

Holystone Primary School Pupil Premium Strategy Plan 2018-2019

1. BARRIERS TO FUTURE ATTAINMENT/DEVELOPMENT			
In School Barriers			
A.	Children's lack of ambition and aspirations		
B.	Children have low levels of resilience and independence		
C.	Limited vocabulary for some pupil premium children		
D.	Mental health of children		
E.	Behaviour of pupil premium children		
External Barriers			
F.	Attendance of pupil premium children		
G.	Limited life experiences		
H.	Poor diet/lack of food		
I.	Lower level of parental English and maths skills		
J.	Unsettled home life or childhood trauma		
2. DESIRED OUTCOMES LINKED TO BARRIERS			
Barrier	Desired Outcome	Chosen Action / Approach	Costs / How will impact be measured?
A.	To increase children's ambition and aspirations - both in what they can achieve whilst at Holystone and in their future life.	<ul style="list-style-type: none"> • Opportunities for children to experience a range of professions. • Ensure children in y6 have an experience of university to raise aspirations • Encourage children to 'reach for the stars' and give new things a chance. • Enterprise Protect linked to Elmer's Great North Parade and St Oswald's Hospice. • Explore possibility of 'careers day' in school. 	<ul style="list-style-type: none"> • Survey children's perceptions re ambitions and aspirations for the future. • Pupil voice and school council discussions. • Survey staff at the end of the year to see whether work around 'reaching for the stars' has been successful. • Ask Y6 for their opinions before and after university trip. • Evaluate money raised in enterprise protect. <p>COST: £600 to support careers day and visits.</p>

B.	<p>To improve the resilience of children in school so they have the skills to deal with tasks which may at first appear difficult or challenging.</p> <p>To increase children's independence so they have the self-belief and confidence to deal with any situation school, or life, may throw at them.</p>	<ul style="list-style-type: none"> • CPD for whole staff about growth mindset and how this can be fostered in children. • Trial a unit of work in Year 5 around self-worth and mindset to see if it helps change children's perceptions of themselves and lessons. • Work with the NT maths team for further CPD around growth mindset in maths (this is often an area pupils and staff see reduced mindset). • Use the new school vision and characters to promote resilience and independence in school - Lucky and Indianta. 	<ul style="list-style-type: none"> • CPD records - monitor the impact of CPD linked to growth mindset. • Review work done around resilience and independence in school, especially Y5 project. • Review the impact of new vision and characters with staff and children. <p>COST: £500 CPD for work on Growth Mindset. £200 for professional designs of characters to be displayed in school.</p>
C.	<p>To improve the level of oral vocabulary of PP children, to benefit their speaking skills and to improve the language in their written work.</p>	<ul style="list-style-type: none"> • Words of the week to be embedded across school. • Following CPD English team to deliver training to whole staff. • English team monitoring SPAG across school. • Improve language skills in EYFS and year 1 as a result of specific, focused phonics teaching and detailed action plans. • Purchase spelling shed and consider impact it is having on standard of spelling and depth of vocabulary. 	<ul style="list-style-type: none"> • English team to monitor as part of termly M&E • CPD records kept and impact reviewed • Phonics co-ordinator identified and specific action plan written and reviewed. • Phonics results to be above NA at the end of the year. • Review of spelling shed impact looking at change in spelling scores across school. <p>COST: £200 for Spelling Shed</p>
D.	<p>To provide whole classes and year groups with strategies to improve their mental health and wellbeing.</p> <p>To identify specific children who may benefit</p>	<ul style="list-style-type: none"> • Northern Guild of Psychotherapists - final year students and employed member of staff to work with children as and when needed. • Thrive Practitioner Training, analysis of impact and group work. • Whole school CPD around mental health and wellbeing. • NSPCC workshops, whole school assemblies and fundraising work to increase children's awareness of their rights to be safe. 	<ul style="list-style-type: none"> • Counsellor work to be reviewed in termly meetings. Impact is anonymised since sessions are confidential. • Thrive practitioner to produce impact statement. • Monitor children's engagement with NSPCC project: how much money is raised

