



Guyhirn C of E School
Pupil Premium Provision Plan
2018-2019



Area of Development: Pupil Premium and Vulnerable Pupils		Led by Head Teacher Karen Milnthorpe	Link Governor Mr Lee Chapman Mrs Pauline Crawford
Summary of main barriers to learning. <ul style="list-style-type: none">• Slow progress rates made by some pupil premium children• Pupils and their families have a lack of aspirations for their futures reducing their motivation and commitment to learning• Pupils and their families have social & emotional difficulties, including medical and mental health issues• Pupils have limited experiences beyond their home life and immediate community• Low attendance and persistent absenteeism		Expectations: Targeted strategic support which improves outcomes for children who are potentially vulnerable and therefore improve outcomes in both academic and social aspects of school life for pupils to narrow the gap.	
Date to Begin: September 2018	Date to Review: July 2019	PPG is paid to academies in quarterly instalments on: <ul style="list-style-type: none">• 9th July 2018 -• 8 October 2018• 9 January 2019• 8 April 2019- + County LAC payment.	
Key Priority to address barriers to learning. To ensure equality of provision by raising achievement and narrowing the gap of children entitled to Pupil Premium funding and also other Vulnerable Pupils.			
2018/19 Estimated Funding (April – March)		How the impact will be monitored and evaluated: <ul style="list-style-type: none">• Reports from Pupil Premium link Governor and Head shared in	

<p>Total: £41,500</p> <p>We receive funding for: Ever 6 FSM- £1320 per pupil x 30 pupils Looked After children - £1900 per pupil x 1 pupil According to January 2018 census Total 31 pupils Actual PP pupils in school academic year 2018-19 Ever 6 FSM- 29 pupils (7 new to school) Looked After children 2</p>		<p>full Governor Body meetings.</p> <ul style="list-style-type: none"> • Karen Milnthorpe Pupil Premium Provision Lead & Headteacher in triangulation of Pupil Progress meetings with the class teacher, work scrutiny and data analysis. • Subject leaders complete data review to monitor. 			
<p>What main issues will be addressed: Identify specific children and monitor their progress to ensure they are making good or better progress. Provision Map children to ensure they access the support they need and measure the impact. Provide a wealth of social and educational activities that inspire and raise aspirations.</p>		<p>Success Criteria: Targeted strategic support and plans improve outcomes for children who are potentially vulnerable and therefore improve outcomes in both academic and social aspects of school life for pupils to narrow the gap and ensure that pupils consistently inline and in some cases ahead with the school and national trend.</p>			
Provision	Cost	Action Required	Resources	Expected Impact	Actual Impact July 2019
Staff Development					
<p>Training pathway for outstanding teaching assistants- 4 online courses to upskill and deeper understanding of tailoring personalised learning. 2 workshops for Teacher mentor to</p>	<p>£1400</p>	<p>Teacher to attend initial training . Monitor implementation and the impact for teaching assistants and the pupils. Teaching assistants to complete training</p>	<p>Inclusion expert</p>	<p>Teaching assistants will be upskilled and confident to tailor personalised learning for pupils to meet the needs of each individual child and narrow the gap when necessary</p>	<p><i>Alternative training given to TAs as identified need for mental health training. All staff attended level 1 mental health training. 6 Teaching assistants and 2 parents completed level 2 in mental health. Teacher and a TA completed Level 3 – train the trainer which has lightly been disseminated and all staff</i></p>

support Teaching assistants					<i>will receive further training in September 2019. All staff have a deeper understanding of how mental health appears in young children and how adaptations can be made to support individuals as well as changing thinking to how to be more inclusive as a school. Children are identified and appropriate action is taken eg Chums referral, parental communication etc</i>
Pupil Premium Staff meeting discussing impact and areas for development – whole staff each term	£500	Karen Milnthorpe to collate information after termly review and disseminate to staff.	Whole staff 1.5 hour meeting termly	A better understanding of how the pupil premium funding and subsequent provision plan can increase the chances socially and academically for vulnerable pupils. With all pupils making expected progress from their starting points.	<i>Through staff meeting a need was identified for a breakfast club for individuals. One particular application was successful for support and school now has a breakfast club, open to all including Pre-school which is free to everyone to ensure we can attract all children. Behaviour policy was revisited and changed with parents being involved earlier on in a behaviour plan</i>
Outcomes for Pupils					
1:1 Accele-read Accele-write sessions	£2442 £66 per week 37	KM to arrange timetable for SA	Planning Use of Library	Identified children to make accelerated	<i>Focus children have made progress through sessions</i>

