

## Pupil Premium Strategy Statement 2018-19

1. Summary Information					
<b>School</b>	Saltwood Church of England Primary School				
<b>Academic Year</b>	2018/19	<b>Total PP budget</b>	£25, 980	<b>Date for next internal review of this strategy</b>	Termly
<b>Total number of pupils</b>	224	<b>Number of pupils eligible for PP</b>	16		

2. Current Attainment			
KS2 SATs 2018 Expected +	School	School Pupil Premium	National
<b>Reading</b>	97%	100%	75%
<b>Writing</b>	94%	100%	78%
<b>Maths</b>	94%	100%	75%
<b>Combined</b>	88%	100%	64%

3. Barriers to Future Attainment (for pupils eligible for PP)		
<b>A.</b>	Attendance issues for some pupil premium children	
<b>B.</b>	Specific learning needs for some pupil premium children	
<b>C.</b>	Personal barriers to learning	
<b>D.</b>	Lack of support in practising mental arithmetic skills (particularly times tables) at home	
<b>E.</b>	Issues of anxiety and family issues for some pupil premium children	
<b>E.</b>	Lack of access to wider curriculum activities	
4. Desired Outcomes		Success criteria
<b>A.</b>	SLT and specialist nurture TA work with families to focus on raising the attendance of focus pupils and support parents with how to help their child achieve minimum of 95% attendance.	Attendance for focus pupils in line with school average.

<b>B.</b>	Quality first teaching and intervention support (see provision maps) enable pupil progress.	All PP pupils achieve expected+ / expected steps of progress.  Entry and exit intervention data shows progress.
<b>C.</b>	Targeted support enables PP pupils to overcome personal barriers to learning.	Weekly 1-1 mentoring with DH supports pupils to overcome personal barriers to learning.
<b>D.</b>	Pupils supported in school through additional 1-1 / small group sessions in mental maths.  Class teachers support parents in increasing home support through homework tasks, advice given through parents' evenings and reports.	Pupils report increased confidence in skills practised; evidenced through maths data.
<b>E.</b>	Issues of anxiety and family issues supported effectively by nurture, counselling and Early Help support as appropriate.	Support improves mental health, wellbeing and pupil progress.  Intervention entry and exit data.  Feedback from pupils and families.
<b>F.</b>	Pupil premium children access curriculum enrichment.	Pupil premium children able to attend residential trip, day trips, swimming lessons and music lessons.

## 5. Planned Expenditure

<b>Academic year</b>	£25, 980
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The three headings below demonstrate how we are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

### Quality of Teaching for All, Targeted Support and 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?
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<p>DH and specialist nurture TA works with families to focus on raising the attendance of focus pupils and support parents with how to help their child achieve good level attendance.</p>	<p>SLT and specialist nurture teaching assistant liaise with families to promote attendance; contacts on morning of absence to discuss and plan support with family.</p>	<p>Evidence of improved attendance, including older pupils taking increased responsibility for attendance.</p>	DH to lead	DH	Termly
	<p>DH supports pupils through attendance focus as part of 1-1 mentoring sessions. Draw up individual plan if needed.</p>	<p>1-1 mentoring with DH supports individual needs.</p>	DH to lead	DH	Weekly
	<p>TA supports vulnerable PP pupils through nurture</p>	<p>Nurture valuable intervention resource. Evidenced by entry and exit data.</p>	Specialist TA to lead	TA	Termly

<p>Quality first teaching and intervention support (see provision maps) enable pupil progress.</p>	<p>Class provision maps planned termly and reviewed with SENCO.</p>	<p>High quality intervention support planned, taught and reviewed. Evidenced by entry and exit data.</p>	<p>SLT monitoring SENCO monitoring</p>	<p>Class teachers, SLT and SENCO</p>	<p>Termly</p>
<p>Targeted support enables PP pupils to overcome personal barriers to learning.</p>	<p>DH supports pupils through weekly 1-1 mentoring sessions. Identify barriers to learning and implement provision and support.</p>	<p>1-1 mentoring with DH supports individual needs.</p>	<p>DH to lead</p>	<p>DH</p>	<p>Weekly Termly</p>

<p>Pupils develop mental maths skills and confidence.</p> <p>Parents provide increased home support.</p>	<p>Additional 1-1 / small group sessions in mental maths for identified pupils.</p> <p>Class teachers provide guidance and advice through homework tasks, advice given through parents' evenings and reports.</p>	<p>Need for support identified by some pupils during 1-1 mentoring sessions with DH. Evidence will be collected from 1-1 mentoring sessions and class data.</p> <p>Need for support identified by some pupils during 1-1 mentoring sessions with DH.</p>	<p>DH to inform teachers of needs identified through 1-1 mentoring sessions; feedback from pupils; data tracking</p>	<p>DH</p> <p>Class teachers</p>	<p>Weekly</p> <p>Termly</p>
<p>Issues of anxiety and family issues supported effectively by nurture, counselling and Early Help support as appropriate.</p>	<p>TA supports vulnerable PP pupils through nurture interventions.</p> <p>DH accesses additional specialist support e.g. bereavement counselling.</p>	<p>Need for support identified by some pupils during 1-1 mentoring sessions, by class teacher, by family or by SENCO.</p>	<p>Specialist TA to lead in consultation with SENCO and DH</p>	<p>TA</p> <p>SENCO</p> <p>DH</p>	<p>Termly</p>
<p>PP pupils able to access curriculum enrichment.</p>	<p>Funding provided for swimming lessons, music lessons, school and residential trips.</p>	<p>Extra-curricular activities recognised as key aspect of school. All pupils to access.</p>	<p>DH to coordinate in consultation.</p>	<p>DH</p>	<p>Termly</p>

## 1. Review of expenditure – Previous academic year

### Pupil Premium Grant Expenditure Financial Year 2017/18

<b>Total PP budget</b>	£21,300
<b>Total Number of Children Eligible for PP</b>	16

<b>Initiative/Activity</b>	<b>Objective</b>	<b>Outcome</b>	<b>Cost</b>
Quality first teaching	To support PP pupils in making at least expected progress	100% of PP pupils achieved expected in reading, writing and maths.	PP budget used towards costs
Precise provision mapping with targeted intervention support	To support PP pupils in making at least expected progress		
1-1 mentoring with DH to identify and plan provision to overcome personal barriers to learning	To support PP pupils in making at least expected progress		
Subsidising the cost of extra-curricular activities	To enable PP pupils to access extra-curricular activities	All PP pupils able to access extra-curricular activities.	
Nurture and counselling support	To support and develop well-being of PP pupils, based on individual need	Intervention support took place for all needs identified. Entry and exit data shows positive impact.	

