

Pupil premium strategy statement (primary)

1. Summary information					
School	Sheringham Community Primary School				
Academic Year	2018-2019	Total PP budget	£138,780	Date of most recent PP Review	25-6-18
Total number of pupils	567	Number of pupils eligible for PP	104	Date for next internal review of this strategy	Jan 2019

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP all (national average)</i>
% achieving in reading, writing and maths	42%	63% (NA 64%) Non PP Sch 70% (Nat Av. Non 70%)
Progress rates in reading	-3	-2.1 (Non PP -1.85)
Progress rates in writing	-1.58	-2.3 (Non PP -2.6)
Progress rates in maths	-2.89	-2.4 (Non PP -2.27)
KS1 Results		National Other
% achieving expected standard in reading, writing and maths	(all 72%) PP 53%	n/a
% achieving expected standard in reading	(all 81%) PP 60%	79%
% achieving expected standard in writing	(all 76%) PP 53%	74%
% achieving expected standard in maths	(all 82%) PP 60%	80%
EYFS results		
% achieving GLD	PP 71% (gap 1% was 9%)	all 72% %

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>	
A.	Ensure progress levels across KS2 in RWM are rapidly improving to be more in line with national expectations
B.	Diminish the difference in attainment in all year groups at KS2 in RWM (focus in accuracy of assessment in Yrs 3 and 4)
C.	Ensure gap between disadvantage and non-disadvantage children in Year 1 phonics closes rapidly.
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
D.	PPG attendance levels related to national and non PPG groups has not met target of 96%. (PPG group has not met target of 95%)
E.	To ensure wider support is available for disadvantaged pupils and their families. Raise aspirations.

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Progress of PPG children will continue to rise and gap difference with non PPG national will diminish in KS2 tests.	PPG to rapidly improve levels of progress based on KS1 results and gap difference with non-PPG national. National all gap figure – '0'.
B.	Difference between PPG and non PPG attainment and progress to diminish in all year groups especially year 6 measured in KS2 tests. All years groups to track difference between PPG and non PG groups with focused and accurate assessment. (PiXL)	Higher rates of PPG children will achieve ARE in KS2 tests and difference with non PP will diminish. PPG Current attainment WRM gap with non PP WRM to improve by raising attainment levels of PP children across the school. Diminish difference of PPG with non-PPG children.
C.	Raise levels of attainment in KS1 Phonics: diminish the difference between PP and non pp pupils.	Learning champion group impact to be measured through entry and exit assessment and pupil progress meetings. All PP children to pass Phonic screening re-take in Year 2, June 2018. Cumulative PP pass rate to rapidly diminish difference between PP and non PP. RWInc assess to indicate PP progress.
D.	PPG attendance levels related to national and non PPG groups to meet target of 95%. Persistent absentees to 9.6% NA all 8.7%	Reduction in low attendance and persistent absentee among the PPG will be in line with non PPG and in line with national average. Overall PPG attendance to improve to at least 96%. Reduce gap of persistent absentees for PPG to be in line with national average.
E.	To ensure wider support is available for disadvantaged pupils and their families. Raise aspirations.	More parents will engage with learning cafes, higher numbers of families will engage with PSA on matters including attendance and support, children and family aspirations will be raised through opportunities to experience jobs beyond those based locally.

5. Planned expenditure

Academic year

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 Progress of PPG children will continue to rise and gap difference with non PPG will diminish in KS2 tests.	<u>8 week Project</u> 5Rs and Metacognition With a focus on Diminishing the difference	Whole school increased awareness of difference between pp pupils progress and attainment and non PP pupils progress and attainment. PP children paly an active role in the classroom PP children voice recognised.	Learning walks, observations by SLT, Increased awareness of metacognition skills Children fully using 5Rs across the school	SLT	
A-C Further develop the role of Learning Champions to enable maximum impact upon progress. <u>Learning Champions</u> Levels of attainment to be raised through focused intervention and scoop support. (75% - £28,124)	Learning Champions to deliver short focused interventions to in small groups. Scoop sessions will provide lesson follow up support to overcome misconceptions.	PP children to have additional learning time in English and Maths at KS1 and KS2 to boost levels of attainment and or progress.	Exit and entry assessments at the start and end of each half term/term will give record of impact. (numicon, headstart, RWInc assessments, Phonic screening) PP lead to meet with Learning champions in ½ termly sessions to ensure that year groups are working in collaboration with them to support review data – ½ termly, weekly meetings with interns Maths and English subject leads to observe LC sessions at least once per term. PP lead focused monitoring through observations of sessions Evidence of gap closing between PP and Non-PP children in reading, writing and maths- see success criteria A-B	SBR ASn Jtu	