	<p>from one to one psychotherapy work with a counsellor.</p> <p>To identify children for which Thrive may help them with a gap in their emotional development.</p>	<ul style="list-style-type: none"> • Use yogabugs in school to help children with relaxation techniques and how to keep their mind positive. • Take part in national events to raise awareness and offer support such as Anti-bullying week and Red Cross Kindness Advent Calendar throughout December. • PSHCE work to promote the mental wellbeing of children, offer strategies to help in different situations and increase their resilience. • Displays to motivate, reassure and promote positive growth mindset. • Mentors/allocated staff members to support individuals who staff have identified need specific help or support. • Get whole school involved in Elmer's Great North Parade to unite school and community, link Elmer's design to wellbeing and give every child a sense of worth. 	<p>for charity, are they aware of the helpline etc.</p> <ul style="list-style-type: none"> • Yogabugs produce reports to school to review impact on children. • Survey children at the end of the year to find out how much they enjoyed/learnt from/developed as a result of school's participation in national events. • Monitor children's involvement in Elmer's Great North Parade to review impact on children's wellbeing. <p>COST: £ 2700 for counsellors £ 1500 Yogabugs (matched funding with Sports Premium Funding) £1200 training for Thrive Practitioner.</p>
E.	<p>To improve the behaviour of PP children in school, especially in unstructured times such as lunchtime.</p>	<ul style="list-style-type: none"> • High expectations from all staff at all time. • Specific focus of M&E to ensure all children follow school rules and behave appropriately. • Staff modelling good behaviour and manners at all times to demonstrate to children how to behave and respond in different situations. • Use proportion of PP funding to pay for staff to work with PP children at lunchtimes, promoting positive behaviour and friendships (2 members of staff) • Year 6 / reception buddies to run throughout the year to offer support for younger children and a sense of responsibility to the older year groups. 	<ul style="list-style-type: none"> • Review in M&E and monitor any areas for development - is behaviour standard high in school. Has this been confirmed by external reports. • Has there been a reduction in behaviour issues at lunchtime following the employment of two additional staff members? • Survey Y6 and Rec to review impact of buddy system. <p>COST: £6300 part funding salary of LS. £3300 part funding of SH over lunchtimes.</p>
F.	<p>Ensure the absence rate of PP children improves</p>	<ul style="list-style-type: none"> • Review the attendance policy 	<ul style="list-style-type: none"> • Has there been a reduction in: <ul style="list-style-type: none"> a) overall absence for PP children

	<p>and persistent absent levels drop for this group of pupils.</p>	<ul style="list-style-type: none"> • Watch list identified for specific pupils, speak to SLT if children don't appear in school as first day of absence. • Tracking - half term review of attendance figures, including those who are late. • CPD for SLT to ensure NT advice is being adhered to, present findings to governors. • Match fund OOSC if needed to ensure children are in school on time. • Letters to parents following any review of data in attendance is causing concern, invite parents into meetings to see what support maybe needed. • Work with PP families to try and reduce the number of 'broken weeks' of attendance. • Work with vulnerable families to offer support and if necessary Early Help Assessment/family partners to help these families in times of need. 	<p>b) PA absence c) PP children being late into school</p> <ul style="list-style-type: none"> • Are attendance lists reviewed regularly and letters sent out to children who fall below 95% attendance. • Meetings with parents have happened if attendance continues to caused issues and as a result attendance has improved. • Review the percentages for PP of broken attendance. • Monitor the impact of EHA and TAF to support families at times of need. • Review take up of match funding - has it been utilised and did this enable children's attendance to improve. <p>COST: £1000 match funding available for OOSC. £9500 salary for pupil premium role and pastoral support/EHA to be an explicit part of DHT's job.</p>
G.	<p>Provide opportunities for PP children to visit new places, have new experiences and meet new people.</p>	<ul style="list-style-type: none"> • Ensure there are opportunities for PP children to attend visits out school with match funding if needed. • Offer PP children wider experiences in school such as music clubs, judo, lego club etc. 	<ul style="list-style-type: none"> • Review take up of match funding for trips- has it been utilised and was the budgeted correct or is additional funding needed? • Review the uptake on clubs etc by PP children - has this figure increased since last year? <p>COST: £1000 match funding available for trips and clubs.</p>
H.	<p>Ensure all children in school have breakfast and access to a full school lunch.</p>	<ul style="list-style-type: none"> • Speak to parents if needed to ensure all eligible families access financial support with school dinners. • Offer breakfast in school if it quickly becomes apparent a child hasn't eaten. 	<ul style="list-style-type: none"> • Review take up of help by families with supplying breakfast - is provision in school sufficient or do we need to consider alternative support/breakfast clubs?

