

# Pupil premium strategy statement – Honington CEVCP School

Summary information						
<b>School</b>	Honington CEVCP School					
<b>Academic Year</b>	2017/18	<b>Total PP budget</b>	£18,480 FSM/Ever6 £31,500 Services Total £49,980		<b>Date of most recent PP Review</b>	Oct 2017
<b>Total number of pupils</b>	173	<b>Number of pupils eligible for PP</b>	FSM/Ever 6 - 14	Services - 105	<b>Date for next internal review of this strategy</b>	June 2018

Current attainment (2017 end of year, whole school)			
	<i>Pupils eligible for PP (FSM/Ever6)</i>	<i>Pupils eligible for PP (services)</i>	<i>Pupils not eligible for PP (national average Y6)</i>
<b>% achieving in reading, writing and maths</b>	54%	74%	67%
<b>% making progress in reading</b>	77%	78%	66%
<b>% making progress in writing</b>	54%	74%	74%
<b>% making progress in maths</b>	77%	79%	70%

1. Barriers to future attainment	
<b>In-school barriers</b>	
<b>A.</b>	High pupil mobility (63% services) creating frequently changing classes.
<b>B.</b>	Low self-esteem, low confidence and anxiety in test situations.
<b>C.</b>	Additional social, emotional and behavioural needs.
<b>D.</b>	Parental support of learning for some pupils.
<b>External barriers</b>	
<b>A.</b>	High pupil mobility (63% services) creating turbulent home lives for some pupils.
<b>B.</b>	Additional social, emotional and behavioural needs.
<b>2. Desired outcomes</b>	

	<i>Desired outcomes</i>	<i>Success criteria</i>
<b>A</b>	Improve maths outcomes	Pupils eligible for PP make rapid and sustained progress so that all pupils eligible for PP meet age related expectations where applicable, dependent upon individual need.
<b>B</b>	Improve Spelling, Punctuation and Grammar skills across the school.	Pupils eligible for PP make rapid and sustained progress so that all pupils eligible for PP meet age related expectations where applicable, dependent upon individual need.
<b>C</b>	Higher rates of progress and attainment for pupils eligible for PP.	Pupils eligible for PP make equal or better progress than other children. More PP pupils reach age related expectations (dependent upon individual need).
<b>D</b>	Academic gaps and weaknesses are promptly targeted.	Pupils eligible for PP make equal or better progress than other children. More PP pupils reach age related expectations (dependent upon individual need).
<b>E</b>	PP pupils receive pastoral support as required, including for issues relating to the high mobility of pupils in the school (63% services).	Pupils eligible for PP have access to effective support for social, emotional and behavioural needs.
<b>F</b>	Increased confidence, resilience and independence.	Pupils eligible for PP have access to Forest School sessions as appropriate.
<b>G</b>	Year 6 pupils are well supported during SATs.	Pupils eligible for PP have access to Breakfast Club during SATs week.

### 3. Planned expenditure

Academic year

2017/18

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.

#### 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 - Improved maths outcomes	Whole school focus. Training including for numicon and bar modelling. Thurston Partnership project. Maths no limits project. Increase real life maths experiences.	Data shows that is the schools weakest area. It is also the weakest area across the local partnership. Studies show that the training in numicon and bar modelling have positive impact. Evidence from other schools shows that maths no limit and real life maths experiences have positive impact on data.	English Leader will monitor and review effectiveness of provision. This will be quality assured by the Senior Leadership Team and other visiting professionals. Data will be used to assess impact. Governors will ask challenging questions.	Maths Leader	Feb 2018
B - Improved Spelling, Punctuation and Grammar.	Develop and implement whole school approach to spelling. Use academic intervention effectively to improve progress and attainment in SPaG. Support parents to help their children.	Review of last year's School Improvement and Development, alongside the May 2016 Ofsted report, confirmed that SPaG still needed to be systematically tackled to improve progress and attainment. Staff, under leadership of English Leader, explored research and current thinking with reference to teaching spelling. Having considered the findings a new whole school approach will be created and implemented.	English Leader will monitor and review effectiveness of provision. This will be quality assured by the Senior Leadership Team and other visiting professionals. Data will be used to assess impact. Governors will ask challenging questions.	English Leader	Feb 2018
C - Improving progress and attainment data.	Single year group classes.	Last year's focus on teaching, learning and assessment in single year group classes was effective in driving improvements across the school. This impact was demonstrated with significant progress towards targets on the School Improvement and Development Plan and the Ofsted 'Good' achieved last year.	SLT and governors will monitor alongside other visiting professionals for quality assurance. Pupil Progress meetings will scrutinise data to evidence impact.	SLT and governors	Jul 2018