<p>A-B Levels of attainment to be raised through focused intervention Focused and accurate assessment to support diminishing the difference.</p> <p>£2, 600 + renewal £2,600</p>	<p><u>PIXL</u> Improved Progress in maths, English and Science. Intervention Scheme PIXL to be purchased and implemented across KS1 and 2 Staff to use consistent assessment structure throughout the year</p>	<p>Quality intervention resources will provide TAs and teachers with means to support and enhance misconceptions and gaps in all children including PPG.</p> <p>All teachers will use a consistent and structured assessment system with full QLA which will allow for fuller understanding of gaps in learning enabling for support to be given to PP pupils in order to diminish the difference.</p>	<p>Introduce Pixl as a whole school scheme, ensure that training and support is given to all staff. Make full use of the support provided by Pixl. Use the assessment data to feed into staff formative assessments and termly summative assessments.</p> <p>SENCo – monitoring of quality interventions</p>	<p>PIXL leads – Asn/ JTu Assessment lead - RCa</p>	
<p>A-B Levels of attainment to be raised through focused intervention</p> <p>(15% - £61 000)</p>	<p><u>Teaching Assistants</u> TAs running interventions and support in addition to class support 1:1 PIXL TRUGS RWINc Numicon</p>	<p>Teaching assistants supporting children who are not achieving ARE, not making progress and diminishing the difference between PP and non-PP children in RWM. Support may be in the form of in class support, small group work or 1:1 scoop work. Evidenced through termly PIXL assessments fed back to teachers for Pupil Progress Meetings. (TAs to attend where possible) Feedback policy provides instant formative assessment TAs to provide immediate intervention as a result.</p>	<p>Assessment through the use of PIXL to provide data to ensure progress.</p> <p>Teachers to observe TAs in session.</p> <p>SENCo – monitoring TA provision</p>	<p>Teachers TAs TA lead English Lead Maths Lead Science Lead</p>	
<p>A and B Levels of attainment raised at KS2 and continue home school engagement</p>	<p><u>Maths Whizz homework</u> Continue to embed the use of Maths Whizz homework as a scheme across the school (year 1-6) to engage the children and parents in maths. Run additional Maths Whizz Cafes.</p>	<p>Providing a structure for homework that is consistent, be spoke, provides assessment and accessible. (for those without access time will be given in school for them to access the scheme)</p>	<p>Working with the maths leads to ensure that all staff are using Maths Whizz correctly to have the maximum impact on learning.</p>	<p>Maths Whizz lead EBL PP Lead - JTu</p>	
Total budgeted cost					£94 324

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>A-B Training from teaching School</p> <p>£0</p>	<p>SIFF project Teacher CPD TA CPD</p>	<p>PP children to display increased confidence in using learning domains from Co-operative learning:</p> <ul style="list-style-type: none"> • Communication social skills • Knowledge and sharing • Thinking skills • Team building • Mastery of knowledge • Class building • Metacognition 	<p>SLT learning walks External verification by Co-operative learning trainer Teaching School Head learning walks.</p>	<p>SLT TS head</p>	
<p>A-B Raising attainment and diminishing the difference between non pp pupils and pp pupils.</p> <p>£2000</p>	<p>Termly Pupil Progress meetings to analyse provision for and the progress of disadvantaged pupils</p>	<p>Year groups to present and show a gap strength analysis of termly data specifically pupil groups eg disadvantaged children - Teachers to show a plan for the analysis of the data in the meeting Support staff to attend pupil progress meetings where appropriate. ALL staff to show full awareness of needs of all disadvantaged groups in classes.</p>	<p>HT, SENDCo and PP lead to meet termly with year groups.</p>	<p>HT, SENDCo and PP lead</p>	
<p>C Higher rates of attainment at KS1 especially in phonics.</p> <p>Cost covered in LC work and TA interventions</p>	<p>Learning champion group impact to be measured through entry and exit assessment.</p>	<p>PP children (and others) to make progress through RWInc scheme and phonics interventions. A positive impact achieved on GLD scores and Year 2 cumulative Phonics screening.</p>	<p>RWInc assessments In class formative and end of year summative assessments. Feedback from learning champions to class teachers. RWInc lead to observe sessions.</p>	<p>RWInc lead LC Lead SBR Learning Champions</p>	

