

## Pupil premium strategy statement:

1. Summary information					
School	Spaxton School				
Academic Year	2019/20	Total PP budget	£8,200	Date of most recent PP Review	
Total number of pupils	72	Number of pupils eligible for PP	5	Date for next internal review of this strategy	July 20

2. Current attainment		
<b>Attainment for: 2018-2019 Whole school</b>	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (your school/national Y6)</i>
% achieving expected standard or above in reading, writing and maths	45%	80%
% achieving expected standard or above in reading	67%	81%
% achieving expected standard or above in writing	45%	80%
% achieving expected standard or above in maths	45%	81%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b> <i>(issues to be addressed in school, such as poor oral language skills)</i>	
A.	Social and emotional intelligence
B.	Low ambition
C.	Poor reading skills
<b>External barriers</b> <i>(issues which also require action outside school, such as low attendance rates)</i>	
D.	Attendance
E.	Lack of routine (sleep, food, homework,)
F.	Past trauma affecting whole family

<b>4. Desired outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Children are able to talk about their feelings in a controlled way and acknowledge problems can be solved.	Children retain more friendships Children have less fall-outs Children need less support in class time to resolve friendship issues Children gain support from the ELSA
<b>B.</b>	Children make expected or better progress and talk with enthusiasm about their academic future.	Children talk about their future with enthusiasm Children talk about academic targets with excitement Children set/attempt challenging targets Children speak ambitiously about their future at Secondary school and work.
<b>C.</b>	PP children's reading improves in line with non-pp children	PP children make better progress in reading so that their writing is influenced by this PP children can achieve well in spelling Children enjoy reading and can talk enthusiastically about a book they are enjoying PP children achieve in line with non-PP children.
<b>D.</b>	The attendance of PP children improves	Reduce the number of persistent absentees among pupils eligible for PP EWO involvement will not be needed Attendance for the children is in line with national at 96%
<b>E.</b>	Parents engage with school around routine difficulties and work in partnership with school to improve the situation.	Parents will come in to school to let us know how they are affected by past trauma Parents work with school to improve the situation Parents gain help from school/PFSA/SC to apply new strategies to cope.
<b>F.</b>	Children are supported by the ELSA/PFSA to address past trauma and find strategies to cope.	Children are having time to talk and work on resilience Children are focussed on the future positively Children are able to talk openly about the past but positively about the future.

## 5. Planned expenditure

Academic year

2019/20

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 are able to talk about their feelings in a controlled way and acknowledge problems can be solved.	Character curriculum in place to support PHSE lessons are regular Circle time etc. Class ethos is agreed on a classroom charter to ensure all children feel safe to talk about their feelings.	Circle time/character curriculum allows a child to share anything on their mind and seek support or advice from children and adults in the room. It creates an emotionally safe ethos in the classroom and the children will always feel happy to share their thoughts/fears/worries. This will mean the teacher is aware of concerns early on before they become a catalyst for anger.	SLT will speak with the children to see that they feel they can talk about their feelings in class Drop ins to lessons will show the class ethos Training will be offered to staff who are unsure about good quality circle time.	ELSA	January 2020
Children make expected or better progress and talk with enthusiasm about their academic future.	Pupil progress meetings half termly will inform how the children are achieving. Assemblies and lessons will share with the children the purposeful learning and how it can lead to a desired career. Children will be inspired by visitors who talk about their jobs/careers.	Children who are not on track to meet their end of year target will gain support from intervention (subject support, nurture, forest school, 1:1 specialist support). Assemblies are an opportunity to showcase careers and inspirational people allowing the children to see that it is also achievable for them too. This allows them to be inspired to believe they can achieve the same and gives them the opportunity to ask questions about how they got to where they did. Enterprise will help them to see they can help themselves.	LSAs offer in-class support, pre-learning and over-learning. HT will role model in assemblies but also support staff in inviting people in to speak to the children. HT will attend those assemblies in class to show the children how we hold aspirations in high regard. HT will see lessons in the Monitoring programme and interview children about purposeful learning.	JN/KC/NP	January 2020