		<ul style="list-style-type: none"> • Match fund breakfast club if this helps families and ensure children can come to school fed and ready to learn. • Offer PP children healthy snacks and access to tuck shop if staff become aware that they haven't eaten enough to sustain concentrations. 	<ul style="list-style-type: none"> • Review percentages of PP children - have any additional families completed paperwork. Are families accessing everything they are entitled to? <p>COST: £500 for breakfast in school or funding breakfast club at OOSC.</p>
I.	<p>To give parents skills to support their children with homework, especially if their own experiences of school were negative.</p> <p>Provide opportunities to help develop parents English and maths skills in order to help them support their own child's learning.</p>	<ul style="list-style-type: none"> • Offer workshops to all parents (for example in reading and maths) to improve their subject knowledge/their skills to support children at home. If staff feel it would be appropriate or benefit children speak to parents prior to workshop to ensure they are attending. • Send home targets to allow parents to support their children with specific areas of the curriculum. • Offer children the possibility to attend homework clubs, especially if using mymaths, to ensure work is completed in a suitable environment. 	<ul style="list-style-type: none"> • What percentage of parents attending workshops? • Survey parents to ask for feedback following events. Is there any other things parents would like workshops in?
J.	<p>To support parents and children with an issue arising in the home environment which maybe impacting on the child.</p>	<ul style="list-style-type: none"> • DHT offers specific pastoral support to families within school and is given time to offer advice and support when needed. • Teachers are support by DHT in identify the needs of vulnerable children and offering appropriate support. • Families are supported with the home environment such as routines, homework, behaviour and any additional support. • Early Help Assessments may be completed to support families and DHT would meet with families regularly as part of the TAF process. • School to run ADHD clinics to support parents whose children may have a diagnosis or may just want to explore strategies or 	<ul style="list-style-type: none"> • Monitor the impact of EHA and TAF to support families at times of need. • Review with parents and professionals the impact of ADHD clinic. <p>COST: £9500 salary for pupil premium role and pastoral support/EHA to be an explicit part of DHT's job.</p>

		talk through experiences with others in a calm, supportive environment.	
3. DESIRED OUTCOMES LINKED TO ATTAINMENT AND PROGRESS			
Barrier	Desired Outcome	Chosen Action / Approach	Costs / How will impact be measured?
	Improve numbers of PP children reaching national phonics standard at the end of KS1 and KS2.	<ul style="list-style-type: none"> Phonics action plan which is overseen by a new phonics subject leader. Targeted phonics teaching and intervention with a specific focus on PP children. Detailed phonics tracking of all children. 	<ul style="list-style-type: none"> Phonics results to exceed national expectations by the end of the year.
	Improve inference skills of PP children, especially during reading.	<ul style="list-style-type: none"> Detailed question level analysis of last year's key stage 2 SATs papers to review areas for further development in reading skills. Additional teacher for one day a week to work with PP children as need is identified. English team to organise appropriate CPD for staff to address any identified issues. Review outcomes across the school in regular pupil progress meetings to ensure there is accelerated progress evident across the year in reading comprehension. Monitor and review interventions to analyse impact and successes. Use of external reading provision 'Bean stalk' to work with two disadvantaged pupils in school. 	<ul style="list-style-type: none"> Target an increase in the number of PP children reaching expected standard in reading in statutory assessments. Target an increase in the number of PP children reaching expected standard in reading in Y3, 4 and 5. Target more children to make good levels of progress in reading over the 12 month time period. Carry out an intervention review with staff and SEND team. Review progress made by PP children when working with additional teacher. What has been the progress of children who work with Bean Stalk reading provider. <p>COST: £9600 salary for PP teacher one day a week. £600 Bean Stalk reading scheme</p>

<p>Improve outcomes for PP children in maths across the school.</p>	<ul style="list-style-type: none"> • Additional teacher for one day a week (GP) to work with PP children as need is identified. • Further CPD to consider the use of numicon, varied planning approaches, opportunities for investigation and mastery. • Work with NT maths team to provide appropriate CPD following M&E to support the teaching of maths across the school, for all pupils including PP. • Organise a maths play by a theatre company to change mindset around the subject and help some children view maths more positively. • Monitor and review interventions to analyse impact and successes. 	<ul style="list-style-type: none"> • Increase in the percentages of PP children reaching expected standard in maths in statutory assessments and other year groups. • Improve the percentages of PP children reaching the greater depth standard (or S+ in non-statutory assessments) at the end of the year. • Target more children to make good levels of progress in reading over the 12-month time period. • What has been feedback following maths play - is there evidence of work linked to this in books? <p>COST: £500 CPD for maths development. £400 for theatre production to do maths play in school.</p>
<p>Ensure classroom's are appropriately resources for learning to maximise outcomes.</p>	<ul style="list-style-type: none"> • SATs materials for KS1 and KS2 • Use of mymaths programme • Spelling shed • Update maths resources, especially numicon, in classrooms to make sure all children have access to appropriate equipment to support their learning. • Purchase necessary phonics materials to support teaching and learning. • Use some money to purchase additional Ipads (with support of PTA) to ensure each year group as a small set. It is hoped this will engage reluctant learners and encourage children. It also allows for more rapid use of mymaths and spelling shed to support learning. 	<ul style="list-style-type: none"> • Review the impact of specific computing programmes - what is the uptake with pupils? Had this resulted in a rise in standards? • Are new resources which have been purchased being used to support the learning of PP children, especially in maths. • Are SATs materials being utilised but pupils to support their learning - what is the impact of these? <p>COST: £500 for additional resources £250 for SATs materials</p>