<p>D Parent Support Advisor Provide support for families with attendance through the Family Support Worker</p> <p>Ensure that parents engage and work in partnership with the school.</p> <p>£6767</p>	<p>Pastoral worker in cluster to develop relationships with both children and families of pupil premium. To provide support and counselling for children and parents. Provide support with attendance issues</p>	<p>Early family support to be available if required for PP families. PSA to contact families with regard to attendance issues and families with persistent absentees. Links to be made between home/ school and any other outside agencies necessary.</p> <p>PSA to take lead in FSP meetings.</p> <p>PSA to work closely with families in weekly drop in sessions.</p>	<p>Attendance officer keeps in touch with PSA weekly. PP lead, PSA and attendance officer meet to ensure work carried out half termly.</p>	<p>PSA PP Lead SENDCo Attendance Lead</p>	
<p>D and E Attendance Maintain and improve high attendance rates for pupils eligible for PP.</p> <p>£4900</p> <p>£500 (50%)</p>	<p>Provide 0.2 release time for attendance lead to contact PP parents and create attendance plans in line with attendance policy.</p> <p>Attendance awards.</p>	<p>Reduce the number of persistent absentees among pupils eligible for PP. Overall PP attendance improves from % to 96%.</p> <p>See above</p>	<p>Measured by termly attendance data and evaluation of engagement programmes</p> <p>Attendance texts to be sent to 100% attendee pupils at 3:15 on a Friday to involve parents and encourage further aspiration for attendance.</p>	<p>R Roach PP Lead</p>	<p><u>Termly review</u></p>

<p>A and D Sleep workshops for parents</p> <p>£350</p>	<p>Provide sleep with Sleep East workshop for parents to develop a greater understanding of the importance of sleep the impact that poor sleep patterns can have on behaviour and learning and understand practical strategies for the development of healthy sleep patterns.</p>	<p>By improving sleep patterns for pupils who struggle with routines attendance may be improved, parental engagement with school and education will improve and overall attainment and progress may be improved due to more consistent time in school and pupils being less tired.</p> <p>Parents will be aware of the further support that can be accesses to address sleep issues.</p>	<p>Track attendance and progress of individuals whose parents attend.</p> <p>Gain parental feedback</p> <p>Soft outcomes form teacher observations.</p>	<p>Sleep East PP lead SenCo Attendance Lead</p>	
<p>E Learning Cafes Greater parental engagement/Participation from PP parents in Learning Cafes.</p> <p>£500</p>	<p>Contribution to the resourcing of the cafes to ensure quality. Continue to run quality cafes throughout the year in range of subjects and across year groups.</p>	<p>Breaking down barriers with parents and encouraging participation in school life and children's learning will contribute to a learning ethos within the home.</p> <p>Take cafes into the community: year groups to run cafes away from the school site to encourage more parental engagement. EG: bedtime story café in Bodham, History café at the MO.</p> <p>Norse run Cooking Cafes to encourage further health eating.</p>	<p>Feedback from parents. Children's voice.</p> <p>Parental engagement / participation maintained at 50% of PP parents</p>	<p>Café Lead</p>	
<p>E Aspirations Fair PP children to gain an understanding of a wide range of careers available to them.</p> <p>£250</p>	<p>Plan and run an event at school involving local businesses/ professionals /colleges to raise the aspirations of all pupils.</p>	<p>PP children will have the opportunity to meet with and talk to people whom they would not have the opportunity to talk to and find out about different experiences that may be available to them after school.</p>	<p>Year 6 children to take control of fair and write inviting people to the fair and involve them in the setting up of the event.</p> <p>Ensure that a wide range of people are invited to the fair. Gather children's voice opinions before and after the fair.</p>	<p>Year 6 Staff</p>	

