part of our School Development and Moving on Plan.

Our Board of Governors, as with all state funded schools in England, is the accountable body for how we spend funding given to us to 'raise the attainment of disadvantaged pupils of all abilities and to close the gaps between them and their peers' known as the 'pupil premium' (DfE and EFA, 2018a)



## Barriers to learning for Pupil Premium Children

Although not exclusive, barriers to learning have been identified for some pupils who receive Pupil Premium funding at Sheepscombe Primary School.

We identify vulnerable children across our school (not just Pupil Premium children) who are at risk of not achieving their potential and address the following:

- We seek to remove barriers to learning, either financial, emotional or in terms of gaps in Pupil Premium children's learning.
- We ensure that quality first teaching is in place with additional teaching assistant support to address learning needs for Pupil Premium children
- We ensure Pupil Premium children are supported with social and pastoral needs including providing opportunities to develop confidence and resilience
- We encourage participation in a range of activities and experiences including school trips, sport and residential trips
- We work with families to ensure the attendance of Pupil Premium pupils is line with other pupils and the National Average
- We support children and families access the right support from External Services either via School based services or other agencies eg GP services or via the Early Help or Graduated pathway
- We support children to arrive at school fully prepared, resourced and ready to learn
- We ensure that the expense of extra-curricular activities and trips does not exclude Pupil Premium pupils from taking part

Next Strategy Review : July 2019

## Planned Spending and Support for Academic Year 2018\_19

For the academic year 2018-2019, Sheepscombe Primary School has been allocated £6600

Intended outcome	Action required	Budgeted Cost	Monitoring	Review of impact
Diminish the difference between PP children and their peers in reading, writing and mathematics - . PP children are making at least expected progress in reading and writing and	Smaller class sizes (move to 3 classes in 2018_19) enable targeted smaller group work with PP children alongside Teacher /TA based on regular assessment to drive learning and close gaps/drive for greater depth. Additional teaching capacity for 2018_19 also provided by HT and an Experienced Subject leader <i>Rationale: Education Endowment Foundation: Intensive tuition in small groups if often provided, support lower attaining learners</i>	£5000	Pupil progress meetings termly.  Lesson observations and drop ins  Governor visits  Data analysis including	



<p>accelerated progress in mathematics (based on data 2017_18) so that they are in line with ARE</p>	<p><i>or those who are falling behind. Evidence indicates that small group tuition can accelerate learning by 4+ months. Reducing class size as whole also appears to result in around three months' additional progress for pupils, on average.</i></p>		<p>progress data over time and from baseline</p>	
	<p>1:1 time each week with teacher to enable immediate feedback.  <b>Rationale:</b>  <i>EEF - research shows positive benefits where the aim of feedback is to improve learning outcomes in reading or mathematics or in recall of information. A recent meta-analysis of studies suggests that an improvement of about three months' additional progress is achievable in schools or nearer four months when the approach is supported with professional development.. A recent meta-analysis of the impact of formative assessment on writing indicates gains of 8 months' progress are achievable, which is more consistent with other feedback research.</i></p>			
	<p>1:1 reading each week with Teacher and volunteer.          1:1 support in mathematics to close the gap in attainment - support from Teacher/TA or Governor math specialist  <b>Rationale:</b> <i>Education Endowment Foundation: One to One tuition: evidence indicates that 1:1 tuition can be effective, on average accelerating learning by approximately 5 additional months progress. Short, regular sessions set over a set period of time appear to result in optimum impact.</i></p>			



	<p>Access to workshops for Greater Depth working e.g involvement in the Reading Teachers/Reading Pupils Project or in Maths workshops for Gifted and Talented children</p> <p><i>Rationale: PP children working at ARE or above should have the same access to workshops/ activities as all of our children - with this in mind we will seek to remove any barriers or assist with support to enable PP children to attend clubs and groups where such activities are made available</i></p>			
<p>PP pupils will have access to a range of social, cultural and sporting experiences, visits and activities.</p>	<p>Trips, visits and residential subsidised.</p> <p><i>Rationale: See below</i></p>	£350	Uptake on trips.	
	<p>Music lessons peripatetic teacher paid.</p> <p><i>Rationale: See below</i></p>	£300	Uptake and report from music teacher.	
	<p>Sports based Holiday clubs paid for</p> <p><i>Rationale: Access to sport, music, trips, clubs broadens children's views of the communities and locations around them. Funding enables children to access these opportunities in line with their peers..</i></p>	£500	Uptake of clubs	Access to external support/ pastoral support in school
	<p>Pupils will have access to out of school clubs eg Young Carers</p> <p><i>Rationale: See below</i></p>			
	<p>Pupils and their parents will have access to any external support they need eg via Early help, speech therapy, family support etc</p> <p><i>Rationale: Maslow's hierarchy of need shows what needs to be in place to allow children to thrive. Practitioners in school are able to signpost families to relevant support that they may not know about.</i></p>			



	<p><i>Access to sport, music, trips, clubs broadens children's views of the communities and locations around them. Funding enables children to access these opportunities.</i></p>			
<p>PP pupils will show resilience and increasing self help skills that will enable them to continue to work effectively in class</p>	<p>Pupils will have dedicated access to pastoral support 'drop in sessions' provided by the school via HT/SENDCo or PSCH leader</p> <p><i>Rationale: EEF states that : Social and Emotional interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment. Improvements in attainment appear more likely when approaches are embedded into routine educational practices and supported by professional development and training for staff. Case study research has also shown that providing in-school mental health provision has the potential for a positive effect on outcomes for pupil premium pupils. Maslow's hierarchy of need shows what needs to be in place to allow children to thrive</i></p>			
<p>PP pupils will be fully prepared for the school day and have a positive attitude to learning.</p>	<p>Breakfast club offered free of charge to children.</p> <p><i>Rationale: EEF states that free, universal, before-school breakfast club delivered an average of +2 months' additional progress for pupils in reading, writing and maths.</i></p>	<p>£250</p>	<p>Provision Map analysis</p> <p>Register of attendance at club</p>	



