

Pupil Premium strategy statement – Clyst Hydon Primary School

1. Summary Information

School	Clyst Hydon Primary School				
Attendance for PP Children	September 2019 – July 2020 94.85% (National FSM group = 94.2%)				
Academic Year	2019 - 2020	Total PP Budget	£7240.00	Date of Most Recent PP Review	Sept 19
Total number of pupils	14	Number of pupils eligible for PP	4	Date of next internal review of this strategy	Sept 20

1. Current attainment

Achievement Criteria	Pupils eligible for PP (your school)	Pupils not eligible for PP (National Average)
% achieving the expected standard or above in reading, writing & maths at the end of KS2	Cohort too small to publish data	Cohort too small to publish data
% achieving expected standard or above in reading at the end of KS2	Cohort too small to publish data	Cohort too small to publish data
% achieving expected standard or above in writing at the end of KS2	Cohort too small to publish data	Cohort too small to publish data
% achieving expected standard or above in SPAG at the end of KS2	Cohort too small to publish data	Cohort too small to publish data
% achieving expected standard or above in maths at the end of KS2	Cohort too small to publish data	Cohort too small to publish data
% achieving expected standard or above in reading at the end of KS1	Cohort too small to publish data	Cohort too small to publish data
% achieving expected standard or above in writing at the end of KS1	Cohort too small to publish data	Cohort too small to publish data
% achieving expected standard or above in maths at the end of KS1	Cohort too small to publish data	Cohort too small to publish data
% pass the phonic screening in Year 1	Cohort too small to publish data	Cohort too small to publish data
% achieving a Good Level of Development at the end of EYFS	Cohort too small to publish data	Cohort too small to publish data

2. Barriers to future attainment (for pupils eligible or PP)

In-school Barriers (issues to be addressed in school, such as poor oral language skills)

A.	Poor oral language and vocabulary skills: difficulties or delay with sound production; limited vocabulary and expressive language; issues with comprehension and receptive language.
B.	Emotional vulnerability and low self-esteem. Struggles to form positive relationships. Dealing with long term friendship issues/ disputes. Reluctance to engage in curriculum and take on leadership responsibilities.
C.	Weaknesses with retention and processing: difficulties with working memory; need to revisit learning; lack of known/instant recall of facts.

External Barriers (issues which also require action outside school, such as low attendance rates)

D.	Liaise with outside agencies to ensure SEND provision is as effective as possible – 100% of PP children also SEND which restricts potential ARE outcomes in the future.
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3. Desired Outcomes		Success Criteria
<p>A.</p>	<p>PP children to use a greater range of vocabulary both verbally and in written work – evidenced in progress writing and reading</p> <ul style="list-style-type: none"> • Improved responses to comprehension tasks • Improved scores on comprehension assessments • New and excited vocabulary included independently in written work <p>Greater confidence using oral language and an increasing range of vocabulary.</p> <ul style="list-style-type: none"> • In class participation and engagement • Joining paired and group discussion • Continual phonics improvement 	<ul style="list-style-type: none"> • Increased vocabulary shown through work in reading and writing – to be evident in progress writing. • Improved knowledge and understanding in comprehension tasks • Children read every day to an adult and reading range of texts.
<p>B.</p>	<p>PP children will develop a more positive opinion of themselves, feel confident to form positive relationships with staff and pupils, contribute to classroom discussions and take on leadership opportunities:</p> <ul style="list-style-type: none"> • Participation in PSHE/mindfulness activities/friendship management sessions • Pupil interviews • Parental view – do they want to come to school (feedback from parents’ meetings / discussions) • Attitude towards learning • Frequency of clashes (friendship issues) on the playground 	<ul style="list-style-type: none"> • PP represented well in weekly school reward systems. • Improved self-esteem and aspiration in learning seen through pupil interviews – PP children able to discuss positive mindset. • Teachers noticing greater engagement in classroom discussions and participation in group activities. • Reduced friendship related incidents. • Good rates of attendance at optional learning opportunities e.g. after school clubs – targeting 100% KS PP pupils attending at least 1 after school club each week. • At least expected within-year progress seen for all PP children.
<p>C.</p>	<p>Equally, PP pupils with SEND or other learning needs have access to the curriculum and tasks which are well matched to their needs. PP children to show increased knowledge of known facts e.g. number bonds, multiplication facts and spellings.</p> <ul style="list-style-type: none"> • Evidence of challenge / mastery elements within planning • Feedback which clearly challenges and is responded to • Data Tracking • Parents comments / feedback from parents’ meetings. 	<ul style="list-style-type: none"> • Children responding to the challenge and not afraid to make mistakes – pupil interviews • Children responding to challenging feedback.

