

Pupil Premium Impact Statement 2018-2019

1. Summary Information					
School	Hampreston CE (VA) First School				
Academic Year	2018-2019	Total PP budget	£6,600	Date of most recent PP Review	2017-2018
Total Number of Pupils	147	Number of pupils eligible for PP	5	Date for next internal review of this strategy	September 2019

2. Current Attainment		
<p>Statutory and internal assessments show PP children making good progress. Due to low numbers of PP children in each year group, data on the attainment and progress of PP children by year group or in statutory assessments is not published, as individuals may be identifiable. However, we focus on individual children; all PP children have learning targets so that 1:1 / group support can be appropriately targeted. This is for children working towards, at or beyond expectations.</p> <p>2018/19 Progress and Impact</p> <p>Across Reading, and Maths, 100% of PP children made sustained progress and 20% made more than expected progress. All children were working at Age Related Expectations in Reading and Maths</p> <p>In writing, 60% of children were working at ARE having sustained progress, while the 40% not yet working at ARE had still sustained progress from the previous year.</p>		
	Pupil Premium Children (HFS – 5chn)	Non-Pupil Premium Children (HFS – 139ch)
Reading ARE+	100%	91%
Writing ARE+	60%	82%
Maths ARE +	100%	92%

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers (issues to be addressed in school, such as poor oral language skills)	
A.	Some PP children have low prior attainment
B.	Some PP children have additional needs including SEND/EAL
C.	Weaknesses in learning behaviours e.g. lack of independence, focus or resilience

D.	Social and emotional problems affecting confidence and progress
External barriers (issues which also require action outside school, such as low attendance rates)	
E.	Persistent Absence

4. Desired outcomes (Desired outcomes and how they will be measured)		Success criteria
A.	Sustained Progress in Reading, Writing and Maths with some acceleration of children not yet working at ARE	PP children, whatever their prior attainment, make at least expected progress, with some of those whose attainment is below age related expectations starting to catch up
B.	Any additional needs are supported effectively	Children with additional needs are supported through the school's SEND practice with recognition and support for any additional factors that PP face.
C.	Improved learning behaviours	Improvement in the learning behaviours demonstrated by targeted PP children are evident – recognised by children and staff alike
D.	Improved self-confidence and self-esteem	Children feeling more confident to participate fully in school life and take risks with their learning
E.	Increased attendance	Attendance issues diminished

5. Planned expenditure					
Academic year 2018/19					
The three headings below enable the school 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. Sustained Progress in Reading, Writing and Maths with some acceleration of children not yet working at ARE	<p>All staff continue to deliver maths through 'Inspire Maths'.</p> <p>Two staff involved with potential research project, involving pre-teaching of concepts and vocabulary.</p> <p>Ongoing focus on reading</p> <p>Peer teaching observations</p>	<p>Maths results (2018) continue to be encouraging, in light of adoption of Singapore style maths scheme.</p> <p>Literacy focus to address under – attainment, including a focus on those children working at greater depth in reading.</p>	Ongoing monitoring programme	RMc, HT	Ongoing
C. Improved learning behaviours	<p>Continue with house point system and positive reinforcement to promote positive learning behaviours – resilience, focus etc.</p> <p>Group responsibility can help promote individual responsibility for own learning and behaviour</p>	<p>Progress meetings have highlighted some children for whom learning behaviours are preventing progress e.g. children are easily distracted, lack focus or confidence</p>	Ongoing monitoring of learning behaviours	SEN specialist support, SENCo	Termly
Total Budget Cost					£500

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. Sustained Progress in Reading, Writing and Maths with some acceleration of children not yet working at ARE	1:1 / small group support with specialist TA (additional to full time TA support in every class)	Boost progress with additional targeted support	Track ongoing progress of children	Head / Assistant Heads	Termly
B. Additional needs supported effectively	Specialist SEN teacher supports and advises where appropriate. Close collaboration with specialist TA.	Learning barriers faced by children	Track ongoing progress of children	Head / Assistant Heads	Termly under SEN Review Cycle

D. Improved self-confidence and self-esteem	Social skills sessions with small groups and where appropriate individuals TA and staff CPD courses - attachment, emotional support	Improve self-esteem and self-confidence	Track ongoing progress of children	Head / Assistant Heads	Termly
Total Budget Cost:					£8,200 (inc. from School Budget)

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?
D. Improved confidence and self-esteem Uniform subsidy	Extra – curricular activities financed (sport, dance, music etc) Lunchtime sports clubs to boost self-confidence and social skills	To promote confidence, resilience and enjoyment of learning	Feedback from children parents and where possible, staff	TW	Half-termly
E. Attendance	Liaison with parents / carers to encourage improved attendance where appropriate	School attendance hovers around 95 - 96%, with some individual attendance issues.	Monitor attendance	TW	Termly attendance monitoring
Total Budget Cost:					£500

