

Pupil premium strategy statement (primary)

1. Summary information					
School	The Nar Valley Federation of Church Academies – Narborough				
Academic Year	2018.19	Total PP budget as of Autumn 2017	£21.420	Date of most recent PP Review with Governors	June 2018
Total number of pupils	90	Number of pupils eligible for PP	17 21	Date for next internal review of this strategy	September 2018 March 2019

2. Current attainment		
Based on KS2 2017 results	<i>Pupils eligible for PP (your school)</i>	<i>Pupils eligible for PP (national average 2016)</i>
% achieving Age Expected or above in reading, writing & maths	50%	39%
progress in reading	-4.80	-0.7
progress in writing	4.80	0.3
progress in maths	-8.50	-0.5

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Some children have learning needs including processing, comprehension and speech
B.	Some children have social and emotional barriers including low self-esteem
C.	Some children have poor vocabulary and grammar
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Attendance
E.	Some children are in families where providing support for their education can be challenging for the parents
F.	Lack of family stability, specifically including parents being able to have their children ready for school emotionally, mentally and physically. Children might need support to deal with social and emotional issues, need to feel clean and fresh before they are ready to learn.

4. Desired outcomes <i>(Desired outcomes and how they will be measured)</i>	Success criteria
<p>As a result of quality first teaching children throughout the school children will make at least expected progress Monitoring at the end of the academic year will show at least 76% (13/17) of PP children will have made expected progress</p>	<p>Pupils eligible for PP make at least as good progress as non-PP children and where possible accelerated progress to achieve at least age related expectations if not greater depth 79% of PPG children made expected progress over the academic year. Due to children leaving and joining the school this was shown as (11/14)</p>
<p>Support staff will be skilled to model, teach and address learning barriers using a range of strategies to support children's development as independent learners As a result of identified interventions both in and out of the class at least 76% of PP children will have made expected progress</p>	<p>Children will have strategies to recognise and deal with cognitive, speech and emotional issues appropriately and make progress in their learning The use of individual mapping and specified interventions helped support the children and aided 79% who made expected progress, out of this group 4 children made accelerated progress</p>
<p>The SLT ensure that strategies are available through the teachers, SLT, PSA and school community for support to be provided to families. There will be an empathy for children with barriers extending beyond the school day and where appropriate help will be offered in the form of PSPs, signposting to other agencies or availability of SEMH support Currently our PP children are from 14 families, support will be provided and extended through the PSPs, PSA and other staff members for at least 8 of these families by December</p>	<p>Staff will regularly seek pupil voice acting on any concerns or areas for development.</p> <p>The use of a PSA will help children and families with strategies to enable children to be in school ready, to learn. PSPs will be used between school staff and families to strengthen relationships. Trained support staff will use strategies such as lego therapy and thrive to support the SEMH needs of children. Trips and extracurricular activities will be financially supported to increase a range of life experiences including residential trips. This year staff and PSA have worked with at 9 families to ensure that strategies have been in place to support children either focus in lessons or on behaviour (through PSPs), emotional support have been in place (through lego therapy, thrive and nurture), The children have benefited from a rich curriculum including trips and experiences which have been subsidised for PPG children.</p>
<p>Parents are a valued member of the school community and are integrated part of their child's learning journey. Children attend school as much as possible and are supported in their learning while at home. All PP children will have a parent/carer attend the parents evening. Attendance monitoring will show no differences between attendance of PPG children and non PPG children</p>	<p>All children feel supported and secure learning to value their education, parents are well informed about their child's learning and attendance so PP children attendance data is in line with non-PP children. Attendance at parents evening has been strong for all children. Communication continues to improve with the use of letters, texts and ensuring that there is a member of office staff available. Attendance reports shows no differences between PPG and non PPG children with attendance being good overall at the school.</p>