D.	<ul style="list-style-type: none">• SEND children receiving the appropriate support.• Where appropriate regular discussion with outside agencies takes place• Monitoring of PPs to ensure that all recommendations from external agencies are being implemented.• Termly engagement with SENDCO, especially where progress of SEND children is a concern.	<ul style="list-style-type: none">• SEND children making progress relative to their ability.• Interventions / support having an impact on learning and progress.• SEND children visibly more confident with their learning and will have developed a more positive outlook towards their learning.
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4. Planned Expenditure

Academic Year		2019-2020			
i. Quality of Teaching for all					
Desired Outcome	Chosen Action/ Approach	What is the evidence and rational for this choice?	How will you ensure it is implemented well?	Staff Lead	When will you review implementation?
A: Pupil Premium children to increase confidence in the use of greater range of vocabulary both verbally and in written work	Increased use of dialogic teaching – prioritise talk within curriculum	Identified as a promising project on EEF - found to make average 2 months additional progress.	Training for teaching staff. Modelled practice. Discussion point for team meetings.	MoM monitored by Exec Head	$\frac{1}{2}$ termly
	Words of the week – child-led display board. Homework focus on vocabulary. Each class to have a class reader.	Setup words of week display – homework focus and class reader.	Class teachers to initiate.		Weekly
	Vocabulary promoted through curriculum events e.g. Wonderful Words Week, words of the week display and reading planning.	Whole school opportunity to prioritise this area, share good practice and raise standards for all pupils.			Weekly
	Vocabulary highlighted on planning, learning letters and displays	Systems to support teachers to plan for and share this element of curriculum to children and parents.			Kernal Routines

<p>B: PP children will develop a more positive opinion of themselves, feel confident to form positive relationships with staff and pupils, contribute to classroom discussions and take on leadership opportunities</p>	<p>Growth Mindset and metacognition approach evident in all classes</p>	<p>Metacognition shows as high impact (7+ months) on EEF toolkit.</p>	<p>Training for teachers and TAs in metacognition.</p>	<p>MoM monitored by Exec Head</p>	<p>½ termly</p>
	<p>Assemblies to focus on key values and vision of the school and provide opportunities to explore these concepts.</p>	<p>Values underpin the effective running of the school and lead to better outcomes and life prospects.</p>	<p>Planning guidance and whole school materials / displays planned by HofS</p>		<p>½ termly</p>
	<p>Healthy mind and healthy body to be promoted through daily physical activity, mindfulness and an updated PSHE curriculum.</p>	<p>Provide consistent message about aspiring with links to children’s fiction. Children need dedicated time to discuss and understand the social issues that they face.</p>	<p>Use GoNoodle and BBC Supermovers. Mindfulness and PSHE Association resources to develop new PSHE Curriculum.</p>		<p>½ termly</p>
	<p>‘Big Me’ or similar aspirations day to enable children to think about possibilities for their future.</p>	<p>Provide engaging day to focus children on their ambitions, different careers. Possibly use Action Aid project which also links to SMSC.</p>	<p>Ensure time given to plan event including liaising with parents.</p>		<p>½ termly</p>
	<p>Friendship group / buddy club to be provided if necessary</p>	<p>Focussed proactive support prevents disagreements and issues developing.</p>	<p>Class teachers to implement group if necessary.</p>		<p>On-going</p>
	<p>Celebrate success – daily in class and formally in fortnightly celebration assembly.</p>	<p>Praise increases feeling of self-worth and belief in own ability.</p>	<p>HofS to set expectation – all staff to use positive praise as a way to develop positive relationships.</p>		<p>½ termly</p>
	<p>Wide range of leadership opportunities particularly in KS2.</p>	<p>Responsibility promotes self-worth and trust.</p>	<p>Roles and responsibilities to be shared out around the children. Roles include librarian,</p>		<p>½ termly</p>

<p>C: Weaknesses with retention and processing: Difficulties with working memory; need to revisit learning; lack of known/instant recall of facts.</p>	<p>Restructure medium term planning of maths to use small steps approach to 'chunk' learning into meaningful parts.</p>	<p>Recommended practice by NCETM</p>	<p>school council and play leader.</p> <p>Supported by White Rose maths planning</p>		<p>½ termly</p>
	<p>Redesign of topic planning to identify main composite objectives (Topic KPIs) and break these down into components.</p>	<p>Based on research into promoting retrieval and retention.</p>	<p>HofS to share with CT's</p>	<p>MoM monitored by Exec Head</p>	<p>½ termly</p>
	<p>Systems and structures to consolidate known facts through overlearning, including Weekly Times Table Challenge</p>		<p>Monitored by HofS</p>		<p>½ termly</p>
	<p>Establish SMART targets on PLPs based upon recommendations from external agencies.</p>	<p>Small step, SMART targets focus children's parents and staff thinking and provide a celebration to ensure child receives a self-esteem boost.</p>	<p>Intervention focussed on child needs.</p>		<p>½ termly</p>
	<p>Termly SEND parent</p>			<p>MoM</p>	<p>½ termly</p>