<p>E</p> <p>Nurture Base Support Provide nurture sessions in school for PP children allowing them time to engage and discuss difficulties that may affect work at school.</p> <p>£18 464</p> <p>(75%)</p>	<p>Children to be offered 1-2-1 support to engage with support team and discuss difficulties which may be affecting school /home and consequently achievements in school. Breakfast club is provided where necessary. Emergency nurture when needed.</p>	<p>Pupils who are able to develop their communication skills so they are able to express when they are feeling anxious or worried will have concentration levels are increased and are able to cope with the demands of the curriculum.</p>	<p>Once nurture is successful children are re-integrated into the school. Nurture sessions may be on going in short as follow on. Emergency cover is provided when needed.</p> <ul style="list-style-type: none"> • BOXHALL profiles • SDQ strengths/difficulties questionnaires and scores. <p>Liaison with other services eg point 1</p>	<p>Nurture team SENDCo</p>	
Total budgeted cost					£32 731
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>C</p> <p>Talk Boost Children with delayed S+L skills make rapid progress.</p> <p>£2,500</p>	<p>To provide an experienced trained TA to run the intervention sessions in YR. All PP children in YR who need this will have access to at least a 10 week session.</p>	<p>Address gaps in communication and language skills to increase confidence in Speech and language. Engagement of parents in supporting language and development at home.</p>	<p>Diagnostic completed at beginning and end of programme and shared with parents. Weekly reports and homework activities for children and parents.</p>	<p>Talk Boost lead</p>	

Wider Opportunities. Clubs Increase percentage of children accessing after school clubs. £1,000	Provide a wide range of clubs across all Key stages Provide clubs at differing times of day. Provide transport to/from clubs.	Many children are unable to access clubs due to travelling on bus to school and difficulties with transport home after clubs. Minibus transport home will allow access to clubs and wider educational opportunities??	Keeps a whole school log of the PP children attending clubs. Target for 2019 is to maintain 75% attending one club and 70% attending more than one.	PP lead and staff running clubs.	
Wrap around Care PP are able to access before and after school care. £2,000	Bright Stars – before and after school club to offer sessions to families who need support.	PP families are able to access this service for various reasons eg: CP, work	PP families are able to access before and after school care as and when needed and not subject to affordability. PSA to share provision of wrap around care with families in need	HT discretion.	
Educational Visit support Subsidising the cost of school visits both day trips and residential visits £1800	100% of pupil premium pupils to attend all educational visits should they wish to.	Not all PP children are able to access some of the more expensive residential trip offered by the school, we feel that they should have the same opportunities as all children and therefore offer assistance with these trips. Other trips may also be subsidised accordingly.	Each case is discussed by PP lead, class teacher and head teachers on a case by case basis.	Head teacher PP lead Class teachers	
Forest Schools PP children will have access to outdoor learning opportunities £ 3117 (50%)	Trained staff in Forest School provision to work with PP and nurture children throughout school week.	PP children will have access to outdoor learning opportunities which will increase confidence levels and provide exciting and varied learning experiences.	Forest School staff will feedback soft outcomes to class teachers and nurture staff as a result of sessions. Teachers will report positive outcomes in learning as a result of Forest School experiences.	Forest school staff	
PP Contingency Fund Fund to support PP children with essentials that may enhance their daily life within school eg appropriate footwear, PE kit etc £300	Pot of money set aside to be able to offer support to PP families/ children with day to day essentials making school life easier.	By offering support PP children are able to fully participate in school life, attendance, attitude towards learning and ultimately progress may be improved.	Monies will be allocated at the discretion of the head teachers and the PP lead on a case by case basis.	Head teachers PP lead	
Increased awareness of PP pupil voice views. Survey Monkey	Subscription to survey monkey to allow for PP survey Monkey questionnaires to be carried out termly and analysis to be accessed.	Pupil voice gives an awareness of the children's views on all aspects of school life the use of survey monkey questionnaires gives quantitate data with full analysis and allows for qualitative soft outcome comments.	Survey to be written and implemented each term results to be accessed and analysed be PP lead feedback to be given to SLT, staff and governors.	PPG PP lead All teachers	
Total budgeted cost					£10 717

6. Review of expenditure				
Previous Academic Year				
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
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
iii. 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
7. Additional detail				
<p>In this section you can annex or refer to additional information which you have used to inform the statement above.</p> <p>Our full strategy document can be found online at: www.aschool.sch.uk</p>				