6 children 15 mins 3 days per week.	weeks	SA to plan intervention to support pupils	Use of laptops	progress (+1) from their individual starting points. Improve confidence, raise self-esteem and engagement with learning.	<i>and these have been adapted to ensure further progression. Further children have been identified for 2019 -2020 working on this and other program.</i>
Small Group Maths Closing the Gap activities	£2081.25 £12.5 per hour daily 1.5 hours for 37 weeks	Class teachers to complete 360 assessment for vulnerable pupils. HLTA to use Sandwell as a benchmark prior to intervention.	Closing the Gap materials See Maths Leader. 1stclass@number1 & 2 intervention packs.	Identified children to make accelerated progress(+1) from their individual starting points.	<i>Child A has made significant progress Child B has made steady progress Child C has made good progress to enable participation in class maths with minimal support.</i>
Maths, SPAG and Writing Boosters 1:1 and small group	£9300	Support teacher retained and liaise with HR for resources and medium term plans.	Use of Library and Hall Tuesday and Wednesdays. Planning from HR to be adapted by JT	70% combined in RWM at end of KS2.	<i>Gaps were identified – small groups and individual sessions were completed. SPAG improved. Unfortunately SEMH , home issues and resilience have had na impact on performance for KS2 children. Next year class teacher and head teacher supporting more focus needs of individuals through support.</i>
Talk4writing project	£2000	See Talk4writing 2 year project plan.	Pie Corbett T4W books for each class Supply cover on various dates.	For writing at KS1 and KS2 to be in line with national expectation therefore increasing	<i>Talk for writing has improved children's vocabulary and their understanding of texts with a coherent approach to retelling stories etc. Clear</i>

				combined % for each key stage.	<i>progression is shown through hot and cold tasks throughout the year and adaptations are being made for whole school moderation collaboratively to ensure a deeper picture and understanding of needs.</i>
Maths, writing, phonics and reading booster	7.5 hours per week for 37 weeks @ £12.50 per hour £3468.75	HLTA to plan and organise interventions	Library, laptops	Identified children to make accelerated progress (+1) from their individual starting points. Improve confidence, raise self-esteem and engagement with learning.	<i>Child A has made significant progress to the point where they begin to access the curriculum independently within their level. Child B – gaps identified and retook Phonics screening as year 2 and passed. Positive attitude to learning and progression Child C- progression is still slow and adaptations have been made for 2019-2020</i>
Behaviour, Social, Emotional Development including Attendance.					
Pastoral support and GRT home support link to raise attendance of vulnerable groups.	£1600	Weekly monitoring of attendance. 3 letter system KM to source family support worker.	Weekly meeting space. Attendance policy and monitoring forms.	Increased attendance of targeted pupils to 96% or above.	<i>Attendance is improving across the school.</i>
Child Therapist	£4320 3 hrs per week(£120) x 36 weeks	K to liaise with child therapist Through 360 teachers identify children that may benefit from 1:1 therapy sessions.	Meeting time Therapist to have use of meeting room.	Improvement in the social emotional and mental health of identified pupils. Seen through behaviour both at	<i>Child therapist was changed in April 2019 to a play therapist to meet the needs of the individuals concerned as it is more practical and age appropriate activity. This has worked alongside pastoral support, working with home etc. Further</i>

		KM to meet with parents of identified children.		home and school against 360 benchmark	children have been identified for 2019-2020
Mental health course for Teaching Assistant	£2000	KM to source appropriate training and sign Teaching assistant up for course	TA release time plus course fees	Developing the awareness of mental health issues. TA will disseminate information and skills to identify and support individuals.	<i>Teacher and teaching assistant have attended Level 3 mental health training and are supporting staff to support other pupils and their colleagues. Behaviour of particular children has improved and support is in place to support these individuals further.</i>
Engagement & Aspiration.					
Motivational reward for targeted behavioural support. Whole School Drama. 1 term per class weekly 1 hr.	£1500	Employ a drama teacher . Monitor children's motivation, interaction and social communication.	Hall	Children are engaged and able to express themselves through a different medium.	<i>Self confidence and self esteem has grown in every child. This was evident in the end of year musical production where every child took part confidently and proudly.</i>
Invite an author, local artist, musician, sports personality to inspire pupils. Organise an aspiration day	£3000	KM to source relevant people and organise aspiration day		Children will be inspired to reach goals and achieve.	<i>Individuals have ben into school to share experiences- a further aspiration day is planned for January 2019</i>
Morning Breakfast club	£46.65 per week x 26 weeks- £1212.9 Food £25 per week x26 = £650 Food hygiene L2 certificate £20.	AT to complete Food Hygiene L2 course on line. AT to purchase food and juice on a weekly basis.	Food e.g. toast, cereal orange juice.	When surveyed 50% of PP children didn't not eat breakfast and felt hungry when arriving at school. It's our aim that 100% of children	<i>Breakfast club is provided free for all children including pre-school. Attendance is improving along with the concentration of particular children enhancing their learning and motivation.</i>

	Total £1882.90			have access to breakfast at school if unable to eat at home. Increasing participation with in class and positive learning behaviours	
New books for the school library and Pets as Therapy Dog for PP readers to read to weekly.	£1700	HR to purchase new books. KM to source PAT dog.	English Lead non-contact time. Use of Library 1 afternoon per week.	Most PP children are not reading regularly at home. The PAT dog will enable children to read in a safe non judgemental environment and practice their skills outside the classroom.	<i>New library books have been purchased along with further reading books for children's interests and needs. New library system will allow children to operate school library system – a life skill and experience. Teaching assistant is to be employed in September 2019 to develop reading as a family and ensure all children read regularly.</i>
Miscellaneous expenditure for individual PP Pupil Circumstances	£3000	KM to discuss needs as they arise with individual parents. e.g trips funding, uniform funding, payment of taxi's to sporting events.		All children will feel fully inclusive and have parental support and resources at home to enable them to take part in all aspects of school life.	