5. Planned expenditure (Due to fluctuation in pupil numbers and figures planned review in April)					
Academic year		2018/19			
The 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					
Quality first teaching for all (64%)					
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?
Pupils eligible for PP make at least as good progress as non-PP children and where possible accelerated progress to achieve at least age related expectations if not greater depth	The HLTA will support across the school and work closely with KS2 teachers to enable them to support individual children	In Summer 2017 59% of Narborough's PPG children are based in KS2 Out of this group 7 show potential of GD and 3 are working just at ARE, with tailored guidance from QFT these children are targeted to reach their full potential	Monitoring of lessons, provision map with impact data, class books and class data	KSt	Termly Children are tracking although not making enough progress to head towards ambitious targets. Some changes to the children reduced the number working towards GD, 79% tracked.
	Investment in quality reading texts and a revamp of the library including how the children use it	Vocabulary and language has been identified as a barrier for some PPG children, increasing the range of books and focusing on reading for pleasure as a targeted approach	Monitor work of BM in Autumn term, monitor use of the room in Autumn term, follow up with pupil voice of the PPG children involved in the project	KSh/BM/KSt/ Govs	Termly Library is still in good use Pupil voice demonstrates a pride in the library and an enjoyment of reading
	The quality of teaching will remain consistent across the school, even when cover is required	The daily diet for all children will be grounded in quality first teaching across the school	Monitor quality of teaching if using supply or cover for sickness	KSt/KSc/Govs	As and when required Attendance of staff has been good so far Attendance of teachers has been strong, TA absences have been high but covered by current staff doing additional hours
Total budgeted cost					£13,630

Targeted support (24%)					
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?
Children will have strategies to recognise and deal with cognitive, speech and emotional issues appropriately and make progress in their learning	To use focused provision	Pre-teaching, interventions, varied strategies through focused provision has been proven to help individuals make accelerated progress in specific targets	Monitor the provision maps and impact data SLT monitoring of children vs targets Pupil progress meetings will discuss the impact for individuals	KSt	Half termly Teachers have identified PPG children for additional support Children have had individualised learning tasks to support 79% making expected progress
Total budgeted cost					£5,178

Support beyond the classroom walls (12%)					
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?
The SLT ensure that strategies are available through the teachers, SLT, PSA and school community for support to be provided to families. There will be an empathy for children with barriers extending beyond the school day and where appropriate help will be offered in the form of PSPs, signposting to other agencies or availability of SEMH support	Specific strategies delivered by all school staff	Each PPG child is reviewed for a number of barriers ranging through cognitive, emotional and support it is part of the staffs responsibilities to identify them and support them with appropriate strategies, it is the responsibility of the SLT to ensure that staff are skilled to have a range of strategies	Monitoring through pupil progress meetings, data harvests, lesson observations and TA performance managements	KSt	Half termly Teachers have identified PPG children for additional support Children have had individualised learning tasks to support 79% making expected progress, some of the additional sessions by TAs have been monitored and additional training is booked
	To use PSP and where possible PSA/EPSS style agencies to work with families	To have the highest impact children need continuity and communication between home and school, some parents might also seek signposting to avenues of support which can help provide a stable, secure home life for the children	Using a PSP can help build relationships. Signposting of the PSA to any relevant family or child Monitor the impact of the work by looking at the impact on the child's attainment, progress, attendance or confidence	KSt, KSc	Monthly Staff and PSA have worked with 9 families to ensure that strategies have been in place to support children either focus in lessons or on behaviour (through PSPs), emotional support have been in place (through lego therapy, thrive and nurture),

	To financially support families so that all children can access school trips, visits, residential trips and clubs	To enable children to have a rich and varied curriculum they need experiences beyond the classroom	Office staff will communicate with parents when support is available Teachers will monitor that all children partake in events	Office staff Teachers SLT	Termly PPG children are accessing trips The children have benefited from a rich curriculum including trips and experiences which have been subsidised for PPG children.
					£2,576.75

Encouraging support and involvement from community and parents (17%)					
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 children feel supported and secure learning to value their education, parents are well informed about their child's learning and attendance for PP children is in line with non-PP children	To ensure that the school secretary is available, informed and proactive with communication	To have a face of the school who can approach parents, communicate all information to parents in an appropriate manner, monitor and follow up attendance concerns, prompt parents when support is available means that the relationship between school and parents is strong	Monthly attendance monitoring Parents evenings and parents briefings attendance reviewed	KSc	Monthly/termly Attendance monitored Attendance reports shows no differences between PPG and non PPG children with attendance being good overall at the school.
	To run a Breakfast club	Opportunities to allow parents who work to drop off children helps to ensure that children are at school on time	Regular monitoring of attendance with promotion to families where the club could benefit the children	KSt	Termly Attendance is growing with one PP family regularly taking advantage helping children start the day positively. Attendance remained good
Total budgeted cost					£2,095
6. Review of expenditure – Please see available on the website for 2017/18 or please ask for a copy from the school office					