

## Pupil premium strategy statement

1. Summary information					
School	Sharow CE School				
Academic Year	2018/2019	Total PP budget		Date of most recent PP Review	Oct 18
Total number of pupils	103	Number of pupils eligible for PP	23 (22%)	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)		
% making expected progress in reading (or equivalent)	66%	na
% making expected progress in writing (or equivalent)	57%	na
% making expected progress in maths (or equivalent)	57%	na
3. Barriers to future attainment (for pupils eligible for PP)		
In-school barriers		
A.	Pupil mobility as there are some pupils who joined us from local schools within the past two years	
B.	Some parents with low expectations/parenting issues	
C.	Poor levels of resilience within families	
External barriers		
D.	The number of family separation has increased resulting in changes to a number of pupils home situation	

<b>4. Desired outcomes</b> <i>(Desired outcomes and how they will be measured)</i>		<b>Success</b>
<b>A.</b>	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.	Gaps identified & appropriate interventions put in place. Parents fully informed of children's progress. Parents feel they can support their children at home.
<b>B.</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
<b>C.</b>	Whole school to develop resilience through Compass Buzz work across the federation	Resilience - show an increase in targeted children.
<b>D.</b>	Attendance of all pp children to be above 96% (not including holidays)	Attendance 96% or above

<b>5. Planned expenditure</b>					
<b>Academic year</b>		<b>2018/19</b>			
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					
<b>i. Quality of teaching for all</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</b>

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  CPD sessions for staff	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	Scores from testing show increased resilience in children (particularly vulnerable and PP children)	Termly monitoring by SENCO	HT	Termly
<b>Total budgeted cost</b>					£ 4000
<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</b>

PP children to reach ARE in reading and writing	Individual children receive Reading Plus logins and focused TA reading intervention	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 reach expected levels in phonics screening at end of Y1.	Phonics Tracker (online tool) used to identify gaps in phonics and inform intervention planning.	Speed sounds and Precision Teaching used as interventions to close gaps.	Skilled TA to touch base with monitoring and progress with staff regarding interventions and use of interventions books to see impact on pupils.	TA and Base Leader	Half termly
<b>Total budgeted cost</b>					£2500
<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>

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 have opportunity to take part in wider activities	School pays for residential trips and music lessons	These children would otherwise miss out. These activities build resilience.	Finance committee of GB		Annually
PP children are well fed to begin each day so they can learn well.	School pay for breakfast club and after school club.	3 children have a mixed start to the day and often an unsettled morning at home.	Well known staff members with established routines.	TAs (breakfast club leaders)	Termly
PP children can articulate their own needs and make decisions on strategies to use.	Time to talk with trusted adult in school.	Some children require time to talk with trusted adults on how to manage different situations and how their day is going – feelings are impacting on learning time.	Records kept by adult (annotated pictures)	AH	Termly
<b>Total budgeted cost</b>					<b>£3000</b>

<b>6. Review of expenditure</b>	
<b>Previous Academic Year</b>	
<b>i. Quality of teaching for all</b>	

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
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Children will have a positive mindset towards learning	Growth mindset work	A significant number of pupils benefitted from this approach to learning. PP pupil voice work with KS2 about reading in the summer term painted a positive outlook from all bar 1 PP pupils and at that time, all bar 1 were achieving expected levels or above in reading.	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
<b>ii. Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
PP children have opportunity to take part in wider activities	School pays for residential trips and other school visits.	Children participated in these activities and gained in confidence and resilience..	All children should be able to access these activities as they are an invaluable part of learning. Resilience and independence increase hugely from these.	£685.00
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).	Too many children in the sessions were not treating them seriously enough. Next time would target children who struggle with anxiety but are not disruptive.	£68.00 + £51.00
<b>iii. Individual pupils are able to access learning</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>

Children develop life skill and become healthier	Swimming lessons	Increased swimming competence and confidence.	Swimming always benefits children in terms of general and mental health.	£352
Children close the gap in reading, writing, maths	1:1 tuition outside of school	1 child has now left school. Impact on learning was minimal.	No significant change in rising stars data.	£150 £210.00 £590.00 £810.00 £165.00 £105.00
Children have a positive start to the day	Breakfast club	Good learning development: GD reading and maths, EXP writing outcomes.	A calm, measured approach to the day with high quality staff a good way to set children up for a day of learning.	£294.00