

Pupil premium strategy statement (primary)

1. Summary information					
School	The Nar Valley Federation of Church Academies – Sporle				
Academic Year	2018.19	Total PP budget as of Autumn 2017	£31,340.00	Date of most recent PP Review with Governors	April 2017
Total number of pupils	72 68 68	Number of pupils eligible for PP	23 = 32% 19 = 28% 21 = 31%	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 2017)</i>
% achieving Age Expected or above in reading, writing & maths	25%		48%
progress in reading	2016: 2.8 2017: 3.8		-0.7
progress in writing	2016: -5.9 2017: -1.1		-0.4
progress in maths	2016: -9.4 2017: 0.9		-0.6

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
C.	Some children have poor vocabulary and grammar
D.	Around 50% of the PPG children (predominantly KS2) have had inconsistency in the quality of their teaching due to various reasons
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
E.	Attendance
F.	Some children are in families where providing support for their education can be challenging for the parents
G.	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 be fed and 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 78% (18/23) 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 18/19 PPG children made expected progress in at least one area of R/W/M (95%) which was in line with Non PPG children</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 78% 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 18/19 PPG children made expected progress in at least one area of R/W/M (95%). Interventions were used to support children in their learning</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 20 families, support will be established through PSPs and the PSA and other staff members for at least 15 of these families by December</p>	<p>Staff will regularly seek pupil voice acting on any concerns or areas for development. The use of a PSA will help children and families with strategies to enable children to be in school ready, to learn. Trained support staff will use strategies such as lego therapy to support the SEMH needs of children. Trips and extracurricular activities will be financially supported to increase a range of life experiences. Staff and the PSA are working very closely with 59% of the PPG families (currently 17 families). Children have staff work closely with them around investigating and supporting SEMH needs and barriers, all PPG children have benefited from a rich curriculum with trips and residential trips, children have been financially supported to ensure inclusion</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 remains an issue with some PPG although the HT and secretary have procedures in place. New school strategy introduced for the spring with rewards for children with good attendance impact to be monitored. Although the attendance remains an area of improvement across the school, there are not stark differences between PPG and non PPG</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 (48%)					
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 lead teacher is supported by an HLTA which allows for quality class cover when needs arise and use of an HLTA day to day to support teaching	In Summer 2017 39% of Sporle's PPG children are based in Kingfisher class, In Autumn this will increase to 58% some of the HLTA hours are focused on providing targeted support to those within the class or an option of covering the class enabling the teacher to provide focused provision	Monitoring of lessons, provision map with impact data, class books and class data	KSt	Termly HLTA hours allocated from April to July with specific focus on supporting the Y6 PPG children (4) New HLTA to start 1/10/18 The class have been split into smaller teaching groups with 5 PPG in one group and 4 in the other, the HLTA has been used to focused provision both in and out of the class, 8 of the 9 children made expected progress Apr-Apr in at least one area
	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 The work on vocab continues into the Autumn with the writing BIF Children now have a range of quality texts which are more accessible The children use the library more frequently, pupil voice showed a pride in the area and a knowledge of how to use it – pupil voice and monitoring also indicated the school as a whole need to continue to work on reading for pleasure

	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 A teacher was used for a Weds afternoon PPA cover to ensure that the children had skills weaved into their curriculum lessons This has been harder to sustain as sickness from the HLTA meant last minute cover was required, this continues to be a barrier for the school
Total budgeted cost					£15,825

Targeted support (26%)					
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 CS ran a social skills group with significant impact, PS ran Thrive for two children, PS continued with pre teaching and interventions, AF precision spelling and supported PP in class Due to the complexity of one of the cohorts, some small steps of progress in specific areas has been seen without the significant academic improvement required to move children to ARE. Provision maps and interventions have been consistently conducted with smart targets being met
Total budgeted cost					£8,368

Support beyond the classroom walls (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?

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 child may have a number of barriers, 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 Thrive, social skills, behaviour policy, whole school consistency to change the way the children line up Nurture interventions have helped reduce FTE, maths interventions have helped 74% of PPG make expected progress which is an improvement on the previous year
	To use a PSA	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	Signposting of the PSA to any relevant family or child Monitor the impact of the work the PSA completes by looking at the impact on the child's attainment, progress, attendance or confidence	KSt, KSc	Monthly The PSA has so far worked with 7 of our 15 families, for example one child had a significant reduction in exclusions and another child has made accelerated progress PSA has embedded the use of PSP meetings which has had a positive impact on BFL, attendance and reduced FTE for 3 pupils
	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 A good uptake for children attending school trips and residential There were increased opportunities for after school clubs in the spring term with a good uptake
					£6,100

Encouraging support and involvement from community and parents (9%)					
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 remains an issue with some PPG although the HT and secretary have procedures in place New school strategy introduced for the spring with rewards for children with good attendance impact to be monitored
	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 Currently 52% of PPG children attend the breakfast club There is still a high number of PPG children using the breakfast club
Total budgeted cost					£3,500.67
6. Review of expenditure – Please see available on the website for 2017/18 or please ask for a copy from the school office					