

# Pupil premium strategy statement (primary)

1. Summary information					
School	Slingsby C.P. School				
Academic Year	2018-19	Total PP budget	£6,260	Date of most recent PP Review	Jan 2019
Total number of pupils	91	Number of pupils eligible for PP	2	Date for next internal review of this strategy	Sept 2019

2. Current attainment		
	<i>PP Pupils achieving standard</i>	<i>Pupils eligible for PP (your school)</i>
% achieving in reading, writing and maths	100%	2.2%
% making progress in reading	100%	2.2%
% making progress in writing	100%	2.2%
% making progress in maths	100%	2.2%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
A.	Low self-esteem, aspiration and lack of resilience
B.	Further improving the behaviour and further increasing self-expectation
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
D.	Confidential issues to be discussed with external reviewer.

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Narrow and then close any attainment gap – measured through assessment data.	All pupils make better than expected progress from their starting points during this academic year.
B.	An increasing proportion of PP Pupils make progress in line with their non PP national peers.	Measured through in school systems for non-exam year groups with comparisons between disadvantaged pupils and non and through outcomes for pupils in Reception to Year 6
C.	Improvements in high quality first teaching that takes account of student's numeracy needs by engaging strategies to improve language development.	Evidence of improved focus on language development observed in lesson observations and through quality assurance procedures.
D.	High Quality First Teaching <ul style="list-style-type: none"> <li>Developing language skills including developing subject specific vocabulary.</li> <li>Ensure feedback is purposeful and effective.</li> </ul>	<ul style="list-style-type: none"> <li>Review of teaching of key vocabulary and development of teaching strategies.</li> </ul>

	<ul style="list-style-type: none"> <li>Develop growth mind-set and resilience in all pupils.</li> <li>Development of student learning considerations documents to inform staff of any relevant barriers and appropriate strategies for pupils.</li> </ul>	<ul style="list-style-type: none"> <li>Twilight CPD sessions for all staff. Monitoring through quality assurance.</li> <li>Growth mind-set and resilience will be the main thread which will run through all teaching and learning CPD throughout the year.</li> <li>Through individual student learning considerations documents for each student.</li> </ul>
<b>E.</b>	Remove mental health barriers to learning. To provide social, emotional and mental health support for pupils with particular needs and issues. To signpost to other support services. Mental health is increasingly effecting pupils' progress and attendance. School staff or support from other professionals can offer emotional support and methods of building resilience.	<ul style="list-style-type: none"> <li>Pupils identified through daily staff observations.</li> <li>HT to attend Mindfulness course</li> </ul>
<b>F.</b>	Ensure equal access for educational experiences through personal development activities. It is important that pupils have equal access to all educational opportunities.	<ul style="list-style-type: none"> <li>Staff to be aware of funding opportunities.</li> </ul>
<b>G.</b>	Make sure all pupils feel included and physically part of the school. Ensure all pupils have as equal access to IT learning support.	<ul style="list-style-type: none"> <li>Purchase of tablets for Learning Scheme support. PP funding is used to support a reduction in the overall cost</li> <li>Before/After School Club</li> </ul>

#### 5. Planned expenditure

##### Academic year

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?
Remove mental health barriers to learning. To provide social, emotional and mental health support for pupils with particular needs and issues. To signpost to other support services.	Mental health is increasingly effecting pupils' progress and attendance. School staff or support from other professionals can offer emotional support and methods of building resilience.	The evidence is that increasingly staff are observing children displaying poor resilience and inability to deal with daily life.	<p>Pupils identified through daily staff observations.</p> <p>HT to attend Mindfulness and a Mental Health course.</p> <p>Ensure all staff have training disseminated.</p>	HT	Termly

