

## Pupil premium strategy statement

| 1. Summary information  |   |   |   |   |          |
|---|---|---|---|---|----------|
| <b>School</b>   | Forngett St. Peter CEVA Primary School  |   |   |   |          |
| <b>Academic Year</b>  | 2018/19   | <b>Total PP budget (March '18-'19)</b>  | £13,800                                     | <b>Date of most recent PP Review</b>                  | n/a      |
| <b>Total number of pupils</b>   | 102   | <b>Number of pupils eligible for PP</b> | 11  | <b>Date for next internal review of this strategy</b> | Feb 2019 |
| 2. Attainment & progress of Y6 in 2018 SATs   |   |   |   |   |          |
|   |   |   | <i>Pupils eligible for PP (your school)</i> | <i>Pupils not eligible for PP (national average)</i>  |          |
| <b>% achieving expected standard or above in reading, writing and maths</b>                                     |   |   | 100%  | 70%   |          |
| <b>% average progress in reading</b>  |   |   | -2.5  | 0.31  |          |
| <b>% average progress in writing</b>  |   |   | -4.41                                       | 0.24  |          |
| <b>% average progress in maths</b>  |   |   | -3.41                                       | 0.31  |          |
| <b>Average scaled score in reading</b>  |   |   | 107.5                                       | 106.1   |          |
| <b>Average scaled score in maths</b>  |   |   | 105.5                                       | 105.4   |          |
| <b>% reaching a higher level of attainment in reading, writing and maths</b>                                    |   |   | 0%  | 12%   |          |
| 3. Barriers to future attainment (for pupils eligible for PP, including high ability)                           |   |   |   |   |          |
| <b>In-school barriers</b> <i>(issues to be addressed in school, such as poor oral language skills)</i>          |   |   |   |   |          |
| <b>A.</b>   | Some of our PP children also have SEN. The nature of some children's SEN has sometimes meant that it's been a challenge to secure good progress for them.                                       |   |   |   |          |
| <b>B.</b>   | Some PP children have mental health and wellbeing issues, such as high levels of anxiety, which can prevent them from participating fully and learning well – this can cause attendance issues. |   |   |   |          |
| <b>External barriers</b> <i>(issues which also require action outside school, such as low attendance rates)</i> |   |   |   |   |          |
| <b>C.</b>   | The attendance of a few PP children was below the NA last academic year (almost all due to illness, including mental health issues such as high levels of anxiety/attachment).                  |   |   |   |          |

| <b>4. Desired outcomes</b> |   |  |
|----------------------------|---|--|
|                            | <i>Desired outcomes and how they will be measured</i>                           | <i>Success criteria</i>  |
| <b>A.</b>                  | Higher rates of progress for PP children with SEN across the school.            | PP children who also have SEN are clearly identified, set challenging targets, provided for and regularly tracked so that they make good progress. Progress will be measured through formative and summative assessment and monitored through half-termly progress meetings and other leadership monitoring activities. All PP children with SEN will have a provision plan to ensure barriers to learning are clearly identified and catered for. |
| <b>B.</b>                  | Improved mental health, wellbeing and behaviour for those affected PP children. | The mental health and wellbeing issues of PP children will continue to be addressed through work with our school pastoral worker, parents, staff and, where needed, outside agencies such as Point 1 & CAMHS.  |
| <b>C.</b>                  | Increased attendance rates for pupils eligible for PP.                          | The attendance gap between PP children closes to match that of non-PP children in the school. (Parents and carers will continue to be strongly discouraged from taking short unauthorised leave during term-time)  |

| 5. Planned expenditure   |   |  |   |  |                                      |
|--|---|--|---|--|--------------------------------------|
| Academic year  | 2018/19   |  |   |  |                                      |
| 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? |
| A. Improved progress rates for PP children, including those with SEN and SEMH issues.  | An SIDP focus on GPS & writing, especially spelling and vocabulary expansion and enrichment (to include phrases and idioms).  | Question Level Analysis and the school's own self-evaluation suggests that focussing on this will help our PPG children (and all others too) to improve their general knowledge/understanding across the curriculum, enrich their written work and deepen their comprehension skills.  | Quality CPD and monitoring activities (leadership, governors and external) across the year in line with the SIDP plan   | English and lead & Senior teachers               | Feb 2019                             |
| <b>Total budgeted cost</b>   |   |  |   |  | £525                                 |
| 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? |
| A. Improved progress rates for PP children with SEN.   | Bespoke programmes of support as identified for individual children including maths clinics, guided reading challenge/support groups and 1:1 tuition including Read, Write Inc. | Some of the children need targeted support to make or maintain good progress. RWInc. is a proven resource for accelerating reading progress as is their 1:1 tuition programme. The maths clinics and targeted guided reading groups proved successful last year so are being repeated. | Identify children needing targeted support and establish a baseline. Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time. Set targets for the end goal and number of sessions. Resource the sessions with materials required. Monitor the progress. | KS2 class teachers for maths, reading & writing. | Feb 2019                             |
| <b>Total budgeted cost</b>   |   |  |   |  | £12,872.50                           |

