

Pupil premium strategy statement (primary)

1. Summary information		
School	Naphill and Walters Ash	
Academic Year	18/19	Total PP budget £ £40,540
Total number of pupils	(on Jan18 census) 384	Number of pupils eligible for PP in Jan 18 - 27

2. Barriers to future attainment (for pupils eligible for PP, including high ability)		
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)		
A.	Poor vocabulary, use and understanding of language leading to poor general knowledge, inability to understand inferential and reasoning questions in all subjects.	
B.	Social and emotional skills and ability to manage own feelings	
C.		
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D.	For some and not all, little or no parental support with attendance, homework and reading.	
3. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Children in Yr 6 are able to leave school with social and emotional abilities to manage a successful transition to secondary school.	Key children see improvement in behaviour, fewer codes.
B.	Children make expected progress in English, particularly reading (focus on HG pupils) Pupil data.	Progress in line with peers
C.	Children's ability to access vocabulary and ability to understand and infer in all subjects improves. Test scores and teachers assessment	Children can access higher order books and test questions
D.		

4. Planned expenditure					
Academic year	18/19 – since census been joined by 2 more PP children				
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?
Children make expected progress in English, particularly reading (focus on HG pupils) Pupil data. Children's ability to access vocabulary and ability to understand and infer in all subjects improves. Test scores and teachers assessment	CPD on Guided Reading and use of picture books and discussion of words and language. Whole school approach and then targeted for identified pupils.	Looking at test scores last year for key pupils it was clear they had failed to reach expected level by a few marks. Their ability to read and understand the higher level of vocabulary now expected prevented them from achieving the level.	Monitoring of Guided Reading Monitoring of test scores, pupil progress meetings. Monitoring of provision maps against data. Appraisal meetings	SLT	Termly
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 implementation?
Key children are able to leave school with social and emotional abilities to manage a successful transition to secondary school. Key children can continue to attend school and are emotionally able to learn	Supporting and working with external providers. Art therapy Social and emotional 1:1 or small groups sessions when needed	School behaviour logs, SEND records show that a number of children have had traumatic incidents in their lives or have exhibited behaviour that could potentially lead them to be excluded from school. In order for them to succeed at school we have to recognise that their emotional state prevents them from learning and staff have to have the time to support them and so there are times when classes have to be covered to allow this to happen.	Monitoring of codes, report cards Discussions with staff. Supporting families of pupils	LG	Each half term or sooner if incidents occur.

Total budgeted cost					Art therapy £1000 BSA salary £14,100 New books £2,200 CPD £360 TAs x2 FT £31,000 Total £48,700 (School uses some service premium for above purposes)
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?
All our children can benefit from experiences gained by going on residential – building resilience, learning new skills. To ensure that families do not feel financial burden	School funds costs of swimming, trips, clubs so that all can access these opportunities. If school feels a club would suit a child then school approaches parents.	School funds clubs if felt that pupil will gain from attend. School informs parents directly that they are eligible for this support so that they do not feel that they have to raise issue of funding.	Attendance on trips, clubs etc	KG	End of Year
Total budgeted cost					Will vary depending on number of children in each year group and cost of trips.

5. Review of expenditure				
Previous Academic Year		18/19 - review		
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
Children make expected progress in English, particularly reading (focus on HG pupils) Pupil data. Children's ability to access vocabulary and ability to understand and infer in all subjects improves. Test scores and teachers assessment	CPD on Guided Reading and use of picture books and discussion of words and language. Whole school approach and then targeted for identified pupils.	All PP pupils at the end of Yr 6 achieved the expected level in their end of Key Stage tests. Most had received support with reading throughout KS2 and so have made expected progress. At the end of KS1 although the expected level was not achieved one child made huge progress with their phonics score. This was reflected in them achieving WTS and not PKS as predicted in reading. The level of language used in written work has improved and this can be seen in books. All PP children (and any child) who needs interventions to make expected progress are placed in support groups. These are detailed on each year group's provision map. Most interventions are delivered by Teaching Assistants.	The school is continuing with a focus on language and vocabulary as it is evident that far more children are starting school with SALT needs having been diagnosed. Even if not identified as PP the language needs are similar. Same strategies and support will be used. School having Inset in Sept 19 on teaching of sentence structure and Inset in January 2020 on language and developing good vocabulary.	Books £1,700 One FT equivalent Teaching Assistant £23,000
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
Key children are able to leave school with social and emotional abilities to manage a successful transition to secondary school. Key children can continue to attend school and are emotionally able to learn	Supporting and working with external providers. Art therapy Social and emotional 1:1 or small groups sessions when needed	Art therapy been successful for pupils. The school does not get direct feedback as that is for parents only. But we see the results in terms of the children's improved ability to problem solve, resolve conflicts and be resilient when faced with challenges. Those PP children accessing art therapy have reached expected levels at end of KS2 and so this shows that their emotional needs were met as they still achieved academically. A number of these children have had extra support from the Behaviour Support Assistant throughout their time at school – there has been a marked decrease in the number of codes these children have been given this year in particular.	Art therapy will continue; it provides support for children who are often academically quite able but who are struggling with other social and emotional factors.	£1,000 Other staff salary £15,000
iii. Other approaches				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for	Lessons learned (and whether you will continue with this approach)	Cost
				£4,297.70

<p>All our children can benefit from experiences gained by going on residential – building resilience, learning new skills. To ensure that families do not feel financial burden</p>	<p>School funds costs of swimming, trips, clubs so that all can access these opportunities. If school feels a club would suit a child then school approaches parents.</p>	<p>PP, if appropriate. All our PP pupils have attended all residential and trips. By using the funding in such a way the school takes the pressure of the family to find the funds and so ensures trips do not place extra stress on them. School has also supported one family with transport costs.</p>	<p>School will always support pupils so that they can fully access the whole curriculum.</p>	

6. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.