

Pupil Premium Strategy 2018 – 2019 Neatishead

1. Summary information			
School	Neatishead VC Primary School		
Academic Year	2018-2019	Total PP budget 9,840	Date of planned internal PP review June 2019
Total number of pupils	8		

2. Barriers to future attainment		
In-school barriers		
A.	Low starting points due to gaps in learning	
B.	Low self confidence	
C.	Developmental needs , some related to poor social and emotional wellbeing/resilience	
D.	Challenging behaviour/attitudes	
External barriers		
E	Family Environmental Factors eg housing	
F	Parenting capacity/low aspiration and expectation	
G	Attendance	
3. Desired outcomes		
	Outcomes	Success criteria
A.	Accelerated progress	Meeting age related or above expectations by May 2019 Progress evident in books and formative assessment Pupils able to give and receive feedback
B.	Confident and independent learning behaviours	Able to effectively self-assess Able to constructively use and give feedback Able to celebrate own effort and achievements Fully engaging with lessons Increased metacognitive skills Taking ownership of home learning tasks
C.	Full access to curricular and extracurricular activities with positive social integration	Pupils reporting feeling happier and safer Sustainable friendships Pupils better regulating emotions Staff applying CPD
D.	Behaviour/attitudes managed to reduce negative impact on own and others' learning	

		<p>Pupils more fully accessing curriculum</p> <p>Good pupil progress</p> <p>Attainment targets met</p> <p>Positive relationships with adults</p> <p>Pupils have a particular interest or passion to share</p> <p>Excellent attendance</p> <p>Effective partnership with other agencies</p>
E / F	Parents and carers supported to focus on child's education, health and safety	<p>Effective parent partnership with increased focus on learning</p> <p>Effective multi agency partnership</p> <p>Systems in place for assess/plan/do/review cycles</p> <p>Excellent attendance</p> <p>Improved home learning environment</p>
G	Improve and sustain excellent attendance	<p>96% or above attendance</p> <p>Parents fully accountable for attendance</p> <p>Effective school incentive strategies</p>

4. Planned expenditure					
Academic year		2018-2019			
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?
Accelerated progress	<p>Quality first teaching/retaining outstanding class teachers</p> <p>CPD for support staff focussed on pedagogy</p> <p>Volunteer programme</p>	<p>Meta-cognition and self-regulation approaches (sometimes known as 'learning to learn' approaches) aim to help learners think about their own learning more explicitly. High impact with very low cost</p> <p>Individualising instruction and planning involves providing different tasks for each learner and support at the individual level. Moderate impact for low cost. (Education Endowment Foundation)</p>	<p>Lesson Observations</p> <p>Pupil Perception surveys</p> <p>Pupil Progress monitoring</p> <p>Appraisal</p> <p>INSET</p> <p>Resourced</p> <p>Current Provision tables and intervention records</p>	<p>Assessment Teachers</p> <p>Pupil Progress JC</p> <p>Appraisal JC</p> <p>SENDCo JE</p> <p>Planning Teachers</p>	<p>Half termly pupil progress reviews</p> <p>Appraisals Oct/ Feb/May</p>
Confident and independent learning behaviours	<p>Thrive activities and approach</p> <p>Support to participate in extracurricular activities and visits</p> <p>High quality feedback</p> <p>Personalised planning</p> <p>Support with self and peer assessment</p>	<p>Collaborative learning done well is of moderate impact with low cost</p> <p>Approaches which promote talk and interaction between learners tend to result in the best gains</p> <p>Feedback is of high impact for low cost.</p> <p>Feedback redirects or refocuses either the teacher's or the learner's actions to achieve a goal, by aligning effort and activity with an outcome. It can be about the learning activity itself, about the process of activity, about the student's management of their learning or self-regulation or (the least effective) about them as individuals. This feedback can be verbal, written, or can be given through tests or via digital technology. It can come from a teacher or someone taking a teaching role, or from peers. (Education and Endowment Foundation)</p>	<p>Book Scrutiny</p> <p>Celebration of achievements</p> <p>Good parent partnership</p> <p>Pupil Perception</p> <p>Lesson Observation</p> <p>THRIVE screening</p> <p>INSET</p> <p>Resourced</p>	<p>Coaching JC/LD/AM</p> <p>Monitoring SLT and Gobs</p> <p>THRIVE LD</p>	<p>Half termly pupils progress reviews</p> <p>Appraisal reviews</p>

