

Pupil premium strategy statement – Honington CEVCP School

Summary information					
School	Honington CEVCP School				
Academic Year	2019/20	Total PP budget	£21,120	Date of most recent PP Review	Sept 2019
Total number of pupils	180	Number of pupils eligible for PP	16	Date for next internal review of this strategy	June 2020

	Current attainment (whole school)		
	<i>Pupils eligible for PP (FSM/Ever6)</i>	<i>Pupils not eligible for PP (FSM/Ever6)</i>	<i>National average outcomes (Y6 SATs)</i>
% on track in reading, writing and maths	54%	82%	65%
% on track in reading	62%	76%	73%
% on track in writing	54%	69%	78%
% on track in maths	69%	84%	79%

1. Barriers to future attainment

In-school barriers

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| A. | High pupil mobility (68% services) creating frequently changing classes. 2017-18 stability of roll data: School 65.9%, National 83.8%, difference -17.9% |
| B. | Low self-esteem, low confidence and anxiety in test situations. |
| C. | Additional social, emotional and behavioural needs. |
| D. | Parental support of learning for some pupils. |

External barriers

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|-----------|---|
| A. | High pupil mobility (68% services) creating turbulent home lives for some pupils, including those who are non-services. |
| B. | Additional social, emotional and behavioural needs. |
| C. | Complex family situations impacting on children. Difficulty for families in accessing effective support. |

2. Desired outcomes

	<i>Desired outcomes</i>	<i>Success criteria</i>
A	Improve writing, including Phonics, 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	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).
C	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).
D	PP pupils receive pastoral support as required, including for issues relating to the high mobility of pupils in the school.	Pupils eligible for PP have access to effective support for social, emotional and behavioural needs.
E	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

2019/20

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 writing, including Phonics, Spelling, Punctuation and Grammar.	Continue to develop and implement whole school quality first teaching approach to spelling. EYFS and KS1 targeted action plan for Phonics with focus on application of phonics into writing. 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.	Review of last year's School Improvement and Development and data, confirmed that Phonics and SPaG still needs to be systematically tackled to sustain improved progress and attainment. Staff, under leadership of English Leader, will continue to implement a structured approach to teaching spellings. Monitoring and work with the LA SEO has identified that the strand within phonics to focus on is the application of phonics into writing. This is reflected in a targeted action plan for Phonics. 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 continue to help develop confidence and security of judgements across all classes.	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 AHT (Phonics)	Termly then July 2020
B - 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 positive outcomes for pupils in KS1 and 2.	SLT and governors will monitor alongside other visiting professionals for quality assurance. Pupil Progress meetings will scrutinise data to evidence impact.	SLT and governors	Termly then July 2020
Total budgeted cost					£58,770
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 in the previous 3 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. HT and AHT will triage request for interventions.	SLT	Termly then July 2020
D - Pupils receive pastoral support as required, including for issues relating to the high mobility of pupils in the school	Learning Mentor – for emotional, social and behavioural support.	This system was shown to be effective in the last 3 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. Feedback from pupils, parents and staff evidence impact.	Learning Mentor and SLT	Termly then July 2020
Total budgeted cost					£18423
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?
E - Year 6 pupils are well supported during SATs week.	SATs breakfast Club.	This worked well in the past 3 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 20120
Total budgeted cost					£150

4. Review of expenditure

Previous Academic Year 2018-2019

i. Quality of teaching for all

Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost
A – Sustained improved maths outcomes	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.	<p>High impact.</p> <p>Data shows good results KS1 84% expected – 8% above national/ 24% greater depth 2% above national KS2 80% expected – 1% above national/ 20% greater depth, 9% above national</p> <p>80% of whole school are 'on-track' in maths. This is compared to 73% of pupils in receipt of PP. There is only a small difference of 7%. We are pleased with this data, especially considering the cohort of PP children is small so each pupil is worth a high %, 27% of the PP cohort are also SEND, which impacts on academic data, and an addition 9% of PP children are assessed as 'just below', so are very close to achieving the 'on track' judgement.</p>	Whole school ongoing work on maths continues to show positive impact. Continue to embed to achieve demonstrable sustainability especially as new staff join the school and as new pupils join due to high mobility.	Training £500 Release £1000
B – Improved writing, including Spelling, Punctuation and Grammar.	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.	<p>Medium impact.</p> <p>KS1 data is in line/above national in writing. KS2 data is a little less strong in this area 70% expected in both writing and SPaG compared to 78% national. 20% greater depth writing is the same as national but 15% greater depth SPaG is below the 36% of national.</p> <p>Across the whole school 67% of pupils were assessed as 'on track' compared to 55% off pp pupils. As above it should be considered that this group is a small cohort including 27% SEND. Beat Dyslexia Interventions have shown particularly notable impact.</p>	<p>Data still indicates that there is ongoing work to be done in moderating writing assessment to ensure over cautious assessment is not happening in extended writing. SLT are considering alternative standardised assessments for SPag which offer different weightings to spelling elements of the tests which are more in line with KS2 SATs. Some interventions have been more effective than others. Beat Dyslexia has had high impact on those PP children taking part. This will continue.</p> <p>The intervention system will be re-structured to include a 'triage' stage before allocation to an HLTA. Class mark sheets allow for indication to refer for intervention. Spelling focus needs to go further back to phonics into writing.</p>	Release £1000 Interventions £2,736

C - 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 is positive and shows that improvements since previous years are being maintained.	This is a desirable approach but is greatly determined by budget.	1 x class teacher £33824 1 x TA £16,900
ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost
D - Gaps and weaknesses are addressed (academic)	Intervention referral system (academic)	Medium –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 can also be used to help pupils catch up after absence. In-school tracking shows that progress is improved. KS2 progress measures are better than 2-3 years ago.	This system will be continued next year with some improvements. The focus area being determined by the class teacher, based on their observations of the pupil, is a strength. Referrals (often identified via the class mark sheet), will be triaged by the HT and AHT, who will then allocate to the appropriate HLTA to action.	£4,700
E - 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.	High impact. Pupils in need of social, emotional or behavioural support were swiftly identified and support actioned immediately, usually within a week, often much sooner. 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 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. Parents are also supported as required.	This system is highly 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.

iii. Other approaches				
Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost
F -Increased confidence, resilience and independence.	Forest School.	Medium impact. All children in Years 1-6 are given the experience of a 6 week Forest school programme. Good impact seen on their confidence, resilience and independence. Staff are able to build upon the skills and experiences they bring back into the classroom. Parent volunteers were intrinsic to the success of the sessions and therefore there was improved	We will continue to develop this approach and ensure all pupils are given the opportunity to experience Forest School. We intend to further develop on-site provision to enable additional experiences for all children. We will continue to engage with parents to voluntarily support this scheme.	£4,100
G -Year 6 pupils are well 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
			Total expenditure on these objectives	£82,484 Funded by PP £21,120

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 (this is accounted for in a separate Service Pupil Premium Statement), 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.