Improved outcomes for all pupils in receipt of PP in Maths and English	Provision of high quality teaching and consistently high standards through effective monitoring and best practice. Effective deployment of staff.  Strategies to accelerate the progress of targeted groups ie: pre-teach / growth mindset work Staff training on improving marking and feedback.	Investing some PP in longer term change which will help all children. An effective way to improve attainment is using high quality feedback. This is a suitable approach which can be embedded throughout school.	Use of staff meetings & inset days to deliver training. Thorough monitoring through work scrutiny, pupil interview & tracking data.	HT LS (maths) CJ (literacy)	March 2019
<b>Total budgeted cost</b>					£667.99
<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>
Narrow / close the attainment gap in Reading, Writing & Maths	In class support provided by TA	Additional in class support allows for targeted actions and maintaining focus on work, whilst aiding emotional interactions.	HT & SENCO monitors progress. Seek feedback from home, and external bodies.	HT ME	
Make sure all pupils feel included and physically part of the school.	Ensure all pupils have as equal access to IT learning support.	Staff are fully aware of different learning styles and have highlighted a range of resources ensure PP pupils feel included.	Staff to monitor impact.	All Staff	Termly
<b>Total budgeted cost</b>					£4,434.28
<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>
Improving esteem and confidence levels to achieve higher rates of progress.  Pupils, through a metacognition focus, are able to apply learning strategies to overcome challenging tasks. Pupils can self-regulate and plan an approach to learning which will work	Creating a growth mind set culture in children. For example, 'Is this my best work' rather than 'this will do'  Metacognition CPD	Pupils are not always able to set themselves targets or to judge themselves if work is challenging.	Principles of growth mindset embedded through assembly, quality marking & feedback. Staff training through staff meetings.  Pupil conversations show that children can use the language of learning and talk about ways in which they learn better.		April 2018

for them.					
An increase of opportunities outside school for children in receipt of PP which may be lacking due to financial constraints	School to use PP funding to provide places in after school clubs and school trips. School to provide certain equipment such as PE kits.  School to signpost other funding streams e.g. Carlton Lodge grants  Develop outdoor learning	Regular attendance at clubs & being properly equipped is an issue for some pupils eligible for PP.	Monitor attendance at clubs  Forest school project – 1 term per class	HT	July 2018  Trips/enrichment – outdoor learning
<b>Total budgeted cost</b>					£592.40
					£5,694.67

6. Review of expenditure				
Previous Academic Year		2017-2018		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Purchase of Maths Resources - Sumdog	Evaluation is ongoing. Sumdog has been introduced into every classroom as a manipulative resource to support the teaching of maths.	Sumdog provides a strong visual element to the teaching of maths which can also be carried out at home with parents. Maths standards remain a high priority on the School Development Plan.	Engages the PP pupils in a positive way.	£225
Outside classroom facilities	To encourage outdoor learning and provide an opportunity for learning with natural resources and sensory elements.	We have seen an increase in PP pupils interacting with natural resources.	The sensory element of learning has proved to be an essential part of teaching the PP pupils mindfulness techniques.	£961
ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost
Breakfast Club	To increase social interaction possibilities and experiences, encouraging social play groups and empathy for others.	To ensure that all children may access the extra-curricular provision regardless of cost. There has been a 100% increase of PP children attending clubs.	Staff have observed PP pupil forming wider friendship groups.	£420
Support for PE	To provide additional support and to encourage interaction with peers.	To increase PP pupils' opportunities to participate in sport and to take part to take part successfully in team games.	Having a one to one support doesn't necessarily equip a PP pupil with confidence. There is a much broader spectrum to this.	£1,660.60
iii. Other approaches				
Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost

Creation and upkeep of Wildlife Garden and Wellbeing Area.	Access this area to enhance outdoor learning and to create an area of calm and safety.	PP Pupils will use these areas as places of calm and remove themselves to these areas when feeling stressed. Further impact will show that the PP pupils are learning to deal with their feelings in a calm and measured way.	Whilst having these areas has been invaluable, much more work has to be put in to equip PP pupils with the skills to confidently use them.	£353
Outdoor play tunnel with observation deck	To provide children extra sensory experiences in a measured environment.	PP pupils have a wide variety of sensory experiences to access.	This sensory tool is effective in conjunction with others but not on its own.	£100
			<b>Total PP Allocated</b>	<b>£3,620.00</b>
			<b>Total PP Spend</b>	<b>£3,719.60</b>