

Service Pupil Premium strategy statement – Honington CEVCP School

Summary information					
School	Honington CEVCP School				
Academic Year	2019/20	Total PP budget	£32,400	Date of most recent PP Review	Sept 2019
Total number of pupils	180 (current)	Number of pupils eligible for PP	108 (based on Spring 19 census)	Date for next internal review of this strategy	June 2020

	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>
% on track in reading, writing and maths	68%	65%	65%
% on track in reading	76%	77%	73%
% on track in writing	70%	68%	78%
% on track in maths	78%	85%	79%

1. Barriers to future attainment	
In-school barriers	
A.	High pupil mobility (68% services) creating frequently changing classes.
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	
A.	High pupil mobility (68% services) creating turbulent home lives for some pupils
B.	Additional social, emotional and behavioural needs.
2. Desired outcomes	
	<i>Desired outcomes</i>
	<i>Success criteria</i>

A	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	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).
C	Increased confidence, resilience and independence.	Pupils eligible for SPP have access to Forest School sessions as appropriate.
D	Year 6 pupils are well supported during SATs.	Pupils eligible for SPP have access to Breakfast Club during SATs week.
E	Increased variety of activities to support all pupils during social times.	SPP pupils have access to a wide variety of activities before school, at lunch times and after school.

3. Planned expenditure

Academic year	2019/20				
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 - SPP pupils receive pastoral support as required, including for issues relating to the high mobility of pupils in the school.	Comprehensive Pastoral support programme including Learning mentor providing bespoke support, both 1:1 and in groups as required. Support is responsive to individual need. Additional high ratio of TAs to ensure additional pastoral support as required. Creating a Pastoral support space in a new Log Cabin.	Monitoring and feedback clearly evidences that the school's approach to pastoral care is highly effective. Parental choice of the school is often informed by our proactive approach in this area. Pupil Progress meetings show that pastoral support is having a positive impact on readiness to learn. Pupils new to the school settle quickly and both pupils and parents are able to access support straight away.	SLT and governors will monitor. Other visiting professionals will offer quality assurance. Pupil Progress meetings will scrutinise data to evidence impact.	HT and AHT (SENDCo)	Termly then July 2020
B - 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 intervention to allocate them effectively.	HT/SLT	Termly then July 2020
C - Increased confidence, resilience and independence.	Forest School	National evidence (see www.forestschoollassociation.org) 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. The last 2 year's use of Forest School was successful and observation of its effectiveness suggests we should continue provision.	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 and SLT	Termly then July 2020
E - 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 2020
F - Increased variety of activities to support all pupils during social times.	Variety of activities provided by school staff during Breakfast Club, Lunch time and After School Club.	Pupils, especially those with pastoral needs, have responded well to extra-curricular provision. We are extending this hugely across the school day. Activities will range from a wide range of sports to Chill out clubs, Reading clubs and Yoga.	Club leaders will monitor uptake and carry out pupil perceptions. SLT will monitor provision.	SLT	Termly then July 2020

Total budgeted cost					£52,630

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	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.	High impact. 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	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 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.	Medium impact. 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.	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	Release £1000 Interventions £2,736
ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost

C - Gaps and weaknesses are addressed (academic)	Intervention referral system (academic)	<p>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.</p>	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
D - 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.	<p>High impact. Pupils in need of social, emotional or behavioural support were swiftly identified and support actioned immediately, usually within a week, often seen the same day. 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. Parents are also supported as required.</p>	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.
iii. Other approaches				
Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost
E - Increased confidence, resilience and independence.	Pupils have access to Forest School.	<p>Medium impact. All children were given the experience of a 6 week Forest school programme. Good impact seen on their confidence, resilience and independence. Parent volunteers were intrinsic to the success of the sessions and therefore there was improved parental engagement.</p>	We will continue to develop this approach and ensure all pupils are given the opportunity to experience Forest School. We will continue to engage with parents to voluntarily support this scheme.	£4,100

F - 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
			Total expenditure on these objectives	£81,860 Funded by SPP £31,500

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.