<p>Full access to curricular and extracurricular activities with positive social integration</p> <p>Behaviour /attitudes managed to reduce negative impact on own and others' learning</p> <p>Parents and carers supported to get back on track with a focus on child's education, health and safety</p>	<p>THRIVE Pupil and Family Support Metacognitive classrooms Support to access extracurricular activities Designated roles and responsibilities for pupils Regular CPD for all staff re inclusion Transition / joint working between pre school/school Systems in place for early Intervention Assess plan do review approach to supporting and monitoring intervention and support Partnership with other agencies</p>	<p>On average, SEL interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (four months' additional progress on average).Although SEL interventions almost always improve emotional or attitudinal outcomes, not all interventions are equally effective at raising attainment. Improvements appear more likely when approaches are embedded into routine educational practices, and supported by professional development and training for staff. In addition, the implementation of the programme and the degree to which teachers are committed to the approach appear to be important.SEL programmes appear to benefit disadvantaged or low-attaining pupils more than other pupils, though all pupils benefit on average. Approaches have been found to be effective from nursery to secondary school.</p> <p>There is evidence that working with CAs can lead to improvements in pupils' attitudes, and also to positive effects in terms of teacher morale and reduced stress. Research which focuses on classroom assistants who provide one to one or small group support shows a stronger positive benefit of between three and five additional months on average (EEF)</p> <p>Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours. However, estimated benefits vary widely across the categories of programme described above. Effect sizes are larger for targeted interventions matched to specific students with particular needs or behavioural issues, than for universal interventions or whole school strategies. School-level behaviour approaches are often associated with improvements in attainment, but the evidence of a causal link to learning is lacking. Approaches such as improving teachers' behaviour management and pupils' cognitive and social skills seem to be equally effective. (EEF)</p> <p>Parental and community involvement programmes are often associated with reported improvements in school ethos or discipline and so are worth considering as alternatives to direct behaviour interventions. (EEF)</p>	<p>THRIVE Reviews Parental satisfaction Pupil feedback Appraisal Reviews Governor monitoring Training logs Pupil Progress meetings School data Agency feedback Provision tables/intervention records Structured Conversations</p>	<p>LD JC Team JC RB HC JC/LD Teachers JC Team Teachers</p>	<p>Annual surveys</p> <p>Termly Appraisals</p> <p>Half Termly pupil progress</p> <p>Regular updates/re views with outside agencies</p> <p>Timetabled structured conversations feedback/a nalysis</p> <p>SEND monitoring LD</p> <p>Pupil Asset termly</p>
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Attendance	Early Intervention First day calling FPN Policy/Increase parental accountability Careful use of language related to holidays in term time Liaise with High School High quality early years setting and transition to set solid foundation Attendance Race Attendance priority awareness raising Use of Inclusion team/attendance duty team	Evidence suggests that early years and pre-school intervention is beneficial. On average, early years interventions have an impact of five additional months' progress, and appear to be particularly beneficial for children from low income families (EEF)	Attendance monitoring and reporting – pupil asset Governor monitoring	JC HC RB	HT reports to governors termly
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ii. Targeted support

The progress, attainment and wellbeing of individual pupil premium children and other vulnerable groups will be focussed on as an essential part of weekly staff meetings between the headteacher and individual teachers. Support will also be provided through Respectrum Advisory Services, Childrens Services, Designated Safeguarding Leads, Assessment Lead and Governors. Data informs appraisal, provision mapping, self-evaluation, school improvement planning and feedback to parents and agencies. Support aims to be dynamic and relevant to the needs of individuals and groups at all times. The school aims to sustain a 'team around the child' approach.

iii. Other approaches

	Chosen action/approach	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
	Rigorous pupil progress monitoring and feedback to staff	Timetabled Pupil progress meetings Weekly peer support in staff meetings related to pupil progress Develop peer coaching model	JC	Half termly
	Pupil and Family Support	Standard agenda item for staff meetings Clear Assess/Plan/Do/Review plans shared with all staff	JC LD AM LD AM	Weekly Half termly update
	Celebratory solutions focussed ethos Growth Mindset	THRIVE approach Growth Mind set approach Metacognitive classrooms Application of Blooms taxonomy Embed core values 'Children first' Parent partnership Celebration assemblies/events Strong pupil voice	ALL	ongoing

5. Key Expenditure		
Thrive / pupil progress/transition/family support % LD leadership time	72 hours LD	£1440
High School teacher for small group sessions	15 x 5.5 hours	£2500
Targeted support from teacher	30 hours UPS3	£ 900
HLTA intervention time	2.5 hours/week	£ 900
Support from Respectrum Advisory Services	shared package with Salhouse	£3000
Targeted educational ICT/non ICT resources		£ 800
CPD		£ 300