<p>Parents of PP pupils will have a better understanding of how to support their children.</p>	<p>Longer parents evenings to discuss requirements including MyPlans. <i>Rationale: See below</i></p>	0	<p>Uptake at parents' evenings and MyPlan review meetings.</p>
	<p>HT available to support when needed. Regular catch up meetings with HT/Class Teachers outside of main parents evenings <i>Rationale: Parents know that school staff are available to talk and will take notice of any concerns or worries. Parents, staff and children work effectively together to address barriers eg Maslow's hierarchy of need</i></p>	0	
	<p>Meetings with HT and SMB to provide assistance with arranging holiday activities. <i>Rationale: Parental and child feedback tells us this is effective and welcomed and enables children participate in activities outside of the school term</i></p>	0	
<p>Improved, self-esteem and attitude to learning and willingness to join in</p>	<p>Prince William Award to develop positive attitudes, resilience self-esteem and teamwork. <i>Rationale: See below</i> Access to a wider range of competitive sporting opportunities during school time to which PP children will attend <i>Rationale : EEF shows collaborative (or cooperative) learning has a consistently positive impact . (this is backed up by school staff, PWA instructor and sports provider feedback) This approach involves pupils working together on activities or learning tasks in a group small enough for everyone to participate on a collective task that has been clearly assigned. Pupils in the</i></p>	<p>0 (other sources of funding used this year)</p> <p>0 (from sports grant)</p>	<p>Feedback from PWA reports. Behaviour incident logs. Pupil conferencing. Membership of sports teams</p>



	<i>group may work on separate tasks contributing to a common overall outcome, or work together on a shared task.</i>			
PP pupils to receive an enriched curriculum.	Out of school swimming paid. <i>Rationale: See below</i>	£200	Uptake. Engagement in lessons and activities.	
	After school clubs offered free of charge. <i>Rationale: See below</i>	0		
	PP children attend school trips and events held in school <i>Rationale for access to enriched curriculum and put of school activities : Pupil premium children should have the same access to activities as all other children, without prejudice and should not suffer disadvantage on the basis of cost. Attendance at such events and activities broadens the range of experiences for children and enables learning to take place either within or outside of the classroom. 'Young people get one opportunity to learn in school and we owe it to them make sure they all get an education that is broad, rich and deep' (Amanda Spielman, Chief Inspector, Ofsted 2018) Sheepscombe School prides itself on its inclusive nature and families speak highly of it.</i>	0		
Number of Pupil Premium children 2018-19 4 Total number of children in school 2018-19 57 Total allocated into budget 2018_19 £, 6600				



## Review of spending academic year 2017-18

For the academic year 2017-2018 Sheepscombe Primary School received £12460 Pupil Premium funding.

Intended outcome	Action required	Cost	Monitoring	Review of impact
Diminish the difference between PP children and their peers. PP children making better than expected progress.	Smaller class sizes enable targeted small group work with teacher or TA based on regular assessment.	10551	Pupil progress meetings termly.	100% PP met ARE or above in reading (74% School, Non PP)
	1:1 time each week with teacher to enable immediate feedback.			80% ARE or above in Writing (63% School, Non PP)
	1:1 reading with teacher and volunteer.	0		40% ARE or above in Maths (78% School, Non PP)
PP pupils will have access to a range of social, cultural and sporting experiences, visits and activities.	Trips, visits and residential subsidised.	130 (other charity support also gained)	Uptake on trips. Uptake and report from music teacher.	100% children attended residential 60% children attended Ofsted approved holiday clubs 40% children attended Music lessons
	Music lessons peripatetic teacher paid.	495		
	Sports based Holiday clubs paid for	480		
PP pupils will be fully prepared for the school day and have positive attitude to learning.	Breakfast club offered free of charge to children.	144	Provision Map analysis Register of attendance at club	40% children attend breakfast club daily
Parents of PP pupils will have a better understanding of how to support their children.	Longer parents evenings to discuss requirements including MyPlans.	0	Uptake at parents' evenings and MyPlan review meetings.	100% parents attended parents evenings
	HT available to support when needed. Regular catch up meetings with HT/Class Teachers outside of main parents evenings	0		
	Meetings with HT and SMB to provide assistance with	0		



	arranging holiday activities.			
Improved behaviour around the school, self-esteem and attitude to learning.	Prince William Award to develop positive attitudes, resilience self-esteem and teamwork.	0 (other sources of funding used this year)	Feedback from PWA reports. Behaviour incident logs. Pupil conferencing.	100% children attended PWA and PWA leader reported good progress, class teachers report improved resilience. 100% behaviour is now good.
PP pupils to receive an enriched curriculum.	Out of school swimming paid.	660	Uptake. Engagement in lessons and activities.	80% children take swimming lessons and parents/teachers report good progress 100% children attended at least one after school club. 80% children attended two or more
	After school clubs offered free of charge.	0		
	PP children attend school trips and events held in school	0		
Number of Pupil Premium children 2017-18 5 Total number of children in school 2017-18 52 Total Spend £ 12460				