| <b>iii. Other approaches</b>  |  |   |   |  |   |
|---|--|---|---|--|---|
| <b>Desired outcome</b>  | <b>Chosen action/approach</b>  | <b>What is the evidence and rationale for this choice?</b>  | <b>How will you ensure it is implemented well?</b>  | <b>Staff lead</b>                              | <b>When will you review implementation?</b> |
| B.Improved mental health, wellbeing and associated behaviours.  | Identify personalised, targeted wellbeing/ behavioural interventions. Use school pastoral support worker to engage with parents before and during intervention. Develop ability to use/think with a growth mindset, grow resilience and promote strategies for positive healthy behaviours and thought patterns. Seek outside agency support for those needing a different approach. | The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for KS2 pupils. This is a strategy we have found to be very effective. It improves attendance, reduces anxiety and enables better relationships/behaviours to develop. | Ensure identification of target pupils is fair, transparent and properly recorded. Monitor behaviours and whether improvements in behaviour also translate into improved attendance, attainment and progress.   | School Pastoral Support Worker and Headteacher | Feb 2019                                    |
| C. Increased attendance rates for those few PP children with poorer attendance due to authorised and unauthorised absences. | Follow up immediately on any absences. Hold individual meetings with families to re-explain detrimental effect of unauthorised absence.  | Attainment and progress rates can only be improved if children attend school. NFER briefing for school leaders identifies addressing attendance as a key step to securing improvements.   | Ensure attendance policy and procedure is all clear, transparent and ensure it is well-communicated to all families. Ensure staff trained to alert office/ headteacher to PP absences that morning so swift contact can be made with parents/carers. Liaise with attendance officer to ensure support and advice is sought. | Head   | Feb 2019                                    |
| <b>Total budgeted cost</b>  |  |   |   |  | £402.50                                     |

| <b>6. Review of expenditure</b>  |                |
|--|----------------|
| <b>Previous Academic Year</b>  | <b>2017-18</b> |
| <b>The school received £14,520 for the support of 8 PP children (increased to 12 children over year being supported as all were PP).</b> |                |

**How was the money spent:**

- Improving progress rates for PP children, including those with SEN
- Improving speech, language and communication skills for all affected PP children.
- Improving mental health, wellbeing and associated behaviours
- Increasing attendance rates for those few PP children with poorer attendance due to authorised and unauthorised absences.

**Impact/Lessons learned:**

- The impact of the PP spend has been analysed and the results have helped to inform the 2018-19 PP Strategy and the school's improvement and development plan. It is not possible to publish the EYFS/KS1 and KS2 impact in detail here because of the very small numbers of children involved e.g. 1 child in a class, as it is likely to lead to the identification of that child by the school community.
- Small cohorts and small PP numbers mean that our data has to be treated with caution as it varies widely year on year and may not be statistically significant. A case by case approach seems more helpful and informative.
- It continues to prove challenging for the school to secure good progress for a few PP children who also have SEN and/or SEMH (social, emotional and mental health) issues in addition to their PP entitlement. Outcomes from the School's pastoral support worker/therapist are most positive and have made a real difference to the children and families involved, improving attendance, attitudes to learning and a reduction in stress, anxiety and associated behaviours. This service will be continued and ways to engage reluctant families will be explored.
- There is no doubt that attendance rates for our PP children link strongly with their progress/attainment and this will continue to be a focus area for improvement.
- Overall, progress in reading, writing & maths over 2017-18 was good for the vast majority of Pupil Premium children across the school. Where progress was slower, the school understands the reasons for this e.g. poor attendance, high mobility etc. and has plans to address this.