

Pupil Premium Strategy Statement – SNITTERFIELD PRIMARY SCHOOL

1. Summary information					
School	Snitterfield Primary School				
Financial Year	2017-2018	Total PP Budget	£15100	Last PP strategy review	March 2018
NOR	104	No of PP pupils	11	Next PP strategy review	March 2019

2. Current attainment (Pupils eligible for PP) DECEMBER 2017	
% achieving the expected standard in reading, writing AND maths	20%
% making progress in reading	100%
% making progress in writing	100%
% making progress in maths	100%

3. Barriers to future attainment for PP children	
In-school barriers	
A	Previous underachievement due to SEN challenges.
B	Social welfare issues leading to difficulty engaging and attending school.
C	Social Emotional and Mental Health issues.
D	Basic literacy and numeracy skills are generally lower for pupils eligible for PP.
External barriers	
E	Some parents are unable to support their children at home for a variety of reasons.

4. Outcomes		
	Desired outcomes and how they will be measured	Success criteria
A	Improved progress for Pupil Premium pupils in all areas.	Progress is monitored closely via: half termly data collected progress and attainment and termly Pupil Premium monitoring at Pupil Progress meetings with the Head. (PP children are individually tracked – but not noted in this plan as confidential). There will be a focus on demonstrating ‘closing the gap’ and accelerating progress to the expected standard.

		Pupil Premium children make comparable progress to other groups in the school.
B	To sustain the good progress made by some PP children in the core areas.	Some children who are eligible for Pupil Premium do not have learning or social needs.
C	Improved attendance for specific Pupil Premium pupils.	The aim is that attendance of these pupils is to increase to 90%+ thus accessing the full curriculum. To continue with regular monitoring and discussions with EHT. Follow attendance policy and procedures – contact parents (verbally / letters) and when necessary involve the ACE team. Continue to monitor all Pupil Premium children. The attendance of Pupil Premium children is comparable to other groups within the school.
D	Improved Learning Behaviours by engaging support for welfare and social issues leading to greater rates of progress.	Observations and 1 to 1 sessions identify improved attitudes to school and learning. To continue to work closely with families to support children who find school a challenge. Pupil Premium children make comparable progress because they feel safe and supported at school.

5. Planned expenditure		Financial year 2018 – 2019		
Desired outcome	Chosen action / approach	Success Criteria	Staff lead	Review due
A Improved progress for Pupil Premium pupils in all areas.	TA support in each class for English and Maths sessions. Targeted interventions for individuals/groups are aimed at closing the gaps in learning. What is the evidence and rationale for this choice? Link with whole school priorities: 2A 3A 3B 3C 3D Link to IEPs and STS teacher advice where appropriate.	Termly data monitoring of groups indicates at least the expected progress. Report to governors on group progress and attainment.	Head of School SENCo EHT	Termly from Easter 2018
			Estimated Cost: TA costs: £4000	
B To sustain the good progress made by some PP children in the core areas.	TA support in each class for English and Maths sessions. Targeted support for children capable of attaining Greater Depth. Staff attend training (external and federation) for the Power of Reading and Maths No Problem!	Termly data monitoring of groups indicates at least the expected progress. Report to governors on group progress and attainment.	Head of School EHT	Termly from Easter 2018
			Estimated Cost: TA costs: £4000	

