# Pupil premium strategy statement (primary)

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| 1. **Summary information**
 |
| **School** | St Briavels Primary School  |
| **Academic Year** | 2018/2019 | **Total PP budget** | £18,480 | **Date of most recent PP Review** | 4.7.2018 |
| **Total number of pupils** | 132 | **Number of pupils eligible for PP** | 151 new pupil in February 2019 | **Date for next PP Strategy Review** |  |

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| 1. **Current Attainment**
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| %at expected ARE in reading, writing and maths  | **KS1 Disadvantaged****(2 Children)** | **KS1 non disadvantaged** | **National disadvantaged** | **National non disadvantaged** | **St.Briavels to National Gap** | **KS2 disadvantages****(5 Children)** | **KS2 non disadvantaged** | **National disadvantaged** | **National non-disadvantaged** | **St. Briavels Gap to National average** |
| ARE Reading | 100% | 80% | 79% | 75% | +21% | 75% | 90% | 80% | 75% | -5% |
| ARE writing | 100% | 65% | 74% | 70% | +26% | 75% | 80% | 83% | 78% | -8% |
| ARE maths | 100% | 70% | 80% | 76% | +80% | 100% | 95% | 81% | 76% | +19% |
|  | KS2 |

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| 1. **Barriers to future attainment (for pupils eligible for PP)**
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| **In-school barriers** *(issues to be addressed in school, such as poor oral language skills)* |
|  | Mental health issues/low self esteem |
|  | Quality First Inclusive Teaching for all year groups |
| **C.** | Limited peer relationships  |
| **External barriers** *(issues which also require action outside school, such as low attendance rates)* |
| **D.**  | Lack of stable family environment |
| **E.**  | Lack of enriching opportunities due to financial restraints |

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| 1. **Outcomes** *(Desired outcomes and how they will be measured)*
 | **Success criteria**  |
|  |  Pupil premium children including those who are more able will show increased self-esteem and will have a more positive view of themselves. They will be able to interact more effectively in a range of situations and therefore show sustained progress.  | Through increased self-esteem and self-worth PP children make as much progress as ‘other’ children in all areas across each key stage.  |
|  | Teaching across the school will be good or better in all year groupsPriority actions for PP children including immediate feedback for improvement. Dedicated PP feedback with teacher termly. | PP children make expected or better than expected progress. PP children will achieve individual targets every term.  |
|  | More secure peer relationships  | PP children are able to interact socially with greater confidence in all situations |
|  | Families feel able to approach school with concerns and school provides or signposts to relevant support | Families access FSW support  |
|  | To enable PP children to access enriching opportunities  | All PP children have equal access to a wide variety of opportunities  |
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| * **5. Planned expenditure**
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| * **Academic year**
 | **2018/2019** |
| 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 |
| 1. **Quality of teaching for all**
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| **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?** |
| Teaching across the school will be good or better in all year groups | A well-developed curriculum with high levels of enrichment learning opportunities. Excellent teaching of phonics in EYFS and KS1.Talk for writing to stimulate high quality writing outcomes. A learning power approach teaching learning skills.The progressive use of concrete resources and pictorial methods prior to abstract strategies being implemented. | Research shows that all children make progress when quality first teaching is consistently in place.If phonics is taught with high expectations for all and closely matched to individual expectations then all children will make expected progress and this will impact on increasing attainment in reading.Talk for writing has been shown to be powerful in improving children’s writing outcomes by enabling children to be secure orally.Schools that embrace a learning power approach find that children who take ownership of their learning are enthused and increasingly engaged and are able to identify their own next steps in learning. | SLT will monitor implementation and effectiveness of new curriculum. Pupil voiceCPD to develop subject leader knowledgeSLT to address weaknesses raised in an LA review. By providing CPD for all staff members in order to improve the quality of teaching. | SHSLT  | Termly  |
| **Total budgeted cost** | Cost of relevant CPD for all staff |
| 1. **Targeted support**
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| **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?** |
| Pupil premium children including those who are more able will show increased self-esteem and will have a more positive view of themselves. They will be able to interact more effectively in a range of situations and therefore show sustained progress.More secure peer relationships | To offer support to children and families from FSW All PP children to access weekly nurture group. CPD for all staff on emotional wellbeing mindfulness and engagement.Mindfulness lead to share strategies with staff. CPD for all staff on MindfulnessAccess to FSW sessions Plan to develop outdoor area providing access to quiet areas. Look to establish a nurture group | The EEF toolkit suggests that (SEL) skills should be taught purposefully and explicitly linked to direct learning in schools, encouraging pupils to apply the skills they learn. Mindfulness  has  been  shown  to  contribute  directly  to  the  development  of  cognitive   and  performance  skills  in  the  young. They  often  become  more  focused,  more  able  to  approach  situations  from   a  fresh  perspective, use  existing  knowledge  more  effectively,  and  pay  attention.There is substantial research evidence to suggest that outdoor adventure programmes can impact positively on young people's attitudes, beliefs and self-perceptions - examples of outcomes include independence, confidence, self-esteem, locus of control, self-efficacy, personal effectiveness and coping strategies interpersonal and social skills - such as social effectiveness, communication skills, group cohesion and teamwork. | Boxall Profile assessments will be carried out to show progress in academic, emotional and behavioural learning. Class teacher will liaise with nurture group teaching staff to ensure that the pedagogy is continued in class so that progress is seen across different contexts. All PP children to access the Boxall Profile assessments Staff training throughout the year through twilight training and staff meetings. SENCO to monitor access to FSW sessions. Development of outdoor area, priority in SIP. | BKJGBKLGSHJGST | Review termlyBoxall Profile-£150Nurture Teacher and TASummer 2018 |
| **Total budgeted cost** | £150 Boxall Profile |
| 1. **Other approaches**
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| **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?** |
| PP children have equal access to enriching opportunities | To make individual music lessons available to all PP children | ‘Music is an universal craft which encompasses many key skills. The impact music tuition has on listening, concentration, general focus and spacial awareness is well documented, with many case studies throughout the UK detailing the major effects music can have improving language, number and team working skills for Pupil Premium and EAL pupils.  | Music SL to liaise with INCo re suggesting children who could benefit from this action. | AMBK | Summer 2018 |
| Access to counselling from FSW | Children to be referred to Inco by Teachers | Children need to build trusted relationships with adults in order to feel confident to share anxieties and concerns. | INCO to receive reports from FSW, class teachers to inform INCO of success of sessions with FSW from the classroom environment. | STBK | Summer 2018 |
| **Total budgeted cost** | **Music lessons, FSW time** |

