

Pupil premium strategy plan

1. Summary information

School	St. Helen's Church of England School				
Academic Year	2018/19	Pupil Premium allocation	£22,482.00	Date of most recent External PP Review	
Total number of pupils	207/206	Number of pupils eligible for PP	11/10	Date for next internal review of this strategy	July 2019

2. Current attainment (based on end of 2017/18 data) End of KS2 data

	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths	100%	63% (all chn)	67%
% reaching the expected standard in reading	100%	70% (all chn)	77%
% reaching the expected standard in writing	100%	77% (all chn)	81%
%reaching the expected standard in maths	100%	78% (all chn)	80%

	<i>Pupils eligible for PP (your school) Break down per year groups of current cohort (2018/19) based on end of 2017/18 data</i>					
	Year 1 - not eligible for PP in Rec	Year 2	Year 3	Year 4	Year 5	Year 6
% achieving in reading, writing and maths	n/a	n/a	100%	66%	100%	100%
% reaching the expected standard in reading	n/a	n/a	100%	66%	100%	100%
%reaching the expected standard in writing	n/a	n/a	100%	66%	100%	100%
% reaching the expected standard in maths	n/a	n/a	100%	66%	100%	100%

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	<i>Pupils NOT eligible for PP (your school) Break down per year groups of current cohort (2018/19) based on end of 2017/18 data</i>					
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
% achieving in reading, writing and maths	65.5	n/a	40	85.7	59.3	70.1
% reaching the expected standard in reading	82.8	n/a	64.3	89.3	66.7	70.1
% reaching the expected standard in writing	75.9	n/a	46.4	85.7	63	75
% reaching the expected standard in maths	79.3	n/a	46.4	92.9	63	79.2

3. Barriers to future attainment (for pupils eligible for PP, including high ability)

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

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| A. | Supporting socio-emotional wellbeing and building resilience of children |
| B. | Less developed vocabulary and speaking and listening skills |
| C. | Children's ability to make links and apply skills to other areas of learning |
| D. | Under-developed aspirations for the future |
| E. | Passivity in learning |

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

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|-----------|---|
| F. | At end of last year overall attendance for PP was 95.72% compared to national 93.7% |
| G. | Some children and families have low aspirations / lack of parental engagement in child's learning |
| H. | Limited opportunity to engage with enrichment opportunities |

4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Children will develop self-esteem and awareness and belief of self a 'a learner'. Children will develop resilience and want to try their best in their learning.	Children will be resilient learners with a positive approach to their learning.
B.	Children will develop their vocabulary enabling them to be able to articulate their feelings and ideas. This will also impact on their writing.	Children will possess a wide and varied vocabulary.

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C.	Children will develop their core knowledge and skills and feel confident to use this to support other areas of learning.	Children will make links across different areas of learning enabling them to make good progress.
D.	Children will develop a 'growth mindset' and aspire to be the best they can be.	Children will make good progress and outcomes will improve
E.	Children will become active learners, engaged and enthusiastic about their learning	Children will have good attitudes to learning
F.	Children's attendance will be at least 95% and this will have a positive impact on their progress	Children's attendance will have a positive impact on their progress
G.	Parents will be actively encouraged to engage in children's learning and attend school events. Parents will be kept well informed about child's progress and successes	Partnerships with parents will support children's learning.
H.	Children will have priority booking places in after school clubs so they have access to enrichment opportunities	Children will have improved self-esteem, social skills and social inclusion.

5. Planned expenditure + SBS

Academic year 2018/19

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?	Expenditure	Impact
Children will know how to make the next steps in their learning and make progress as a result of this.	Teachers will provide developmental feedback (verbal and written) so that children know how to make the next steps in their learning. ONGOING.	Quality and timely feedback ensures that children know how to improve their work and supports them in doing so. ONGOING.	Through regular SLT book scrutinies focusing on the impact of developmental marking. Through regular peer book looks in KS and cross KS partners focusing on impact of developmental marking. Through PPMs.	CL CM LG CD RN	Termly	£1,865.61	Teachers have found that regular feedback from peers helps them to take small steps to improve practice. March PPMs show most children know who to ask for help, what their strengths and areas for improvement are and what they need to do to improve.