	<p>What is the evidence and rationale for this choice?</p> <p>Link with whole school priorities: 2A 3A 3B 3C 3D</p>			
<p>C Improved attendance for specific Pupil Premium pupils.</p>	<p>ACE support for whole school processes improves the attendance of PP children where necessary.</p> <p>What is the evidence and rationale for this choice?</p> <p>Link with whole school priorities: 4A</p>	<p>Improved attendance rates for PP children.</p> <p>Reduce the number of persistent absentees.</p>	EHT	Monthly
			<p>Estimated Cost:</p> <p>ACE sub: £466 EHT time: £1500</p>	
<p>D Improved Learning Behaviours by engaging support for welfare and social issues leading to greater rates of progress.</p>	<p>Social, emotional and welfare needs are met through support from adults in school. This could be mentoring, SEN or Safeguarding support. Bespoke work with individual children and families is brokered where possible.</p> <p>Release time for SENCO and DSL to enhance and support provision for high needs PP pupils, including liaising with outside agencies and parents, completing paper work and budgeting.</p> <p>What is the evidence and rationale for this choice?</p> <p>Link with whole school priorities: 4C</p>	<p>Specific children receive nurture support and display sustained learning behaviours due to feeling safe and supported in school.</p>	Head of School SENCO DSL	
			<p>Estimated Cost:</p> <p>SEN time: £1300 DSL time: £1300 Counselling: £2000 SEN support sub: £1440</p>	
Other approaches				
Desired outcome	Chosen action / approach	Success criteria	Staff Lead	Review due
All children attend curriculum trips/after school clubs/extracurricular opportunities	<p>School to offer to fund free pupil premium places on trips</p> <p>What is the evidence and rationale for this choice?</p> <p>Pupil Premium children are not disadvantaged due to the</p>	PP children take up offer of places on trips/music lessons etc.	HoS	End of year

cost of additional activities.

6. Review of expenditure		Financial year 2017 - 2018		
Desired outcome	Chosen action / approach	Estimated Impact	Review	Cost
Children are resilient, confident and aspirational learners.	Forest Schools. Children learn to take risks and to use their own initiative to solve problems and cooperate with others.	Children use full sized tools, play, learn boundaries of behaviour; both physical and social, establish and grow in confidence, self-esteem and become self-motivated.	The vast majority of children enjoy FS sessions and engage fully. They become confident and this improves their self esteem, which transfers into other areas. We are continuing with this approach but will be funding differently.	£3300 for EYFS to access 1 x am session each week across the year. All other year groups access a 4 week block.
Children meet new expectations for all subjects	Review staffing structure, make beneficial changes??	Evidence shows that Quality First teaching has the biggest impact on learning. Class teachers plan, prepare and deliver quality lessons, targeting specific groups such as PP and assisted by TAs	QFT improved across the year due to additional monitoring activities and timetable changes. These in turn impacted on children's attainment. This approach continues but does not require additional funding.	£2000 to support coaching sessions for staff coming out of the appraisal process and monitoring activities.
Improved attainment of PP children in reading, writing and maths	TAs employed extra hours to support children with specific needs and provide intervention activities. Children receive appropriate support for short periods of time to assess its impact. Assessment to specify and target the gaps. Specific SEN provision for individual PP pupils who have high need.	Data analysis activities and reports to governors highlight the progress and attainment of PP children	Progress and attainment information indicates improved performance of individuals across the year. This approach will continue but will be more focussed and led more clearly by class teachers.	£3500 for TA support in class and for additional 1:1 interventions, including learning and social/emotional activities.

Children receive specialised support appropriate to learning /social & emotional need.	Release time for SENCO/DSL to enhance and support provision for high need PP pupils, including liaising with outside agencies and parents, completing paper work and budgeting.	Children were offered a range of services to suit their specific needs and given further guidance on how to access all areas of the curriculum. Staff were able to access specialist advice.	SENCO and DSL were able to progress SEN additional support and funding applications. DSL was able to participate fully in plans to support PP children with safeguarding needs.	£3500 for SENCO/DSL release time plus STS subscription.
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7. Additional detail

Pupil premium funding is additional money given to schools in England to raise the attainment of eligible pupils and narrow the gap between their attainment and their peers.

In the 2018 to 2019 financial year:

- Schools will receive £1,320 for each pupil registered as eligible for free school meals (FSM) at any point in the last 6 years
- Schools will receive £2,300 for any pupil identified in the January 2018 school census as having left local authority care
- Schools will receive £300 for any pupil who has a parent currently serving in HM Forces.