**6.Review of expenditure**  |
| 1. **Quality of teaching for all**
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| **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 have at least good teaching throughout the school | A well-developed curriculum with high levels of enrichment learning opportunities. (Foresters Forest, Light up learning)Excellent teaching of phonics in EYFS and KS1. A learning power approach, teaching learning skills. | Research shows that all children make progress when quality first teaching is consistently in place.If phonics is taught with high expectations for all and closely matched to individual expectations then all children will make expected progress and this will impact on increasing attainment in reading.Schools that embrace a learning power approach find that children who take ownership of their learning are enthused and increasingly engaged and are able to identify their own next steps in learning. | SLT will monitor implementation and effectiveness of new curriculum. Pupil voiceCPD to develop subject leader knowledgeBy providing CPD for all staff members in order to improve the quality of teaching | Supply costs for teachers accessing Foresters ForestCost of Inset speaker Light up learning training  |

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| 1. **Targeted support**
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| **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** |
| Pupil premium children including those who are more able will show increased self-esteem and will have a more positive view of themselves. They will be able to interact more effectively in a range of situations and therefore show sustained progress.More secure peer relationships | 1. To offer support to children and families from FSW
2. All PP children to access weekly nurture (TEC) group.
3. CPD for all staff on emotional wellbeing mindfulness and engagement. Mindfulness lead to share strategies with staff. CPD for all staff on Mindfulness
4. Plan to develop outdoor area providing access to quiet areas. Look to establish a nurture group for play times
 | 1. FSW weekly counselling sessions have helped with integration into classroom, self-awareness and coping mechanisms to be more prepared for changes. FSW provides ongoing support to families which has helped to open communication lines with hard to reach parents. FSW has signposted parents to relevant services providing support for difficult home situations.
2. Teachers and parents have reported on an increase in confidence, self-esteem and ability to persevere in the classroom for PP- children who regularly attend Nurture group. The work on the outside area of the field has allowed PP children to have a sense of ownership of their environment and used their skills to plan, design and execute their ideas and see them come to fruition.

 1. Mindfulness lead continues to support staff and share resources for whole school use e.g. mental health awareness week.
2. Plan produced ready for implementation
 | 1. The benefit of having an FSW weekly on site who is not a teacher and who is able to interact with both parents and pupils and work closely with the Inco.
2. To continue Nurture group and extend to other vulnerable children who are not PP where possible. For Nurture group lead to be aware of Boxall profile targets for PP children and be active in updating and setting new targets in collaboration with Inco and class teachers.
3. To continue to implement strategies shared and develop approach in school to mental health awareness.
 | FSW costsNurture group Lead Resources to develop outdoor area |
| 1. **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** |
| PP children have equal access to enriching opportunities | 1. To make individual music lessons available to all PP children
2. To offer financial help for trips residentials etc where needed
 | 1. Some PP children are accessing musical instrument lessons.

“His concentration has improved immensely and he approaches learning to play the drums with great enthusiasm. He has good coordination and excellent musicality. He is very inventive with the skills he learns. His timing is an area which needs improvement. He has the potential to become a competent and original drummer” Quote from drum teacher.“X has made exceptional progress this year. Coordination, timing, learning new skills and playing to music all come to him with ease. He is enthusiastic, concentrates well and tries hard. He is working on Stage 2 and has the potential to become a very proficient drummer. “Quote from drum teacher1. “Over the last couple of years my two children have been eligible to receive pupil premium money.Last year - May 2017- St Briavels school used the money to pay for the residential trip to Devon to enable both children to go on this trip. It would have been very expensive otherwise for me especially having twins accessing the same residential. They both had a fantastic time away with their peers.” Quote from parent 6.2018
 | Where financially possible we will continue to help PP children to access all opportunities available |  |
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| 1. **Additional detail**
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| In this section you can annex or refer to **additional** information which you have used to support the sections above.See TEC group planning/ Boxall profiles |