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Dedicated conferencing time with teacher will help children to reflect on their learning habits and skills, to develop their aspirations. It will benefit their socio-emotional development and help build positive relationships between child and adult.	Class teachers will dedicate time each week to review children's learning habits; their successes and struggles of the week and their aspirations.	Positive relationships with adults benefit children's progress.	Dedicated time. Monitored through PPMs.	CL Class teachers	Termly	£8,372.10	Most children demonstrated during PPM that they had positive relationships with adults in school. They know who to ask for help and this includes staff, peers and family members. All children held aspirations for the future and could talk about how they could improve their learning.
Total budgeted cost						£10,237.71	
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?	Expenditure	
Year 6 children will receive support needed to 'fill gaps' in knowledge and gain confidence in order to attain success in end of KS2 statutory assessments.	Maths specialist will work with selected children for 2 x 1 hour sessions per week focusing on key areas identified by class teachers during regular quality first teaching in class.	Initial assessment showed gaps in children's maths knowledge. Through regular teaching sequences areas in need of support are identified and addressed in sessions.	Math specialist. Entry and exit data.	LG CD RW	Termly	£2,656.61	Maths sessions have not taken place consistently due to sickness and subsequent reorganisation of timetable to minimize future school-wide impact.
Precision Teaching intervention strategy will help children to consolidate knowledge of core skills so they may be used effectively in other learning.	Precision Teaching sessions will focus on developing and consolidating core skills such as multiplication and division facts and spelling.	Precision Teaching has proven to have a positive impact on children's progress.	Dedicated trained HLTA to deliver sessions. Entry and exit data.	CH	Termly	Jan-July £1696.00	Precision teaching has not taken place this year due to cover of long term staff sickness.

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Total budgeted cost						£4,352.61	
iii. 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?		
Children will benefit from enrichment activities	Children will have priority booking places in after school clubs	Improved self-esteem, social skills and social inclusion. Better school attendance and participation in extra-curricular activities. <i>(Art Works: Using the arts to promote emotional health and well-being in schools)</i>	After school club administrator will contact parents of PP children to offer a place on a club before sending it out to school community	LW	Termly	£4304.57	Parents of PP children have been contacted directly and provided with the opportunity to take place in clubs in advance of clubs being offered to other children. The majority of children attend at least one club.
Children will receive support to develop social skills at lunch times	Lunch time nurture club for PP children run by dedicated TA	Children will improve their ability to interact in social situations. They will develop vocabulary and their social and emotional intelligence through positive role modelling of adult. EH4MH	Regular PPM feedback and feedback from TA	SS	Termly	Jan-July £936.00	The lunch time nurture club has provided an opportunity for some children to develop social skills and gain confidence.
Children will be able to discuss any worries and receive 1:1 support	Mentor will provide support for PP children	Children will feel listened to, know how to stay safe and how to voice their concerns should they need to. EH4MH	Regular monitoring CPOMS	CF	Termly	£2965.71	Sessions with vulnerable chn have contributed to children's well being. Children in PPM said they feel safe in school and know who to go to for support or to share their worries.

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Children will have improved self-esteem and social skills. Their attendance will improve and they will achieve greater academic progress .	When staff available, PP children will take part in art-based activities in addition to their usual curriculum provision.	Disadvantaged children taking part in arts activities show positive social and academic outcomes. "Schools using PPG for arts and cultural experiences are seeing reduced attainment gaps." <i>(Broadening Access to a Cultural Education through Pupil Premium – A New Direction)</i>	Begin in Summer term	KH	Termly	Jan-July £7064.00	This has not taken place due to long term staff sickness.
Total budgeted cost						£1 5270.28	
Total cost						£29860.60	

6. Review of expenditure

Previous Academic Year **2017/18**

i. Quality of teaching for all

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Children empowered to talk and take ownership of their own learning by means of self-evaluation and agreeing targets.	To raise the attainment of our PPG children through providing additional, focused teacher support within a small group. Support will focus on reviewing the children's learning week to week and concentrating on high quality verbal and written feedback to the	Children understand the importance of education and are able to share their aspirations for the future. Evidence from teaching staff demonstrates that this group of children are able to make detailed reflections of learning, clearly understand what their targets are, and can talk about how to further improve their work, and use strategies to support their own learning	To be continued	£5,229.18