**Total budgeted cost**

£58,578

#### 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?
C - Gaps and weaknesses are addressed (academic)	Intervention referral system (academic)	This system was shown to be effective last year. Case studies support this. Its strength is that target areas are specific, identified by teachers. Interventions are bespoke.	Continual monitoring of academic progress and attainment data. Pupil Progress meetings will check impact of intervention.	SLT	Jul 2018 and ongoing
D - Pupils receive pastoral support as required, including for issues relating to the high mobility of pupils in the school (63% services).	Intervention referral system – for emotional, social and behavioural support.	This system was shown to be effective last year. Case studies and parent/pupil surveys are positive and show improved readiness to learn.	Pupil Progress meetings will check impact of intervention. Headteacher and SENCo will investigate and trial a system of pastoral need assessment to evidence progress in these areas.	Learning Mentor and SLT	Jul 2018 and ongoing
<b>Total budgeted cost</b>					£21,048
<b>iii. Other approaches</b>					
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?
E - Increased confidence, resilience and independence.	Forest School.	National evidence (see <a href="http://www.forestschoollassociation.org">www.forestschoollassociation.org</a> ) shows that this is an inspirational process that allows all learners opportunities to achieve and develop self-esteem and confidence through hands on learning experiences. It was trialled in school with success last academic year.	Through monitoring by Forest school leader and SLT and via Pupil Progress meetings which discuss the academic and pastoral progress of all children. Also via pupil, staff and parent questionnaires and case studies.	Forest School Leader	April 2018
F - Year 6 pupils are well supported during SATs week.	SATs breakfast Club.	This worked well last year, with high uptake and good pupil, parent and staff feedback. Pupils were calm during tests.	Year 6 staff and support staff will work together to ensure the most effective provision.	Year 6 teacher and SLT	Jun 2018
<b>Total budgeted cost</b>					£4,200

4. Review of expenditure				
Previous Academic Year 2016-2017				
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost
A - Improved Spelling, Punctuation and Grammar.	Develop and implement whole school approach to spelling. Use academic intervention effectively to improve progress and attainment in SPaG. Support parents to help their children..	Medium impact. Data shows promising improvement but there is further work to be done on this priority next year.	This target takes time to fully embed across the school and needs to be continued in 17-18.	£650
B - Improving progress and attainment data.	Single year group classes.	Medium impact. In-school focuses on teaching, learning and assessment were able to be applied precisely and effectively in single year group classes and impact is demonstrated with significant progress towards targets on the School Improvement and Development Plan. Ofsted 'Good' confirms impact of these approaches.	This is a desirable approach but is greatly determined by budget.	1 teacher - £41,653 2 TAs - £21,254
ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost

Gaps and weaknesses are addressed (academic)	Intervention referral system (academic)	Medium – high impact. Pupils weaknesses were addressed swiftly (support normally starts the week after referral). Support is very specific eg a particular objective rather than just 'maths'. Pupils able to move on quickly with whole class once gaps filled. Longer term impact anticipated as current KS1 pupils move through the school and subsequently have fewer gaps as they go through KS2. This support also used to help pupils catch up after absence. In-school tracking shows that progress is improved.	This system is effective and will be continued next year. The focus area being determined by the class teacher, based on their observations of the pupil, is a strength.	£24,197
Pupils receive pastoral support as required, including for issues relating to the high mobility of pupils in the school (63% services).	Intervention referral system – for emotional, social and behavioural support.	High impact. Pupils in need of social, emotional or behavioural support were swiftly identified and support actioned immediately, usually within a week. This worked well in conjunction with other agencies where the referral process can be lengthy so eliminated a long period of time before any support begins. Teachers observe (case studies evidence this) that improvements were seen in these pupils' readiness to learn. Parents report improvements in coping strategies and engagement with school. SIAMs and Ofsted 'Good' judgements confirm the strength of this provision.	This system is effective and will be continued next year. The focus area being determined by the school staff alongside parents, based on their observations and knowledge of the child, is a strength.	Included in figure above.

### iii. Other approaches

Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost
Increased confidence, resilience and independence.	Pupils have access to Forest School.	Medium impact. Targeted children were given the experience of a 6 week Forest school programme. Good impact seen on their confidence, resilience and independence but due to length of training not all pupils were able to experience Forest School. Parent volunteers were intrinsic to the success of the sessions and therefore there was improved parental engagement.	We will continue to develop this approach and ensure all pupils are given the opportunity to experience Forest School. We are aware that unexpected impact may be seen with some pupils and we would then be able to target further sessions to those who will benefit the most. We will continue to engage with parents to voluntarily support this scheme.	£350 resources £540 cover costs

Year 6 pupils are supported during SATs week.	SATs breakfast club.	High impact. The uptake was 90%+ and enabled pupils to have a positive calm start to the day and be ready to perform at their best for their SATs tests. Parental appreciation was high.	To be repeated next year.	£80
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## 5. Additional detail

The Pupil Premium is funding provided to schools which is additional to main school funding. It is allocated according to the number of pupils on-roll who are eligible for free school meals (FSM), a smaller amount allocated according to the number of children of service families, and an allocation for each pupil who has been 'Looked After' (in care) for 6 months or more. In 2012, funding was extended to include pupils who have been eligible for free school meals within the past 6 years.

We organise teaching and learning at Honington CEVCP School in order to meet the needs of all children in the best way.

We ensure that appropriate provision is made for children who belong to vulnerable groups and that socially disadvantaged children have their needs adequately assessed and met.

We recognise that not all children who receive Pupil Premium will be socially disadvantaged and we also recognise that not all children who are disadvantaged are in receipt of Pupil Premium. We offer support to any child that the school has identified as disadvantaged or at risk of underachieving.