<p>PP children's reading improves in line with non-pp children</p>	<p>Children will receive extra daily reading with an LSA. Phonics will be addressed in pupil progress meetings if it is a barrier to progress in reading. Books will be celebrated and enjoyed in school. An author will be celebrated and children will be encouraged to read.</p>	<p>When children read daily their reading improves. Any areas of difficulty can be address (phonics) and quickly recapped. Assessment outcomes will be accurate and swiftly addressed. Phonics will be encouraged as a strategy to reading in the classroom when necessary. Books will be on display in the classrooms and work on the walls will show the children's interest in books. An author will celebrated in medium term planning. Workshops will be held for parents.</p>	<p>Pupil progress meetings will review intervention given (daily readers) and progress made. Drop ins will show books are celebrated and phonics is being used as a spelling strategy. The children will be able to talk to me about the Author they are celebrating and learning about.</p>	<p>JN/KC</p>	<p>January 2020</p>
<p>The attendance of PP children improves</p>	<p>Topics / character curriculum will interest all children and especially PP children. They will include WOW days and Forest school, Art/DT work and exciting activities throughout the term. Work will end with a celebration each term.</p>	<p>When a child cares about the topics learned and their purpose this can be a hook to want them to come to school. WOW days and exciting activities throughout the term will be fun and the children will want to be part of them. Our PP children enjoy hands on activities and outdoor learning.</p>	<p>Topic webs will be shared with parents and be interesting. Wow days will be shared with the children and parents as something to look forward to. They will be in the diary on the website. Forest school, DT and outdoor learning will be regular.</p>	<p>KC</p>	<p>January 2020</p>
<p>Parents will engage with school Routine/past trauma</p>	<p>Parents will be encouraged to talk about past trauma which may now affect the child. They will be encouraged to acknowledge the impact it has had. They will be encouraged to apply strategies to support the child and themselves.</p>	<p>When the parent and the child can talk openly about the past and accept it they will be able to look forward with support to an ambitious future. The parents will be encouraged to be ambitious for their children thus modelling composing their own future. The children will use their resilience work books with the PCW and share what they are doing with their parents. ELSA will support both child and parent.</p>	<p>KC meets with ELSA regarding resilience work and concerns raised. Reports (verbal) are held with ELSA on a weekly basis. KC meets with parents regularly to see how things are. SLT meets with children weekly to check on their engagement with the resilience work. KC will ensure ELSA discusses the work covered with parents and builds a relationship with them.</p>	<p>ELSA/PFSA</p>	<p>January 2020</p>

## 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?
Children are able to talk about their feelings in a controlled way and acknowledge problems can be solved.	Some PP children will attend nurture time to talk about their feelings. – a new Pastoral Care Worker employed 2 mornings per week. (ELSA)	Children open up and learn strategies to cope with unhappy feelings. They find solutions to problems or friendship issues and then they can then become more engaged in school work.	Intervention charts will show the children who need support in this area.	ELSA	January 2020
Children make expected or better progress and talk with enthusiasm about their academic future.	Pupil progress meetings will focus on how the PP children feel about their future and areas of the curriculum they find strength. Assemblies will encourage children to be ambitious and consider their strengths and where they might use them.	Children are inspired by stories of people who have achieved something even if they once thought they wouldn't. They can begin to see that school teaches them skills which can easily be used in many careers – this will explicitly show them how what they are learning can lead to a job they will enjoy or a University course they will enjoy.	Feedback from staff/progress and LSAs/TAs will inform SLT as to whether the children can see that their schooling is teaching them vital skills in order to achieve their desired career or future dreams. Assemblies will inform if the children are beginning to have visions of a productive happy future. Monitoring will show children can discuss how what they are learning in class can be used as a skill outside the classroom.	JN/KC	January 2020
PP children's reading improves in line with non-pp children	PP children receive daily reading and quality 1:1 comprehension around the book in a positive way. The curriculum will allow for more boy friendly books to be incorporated at whole school/class level. Reading is celebrated	When children read daily they gain in confidence. That 10-15 minutes of chatting about the book and linking the story to something they have experienced helps them to remember in long term memory what they have learned. This time makes them feel valued. This time makes them see that books are positive and enjoyed. The boys who do not like reading will be more inspired in class with books more appropriate to their interest.	The books used in class will be of more interest to boys – super heroes, action etc. Children who have daily reading – progress will be seen at pupil progress meetings. Children will look to read more at 'free time'. Boys will begin to enjoy reading as a past time and not just when asked.	JN/KC	January 2020

The attendance of PP children improves	EWO will be involved with families whose attendance falls below 87%. The children will be invited to partake in planning the medium term curriculum and desired outcome – taking some ownership and interest. The PfSA will be asked to work with children who are consistently falling below 90%. Awards are given to children who have 'goo' attendance. If travel is an issue for families they will be offered ways to help.	When children attend school regularly without constant breaks, they make more progress. Evidence shows that children who attend school make better friendships, take more ownership in their learning and are more confident. Children enjoy receiving awards and will often try harder when an award is being offered.	Attendance will be monitored half termly. Any absence will be addressed immediately. A chart of which children receive awards will be logged and tracked.	KC	January 2020
Engagement with parents will improve (routine, homework, trauma work)	KC/ELSA will communicate with parents around the expectations for the children and how the school can support the family. KC/ELSA will communicate with families the work completed and strategies taught to children around resilience and ambition and ask for support from families.	The children will have clear expectations around homework and attendance as will the parents. They will all see the relevance for the child's future. As the families talk openly about difficulties at home or past trauma they will have support and feel able to work more productively with the school to improve the child's life chances.	Work books on resilience will be monitored. The children will improve completing homework and attendance will improve. Children will be safe to talk about home difficulties and past trauma completing work with ELSA.	ELSA/PFSA	January 2020

## 6. Review of expenditure

### Previous Academic Year

#### i. Quality of teaching for all

Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost

#### ii. Targeted support

<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>

**7. Additional detail**

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