

# Service Pupil Premium strategy statement – Honington CEVCP School

Summary information					
<b>School</b>	Honington CEVCP School				
<b>Academic Year</b>	2018/19	<b>Total PP budget</b>	£30,900	<b>Date of most recent PP Review</b>	Oct 2018
<b>Total number of pupils</b>	169	<b>Number of pupils eligible for PP</b>	103	<b>Date for next internal review of this strategy</b>	June 2019

	Current attainment (whole school)		
	<i>Pupils eligible for SPP (FSM/Ever6)</i>	<i>Pupils not eligible for SPP</i>	<i>National average outcomes (Y6 SATs)</i>
<b>% on track in reading, writing and maths</b>	68%	65%	64%
<b>% on track in reading</b>	85%	85%	75%
<b>% on track in writing</b>	74%	69%	78%
<b>% on track in maths</b>	82%	83%	76%

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.
2. Desired outcomes	
	<i>Desired outcomes</i>
	<i>Success criteria</i>

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

### 3. Planned expenditure

Academic year

2018/19

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 – Sustained improved maths outcomes	Continue to maintain single year group classes. Whole school focus on quality first teaching including input via CASSA. Thurston Partnership project. Cyclical approach to ensure mobility does not affect outcomes. Increase real life maths experiences.	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 I proved outcomes for pupils in KS1 and 2. Data shows that is the schools weakest area in terms of KS2 results, though these are much improved following our whole school focus and these outcomes now need to be sustained. It is also the weakest area across the local partnership. The CASSA training is evidenced to produce impact. Evidence from other schools shows that real life maths experiences have positive impact on data.	SLT and governors will monitor alongside other visiting professionals for quality assurance. Pupil Progress meetings will scrutinise data to evidence impact. Math Leader will monitor and review effectiveness of provision. This will be quality assured by the Senior Leadership Team, governors, LA SEO and CASSA staff. Data will be used to assess impact. Governors will ask challenging questions.	Maths Leader	Termly then July 2019
B – Improved writing, including Spelling, Punctuation and Grammar.	Continue to maintain single year group classes. Continue to develop and implement whole school quality first teaching approach to spelling. Continue to use academic intervention effectively to improve progress and attainment in SPaG. Support parents to help their children. Whole school focus on assessing writing.	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 I proved outcomes for pupils in KS1 and 2. Review of last year's School Improvement and Development, confirmed that SPaG still needs to be systematically tackled to sustain improved progress and attainment. Staff, under leadership of English Leader, explored research and current thinking with reference to teaching spelling and implemented a new approach which data show to be effective. We will continue to develop and review this approach.	SLT and governors will monitor alongside other visiting professionals for quality assurance. Pupil Progress meetings will scrutinise data to evidence impact. 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. Moderation with other schools will confirm judgements.	English Leader	Termly then July 2019

		Discussion with other local schools shows an agreement that assessment of writing can be cautious due to the lack of standardised tests for judgement comparisons. In-school and collaborative work with other schools will help develop confidence and security of judgements across all classes.			
<b>Total budgeted cost</b>					£56,872
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
C - Gaps and weaknesses are addressed (academic)	Intervention referral system (academic)	This system was shown to be effective in the previous 2 years. 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	Termly then July 2019
D - Pupils receive pastoral support as required, including for issues relating to the high mobility of pupils in the school	Intervention referral system – for emotional, social and behavioural support.	This system was shown to be effective in the last 2 years. Case studies and parent/pupil surveys are positive and show improved readiness to learn. Demand is high so hours for the Learning Mentor have increased.	Pupil Progress meetings will check impact of intervention.	Learning Mentor and SLT	Termly then July 2019
<b>Total budgeted cost</b>					£21,788
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
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	Through monitoring by Forest school leader and SLT and via Pupil Progress meetings which discuss the academic and pastoral progress of all children.	Forest School Leaders	Termly then July 2019

		develop self-esteem and confidence through hands on learning experiences. Last year's use of Forest School was successful and observation of its effectiveness suggests we should increase provision.	Also via pupil, staff and parent questionnaires and case studies.		
F - Year 6 pupils are well supported during SATs week.	SATs breakfast Club.	This worked well in the past 2 years, 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	June 2019
<b>Total budgeted cost</b>					£3,824

#### 4. Review of expenditure

Previous Academic Year 2017-2018

##### i. Quality of teaching for all

Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost
A – Improved maths outcomes	Whole school focus. Training including for numericon and bar modelling. Thurston Partnership project. Increase real life maths experiences. CASSA maths SSIF project	High impact. Data shows good improvement. KS1 87.5% expected – above national (76.1%) KS2 75% expected – only 0.6% below national	Whole school work on maths is showing positive impact. Continue to embed to achieve demonstrable sustainability.	Training £500 Release £1000
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.	Medium/high impact. SATs data is very positive with 85% achieving expected standards in KS2. Writing at KS1 is 75%. NPQSL project data shows high impact of interventions.	While data indicates high impact we feels there is still work to be done on ensuring sustainability of improvements, hence assessed as medium/high impact. Interventions need to be embedded all year. This is impacted by time constraints on support staff.	Release £1000 Interventions £2,736
B - Improving progress and attainment data.	Single year group classes.	High 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. KS1 and 2 data shows significant improvements and mostly above national averages.	This is a desirable approach but is greatly determined by budget.	1 x class teacher £33824 1 x TA £16,900

<b>ii. Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b>	<b>Lessons learned</b>	<b>Cost</b>
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 starting to be seen 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.	£4,700
Pupils receive pastoral support as required, including for issues relating to mobility of pupils in the school	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.	£17,000.
<b>iii. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b>	<b>Lessons learned</b>	<b>Cost</b>
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. All classes have accessed some forest school provision. 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 via doubling our forest school leader provision. 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.	£4,100

Year 6 pupils are supported during SATs week.	SATs breakfast club.	High impact. The uptake was 100% 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.	£100
			<b>Total expenditure on these objectives</b>	<b>£81,860 Funded by SPP £31,500</b>

## 5. Additional detail

The Service 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 as children of service families. Eligible schools receive the SPP so that they can offer mainly pastoral support during challenging times and to help mitigate the negative impact on service children of family mobility or parental deployment.

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