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	children about their learning.			
ii. Targeted support				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Children will have made progress in line with other groups of learners to achieve their full potential	Maths Booster groups to support pupils to meet the demands of the mathematics element of the National Curriculum in preparation for their secondary education for targeted PPG children.	The school's results in maths at the end of Key Stage 2 were above Devon, and that of the national. All PP children made very good progress in relation to their starting points, and achieved age-related expectations.	To be continued	£393.15
For the precise needs of every identified PPG child to have been met through a programme of intervention that meets their specific learning needs.	To deploy 'Precision Teaching' methods to ensure that interventions are tailored to the exact needs of all of our PPG children	Exit data compared to entry data for all PPG children accessing this information demonstrates a good level of progress, and is found to be having an impact back into the classroom. (Detailed entry and exit data kept for all children.)	To be continued when staff available	£5,127.15
Children on track to make expected progress in line with targets set by class teachers	Targeted interventions including Counting2Calculating, multiplicative reasoning, phonics. RML, FFT	Exit data compared to entry data for all PPG children accessing this information demonstrates a good level of progress, and is found to be having an impact back into the classroom. (Detailed entry and exit data kept for all children.)	Discontinued. No staff available to deliver interventions.	£6,456.56 + remainder of £8,865 from SBS
iii. Other approaches				

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Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
All children accessing group will have increased confidence and a range of strategies to resolve social barriers.	Lunchtime social skills group for targeted PPG children.	The majority of the children targeted for this particular intervention made very good progress and, as a result, are able to manage peer group relationships with far more independence.	To be continued	£1,208.40
Children to benefit from support for positive family relationships which foster good engagement with learning.	Dedicated Parent Support Advisor time to support families in need of this service.	Where parents have regularly accessed the school's PSAs, it has been observed that families have been able to better engage with the school, and have reported benefits within family dynamics. Families have taken advantage of support given to foster a greater level of engagement in the areas of reading, and maths.	To be continued	£4766.72
Children to be inspired to lead healthy and positive lifestyles and experience a sense of fun and sociability through physically active/creative, purposeful activities.	Extra-Curricular Activities to be provided to stimulate children's interest and enrich their life experiences, gain new skills and promote feelings of purposefulness and increased self-esteem. *Please note priority for club bookings will be given to PPG children.	All PPG children were offered priority access to all of the school's extra-curricular clubs. A large majority of the PPG children took up this offer, and as a result experienced increased opportunities for activity, creativity, sociability, life-skills and accessed positive role-models.	To be continued	£2987.94
Children to be provided with opportunities children to develop	To provide regular opportunities for PPG children to engage in a	The children have been effective in collaborating and have demonstrated perseverance and resilience when faced	To be continued in January	£163.59

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leadership skills and to collaborate with children in other year groups, and use critical thinking skills to find solutions to problems.	school-wide leadership and citizenship initiatives to boost self-esteem and promote collaboration.	with situations that have enabled them to develop their critical thinking and problem solving skills. As a result of this all targeted children have demonstrated pride in their roles and have increased self-esteem. PPG children were actively represented on the peer-nominated School Council.		
Children on track to make expected progress in line with targets set by class teachers	Targeted PP children to work with Peer Mentors to support social and emotional wellbeing.	Evidence from Peer Mentors demonstrates that this group of children are better able to resolve personal conflict, and are more resilient in social situations as a result.	Discontinued	£2215.40
Targeted children able to access a specialist artist to develop and enhance their artistic skills and appreciation of art.	Targeted PP children to access specialist art provision and enrichment programme.	All PPG children have made progress in line with that of their peers. Children have been provided with a variety of enrichment opportunities including collaborative projects celebrated by the whole school community through the artwork and murals on display. Those children who have been identified as G&T within art have particularly benefited from this intervention, and the additional access to a specialist art practitioner.	To be continued when staff available	£932.00