<p>D: Liaise with outside agencies to ensure SEND provision is as effective as possible – 100% off PP children also SEND which restricts potential ARE outcomes in the future</p> <p>E: The purpose is to give the children a sense of belonging with a role to play within the group.</p>	<p>meetings – follow Assess, Plan, Do, Review cycle</p> <p>Use of Graduated Response Tool to identify other strategies to support SEND pupils.</p> <p>Setup structured interventions based on needs of SEND & PP pupils</p> <p>Breakfast is to be offered to an identified group of children. A healthy breakfast will be provided, and pupils will sit at the table with proper crockery. They will work together to prepare it, clear it away afterwards and wash up. After this there will be games outside, opportunities to do activities and to read their books.</p>	<p>Regular interaction with parents vital to support pupil progress.</p> <p>Recommended by SENDCo</p> <p>Bespoke intervention focussed on children’s needs has an impact.</p> <p>The pupils will start school in a positive frame of mind and ready to learn.</p> <p>Pupils will make accelerated progress in order to narrow the gap with national expectations.</p>	<p>Monitor PLP targets. CT to review PLP regularly.</p> <p>Discussions at S&P meetings. Staff aware how to flag need to HofS.</p> <p>Monitor progress of SEND/PP pupils.</p>	<p>monitored by Exec Head</p> <p>MoM monitored by Exec Head</p>	<p>½ termly</p> <p>½ termly</p>
Total Budgeted Cost					£3920.00

ii. Targeted Support					
Desired Outcome	Chosen Action/ Approach	What is the evidence and rational for this choice?	How will you ensure it is implemented well?	Staff Lead	When will you review implementation?
A: Pupil Premium children to increase confidence in the use of greater range of vocabulary both verbally and in written work	Positive praise where PP children volunteer information in classroom.	Increased feeling of self-worth and shining a light on behaviour we want to see.	Ensure all staff know who PP children are and are quick to offer positive praise.	MoM monitored by Exec Head	½ termly
	Focus for daily readers: a) exposure to texts b) discussion of vocabulary choices made by the author vital c) understanding of vocabulary need.	Regular reading at home and in school enhances life chances and attainment in school.	Class teacher to ensure that PP children are heard to read regularly (daily if possible),		On-going
	Children to be given vocabulary word banks and challenged to incorporate into their writing.	Access to effective resources improves the performance of pupil's independent work.	Pupils to have access to vocabulary banks.		On-going
	Teacher led 1:1 writing planning and editing time to focus on the higher order vocabulary.	Bespoke and targeted feedback will greatly enhance likelihood of accelerated progress – EEF	Class teachers to deliver regular writing editing session where feedback if offered.		On-going
	Where appropriate daily speaking and listening session with class teacher/ TA.	Regular opportunities to promote speaking and listening skills will increase pupil confidence and understanding.	Support from TA / CT during whole class teaching.		On-going
	Ensure effective Speech & Language support is sought for PP children, but also that intervention is setup using	Ensure PP 'keep up rather than catch up'	All teachers to monitor pupils closely. HoS data tracking to		On-going

<p>B: PP children will develop a more positive opinion of themselves, feel confident to form positive relationships with staff and pupils, contribute to classroom discussions and take on leadership opportunities</p> <p>C: Weaknesses with retention and processing: Difficulties with working memory; need to revisit learning; lack of known/instant recall</p>	<p>ideas and resources for children with programmes in place.</p> <p>Outdoor Learning Opportunities – provide regular opportunities for learning to be done outside. Additionally, secure time with Forest School leader. (Spring Term)</p> <p>Adult support in class to meet and greet – take notice in them and make them feel special. Specific mentoring from CT or TA throughout the day (where appropriate) to maintain engagement to promote growth mind set.</p> <p>Promote leadership and responsibilities.</p> <p>Take part in community projects e.g. beach/river clean.</p> <p>Pre-teaching intervention to enable extra time to process new learning.</p> <p>Precision teaching intervention to focus on core maths learning.</p>	<p>Outdoor adventurous activities heralded +4 months additional progress in EEF toolkit – seen to be more impactful for vulnerable children so these children have been prioritised.</p> <p>Focus on feedback and metacognition conversations.</p> <p>Responsibility increases self-worth and self-confidence</p> <p>SEND gateway describes precision teaching as One of the most effective teaching strategies to ensuring high levels of fluency and accuracy.</p>	<p>highlight pupils who fall behind.</p>	<p>MoM monitored by Exec Head</p>	<p>On-going</p> <p>On-going</p> <p>On-going</p>
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of facts.	Targeted follow on teaching based on immediate assessment for learning e.g. follow up maths intervention with teacher in afternoon. PP children targeted for additional conferencing as often as possible.	Addressing misconceptions and immediate/timely feedback is known to improve outcomes and move learning forwards. Verbal feedback and discussion is more powerful than written feedback.			
Total Budgeted Cost					£3320.00

5. Review of Expenditure

Previous Academic Year

2018-2019 Allocated Budget £8,340.00

The funding was used to:

- Narrow the achievement and progress gap by addressing inequalities and raising the attainment and aspiration of those students entitled to pupil premium;
- Ensure that all pupils have equal access to the curriculum and wider activities.

The funding was allocated as follows:

Specialist group intervention for English and Mathematics:	£5477.00
Specialist intervention (LSA one to one)	£1663.00
Enabling access for all to trips and residential:	£700.00
Payment for music lessons:	£540.00
Payment for additional extra-curricular activities/breakfast club	£80.00
Supporting with school uniform	£100.00