Funding Income	£6,600
Budget Total	£9,200 (£2,600 Overspend)

6. Review of expenditure 2018/19				
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 this approach)	Cost
i. Quality of teaching for all				
A. Sustained Progress in Reading, Writing and Maths with some acceleration of children not yet working at ARE	<p>All staff continue to deliver maths through 'Inspire Maths'.</p> <p>Two staff involved with potential research project, involving pre-teaching of concepts and vocabulary.</p> <p>Ongoing focus on reading</p> <p>Peer teaching observations</p>	<p>Maths scheme used successfully and all pupils sustained ARE.</p> <p>Pre-teaching delivered by Specialist TA and/or TA. Children showed improved results in spelling tests and reading comprehension. All children sustained/achieved ARE in reading.</p> <p>Reading Record challenge showed 4/5 children increased frequency of reading</p>	<p>Maths was successful, but in-year review led to transition for Power Maths for 2019/20</p> <p>AHT undertaking reading challenge including development of reading scheme and linking to phonics stage. Additional reading pedagogy to be developed</p>	£550 (additional Inspire resources funded from budget)
C. Improved learning behaviours	<p>Continue with house point system and positive reinforcement to promote positive learning behaviours – resilience, focus etc.</p> <p>Group responsibility can help promote individual responsibility for own learning and behaviour</p>	<p>House point system continued and significant engagement by pupils (School Council 2019).</p> <p>House Captains role established</p> <p>Specialist TA trained & delivered ELSA provision to support learning for PP chn</p>	<p>SCARF principles to be adopted in addition to use of MarvellousMe for engagement and reinforcing values in 2019/20</p> <p>House Captains worked successfully but more work can be done to increase the role. This is to be rotated half-termly to allow more children to engage.</p>	-
ii. Targeted support				
A. Sustained Progress in Reading, Writing and Maths with some acceleration of children not yet working at ARE	1:1 / small group support with specialist TA (additional to full time TA support in every class)	<p>Specialist TA worked with PP pupils in addition to other interventions, at least 2x30 mins each week. Sustained progress in R/W/M.</p> <p>Specialist TA trained & delivered ELSA provision to support learning for PP chn</p>	<p>Specialist TA left school in July 2019 and suitable replacement to be found.</p> <p>Additional TA training to ensure all TA's can deliver suitable intervention</p> <p>Additional ELSA to be trained</p>	<p>Specialist TA £2505</p> <p>ELSA Training & Cover £500</p>

B. Additional needs supported effectively	Specialist SEN teacher supports and advises where appropriate. Close collaboration with specialist TA.	Specialist SEN teacher used 6.5hrs per week to support PP chn and TA's in developing and implementing suitable interventions. SEN Specialist delivered INSET training for class teachers on identification of needs and suitable strategies	SEN Specialist to be used in training new SENCO in 2019/20	SEN Specialist £3700 INSET cost £150
D. Improved self-confidence and self-esteem	Social skills sessions with small groups and where appropriate individuals TA and staff CPD courses - attachment, emotional support	Social skill training delivered to TA's and staff. Use of social stories where needed. HT delivered Compass for Life Project within Y4 to promote ambition, resilience and growth mindset.	Continue to use social skill sessions where needs arise. Compass for Life to be considered for roll out across KS2 in 2019/20	Staffing £1250
iii. Other approaches				
D. Improved confidence and self-esteem	Extra – curricular activities financed (sport, dance, music etc) Lunchtime sports clubs to boost self-confidence and social skills Uniform/Trips subsidy	JSC (Junior Sports Coaching) used for delivery of lunchtime activities. PP chn directed to engage with this provision and reported enjoyment and engagement. Tennis coaching used for PP provision and supporting engaging with peers Uniform/equipment provided for chn	Continue JSC and Tennis Coaching. Consider implementation of 'mindfulness' coach or Yoga Uniform subsidy and trips/visits to be subsidised/paid 2019/20	Sports Coaching £700 Uniform/Trips £180
E. Attendance	Liaison with parents / carers to encourage improved attendance where appropriate	Additional meetings with SEN Specialist/ Specialist TA and/or teachers provided additional engagement with parents.	Continue 2019/20	Specialist Time £300
Total Spend				£9835
Total Budgeted				£9200 (£2600 Overspend)
Grand Total				£3235 Overspend
7. Additional detail				
In this section you can refer to additional information which you have used to support the sections above				