

# Service Pupil Premium strategy statement – Honington CEVCP School

Summary information					
<b>School</b>	Honington CEVCP School				
<b>Academic Year</b>	2020/21	<b>Total PP budget</b>	£31,310	<b>Date of most recent PP Review</b>	Sept 2020
<b>Total number of pupils</b>	180	<b>Number of pupils eligible for PP</b>	101	<b>Date for next internal review of this strategy</b>	June 2021

Most recent attainment (whole school) NB none available for 2019-20 end of year due to Covid-19 school closure			
	<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%	65%
<b>% on track in reading</b>	76%	77%	73%
<b>% on track in writing</b>	70%	68%	78%
<b>% on track in maths</b>	78%	85%	79%

1. Barriers to future attainment	
In-school barriers	
<b>A.</b>	High pupil mobility (55-65% services – this fluctuates) creating frequently changing classes. Mobility during 19-20: No of leavers – 31 No of joiners – 29 Total leavers and joiners - 60 33% of roll 2017-18 stability of roll data: School 65.9%, National 83.8%, difference -17.9%
<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>E.</b>	Return to school following Covid-19 lockdown and associated complex issues including the potential widening of gaps created by lockdown for some pupils.
External barriers	
<b>A.</b>	High pupil mobility (55-65% services – this fluctuates) 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>	SPP pupils receive pastoral support as required, including for issues relating to the high mobility of pupils in the school and covid-19.	Pupils eligible for SPP have access to effective support for social, emotional, mental health and behavioural needs.
<b>B</b>	Academic gaps and weaknesses are promptly targeted, as are any issues created by the use of different teaching methods or systems.	Pupils eligible for SPP make equal or better progress than other children. More SPP pupils reach age related expectations (dependent upon individual need).
<b>C</b>	Increased confidence, resilience and independence.	Pupils eligible for SPP have access to intervention sessions, including Forest School sessions as appropriate.
<b>D</b>	Year 6 pupils are well supported during SATs.	Pupils eligible for SPP have access to Breakfast Club during SATs week.
<b>E</b>	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	2020/21				
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 and the impact of covid-19.	Comprehensive Pastoral support programme including Learning mentor and pastoral support assistant 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.	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 2021
B - Gaps and weaknesses are addressed (academic)	Intervention 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 2021
C - 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. 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 transition activities.	Additional support activities, bespoke to the class.	Additional support has happened over the past few years and has worked well, with pupils being calm and coping well.	Year 6 staff and support staff will work together to ensure the most effective provision.	Year 6 teacher and SLT	June 2021
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 have extended this hugely across the school day though it has been restricted due to covid.	Club leaders will monitor uptake and carry out pupil perceptions. SLT will monitor provision.	SLT	Termly then July 2021
<b>Total budgeted cost</b>					£60,000

4. Review of expenditure				
Previous Academic Year 2019-2020				
Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost
B - Gaps and weaknesses are addressed (academic)	Intervention referral system (academic)	<p>Medium –impact.</p> <p>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.</p> <p>This support can also be used to help pupils catch up after absence.</p> <p>In-school tracking shows that progress is improved This system was used as much as possible but had to be changed and adapted due to covid.</p>	<p>This system will be continued next year with some changes. The focus area being determined by the class teacher, based on their observations of the pupil, is a strength</p>	£5,750
A - 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.</p> <p>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.</p> <p>Teachers observe (case studies evidence this) that improvements were seen in these pupils’ readiness to learn.</p> <p>Parents report improvements in coping strategies and engagement with school.</p>	<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.</p>	£33,973
C - Increased confidence, resilience and independence.	Pupils have access to Forest School.	<p>Medium impact.</p> <p>Some 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, therefore there was improved parental engagement. Not all children were able to take part due to covid-19 though we were able to adapt and do some on site.</p>	<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.</p>	£4,100

E - Year 6 pupils are supported during SATs week.	SATs breakfast club.	No sats this year	To be repeated next year.	£0
F - Increased variety of activities to support all pupils during social times	Clubs before and after school, provided by school and other providers where possible	Where possible we have kept Breakfast and after school club running, particularly for SPP children. External providers have not been able to come in due to covid.	Continue to develop post-restrictions.	£22,500
			<b>Total expenditure on these objectives</b>	<b>£66,323 Funded by SPP £31,310</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.