

Pupil premium strategy statement

1. Summary information					
School	Skelton Newby Hall CE Primary School				
Academic Year	2018/19	Total PP budget	£10,560	Date of most recent PP Review	Oct 18
Total number of pupils	24	Number of pupils eligible for PP	8 (33%)	Date for next internal review of this strategy	Sep 19

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing & maths (or equivalent)	25%	
% making expected progress in reading (or equivalent)	25%	na
% making expected progress in writing (or equivalent)	25%	na
% making expected progress in maths (or equivalent)	38%	na

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers	
A.	Pupil mobility as the majority of pupils joined us from local schools within the past two years
B.	Limited engagement with school
C.	Poor levels of resilience with families
External barriers	
D.	Attendance – considerable work has been undertaken to improve attendance for pupils. Specific attendance monitoring has been conducted with NYCC. Change within family units has affected six out of eight of our PP children. Some resistance to fully engage with school (parental events, information sharing about pupil targets and progress)

4. Desired outcomes <i>(Desired outcomes and how they will be measured)</i>		Success
A.	Using summative assessments, staff will identify gaps in learning and plan accordingly. Parents will have an accurate understanding of their children's current performance, teacher assessment information and where there may be gaps in learning and how home learning can further support their child's progress.	Families have fully engaged with parental consultations and meetings to share information. Parents understand the end of year and end of key stage targets their child has been set and what steps are being taken to achieve this.
B.	Vulnerable children identified and families supported by school and Prevention team Attendance and routine of identified children improves	Staff aware of and monitor vulnerable families – daily update in briefing. Success different for each family – not just Academic.
C.	Whole school to develop resilience through Compass Buzz work across the federation	Resilience - show an increase yearly measures
D.	Attendance of all pp children to be above 96% (not including holidays)	Attendance 96% or above

5. 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

The teaching of mathematics is consistent across school and impacts upon ability to apply and reason with number. Results – SS will be closer to 100	Whole school training from HART on Feedback and Metacognition 10 CPD sessions for staff (£180 x 3)	Consistent and high quality teaching of number has a proven track record of improving standards	Termly monitoring by Mathematics Leader	Maths Lead	Termly
Children are more resilient – therefore attainment and progress improves	Resilience project (Compass Buzz) Whole school training to develop Resilience. All staff Level 1 and three staff Level 2 and 3 trained. (free)	Scores from testing show increased resilience in children (particularly vulnerable and PP children)	Termly monitoring by SENCO	HT	Termly
Total budgeted cost					£500
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

PP children to reach ARE in reading and writing	Individual children receive Reading Plus logins and focused TA reading intervention (£640)	Proven intervention used by school for many years. Staff are highly trained and results are impressive.	SENCO monitors all interventions half termly and measures impact	SENCo and Base Leader	Termly
PP children use increased resilience to approach challenges with determination and positive mindset. TA targeted support for PP children in R, W and M. (£8400)	Trained (level 3) TA to deliver 1:1 Compass Buzz intervention with PP children twice a week feeding back to parents if necessary.	PP children need some nurture time to articulate feelings and develop greater positive thinking. Recognition of weekly achievements from peers and adults have shown positive impact on self-esteem.	TA implementing Compass Buzz intervention is Level 3 trained. Specific area for intervention available for PP use. Pupil feedback, work scrutiny and Base Leader observations measure impact.	GTA Base Leader	Half-termly
Total budgeted cost					£9040
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?

PP children have opportunity to take part in wider activities	School contributes towards residential trips and music lessons (£500)	These children would otherwise miss out. These activities build resilience.	Finance committee of GB	HT and all staff	Annually
Parents are better skilled to support/parent children at home Attendance above 96% for PP children	Head teacher and class teachers works alongside parents on learning and parenting skills and attendance	We have an increasing number of parents that require parenting support, or support through difficult events and access to parent support workers and social care is limited. We therefore provide this ourselves.	Supervision of Head/DSL, monitoring by SENCO and governor for SEND/safeguarding Detailed records kept	HT and all staff	Termly
PP children strongly encouraged to attend sports and arts extra-curricular clubs.	School pays for art materials and sport equipment if needed in addition to PE equipment. (£500)	These children would otherwise miss out on extra-curricular activity and the opportunity to develop social skills and new art/sport skills.	Finance committee of GB	HT and all staff	Annually
Total budgeted cost					£1000

6. Review of expenditure	
Previous Academic Year	
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
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Children will have a positive mindset towards learning	Growth mindset		Attitude to learning is the key factor to motivating children to wanting to achieve more. This approach now needs to become an embedded culture within school – with no costs moving forwards.	Training costs for all staff 2016-17 No cost 2017-18
Reading Plus Times Tables Rock Stars	Encouragement and reward for frequent and consistent use of Reading Plus and TT Rock Stars	The rewards and profile given to Reading Plus on our school website, Marvellous Me, within school at Celebration Assembly etc helped to encourage two out of our eight PP children to engage with home reading.	A higher success rate of home reading would be possible through more targeted approach with specific parents and working 1:1 with pupils whilst using RP in school, and school more persistently setting individual reminders, rewards etc.	£55
ii. Targeted support				
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
Children develop strategies to use to be mindful of others, calm and thoughtful	Zen Warriors mindful sessions	Many children found these sessions helpful (PP & non PP).	Mindfulness sessions were useful to give pupils particular strategies to relax and have calmer moments.	£68.00 + £51.00
TA targeted support for PP children in R, W, M	TA support used to provide interventions for PP children	Accelerated progress for some pupils but outcomes not improved sufficiently to meet targets.	Some pupils benefited greatly from additional learning support from TAs. Next step now is to engage families with home learning more effectively.	£6000

	in R, W, M and nurture time.			
iii. Individual pupils are able to access learning				
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

PP children have opportunity to take part in wider activities	School pays for residential trips and music lessons	Children participated in these activities and gained in confidence and resilience..	Finance committee of GB	£428.50
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