



## Pupil Premium Strategy Statement 2018 - 2019

As a school, we do ensure that all disadvantaged pupils are treated equally and that provision is made, where necessary, to overcome any financial, educational or emotional barriers. At the start of 2017-2018, our aim was to appoint a member of staff to coordinate and set Pupil Premium (PP) interventions. This has successfully been done and with trained auxiliary staff delivering the innovative interventions 4 times per week, we have seen self-esteem and the social and emotional impact these interventions are providing, increase the pupils' mind set upon returning to class by giving them a readiness to learn. In addition, our in-house trained counsellor also supports our PP pupils, and pupils are now displaying greater confidence and positive attitude to their learning.

Summary Information					
<b>School</b>	Balsall Common Primary School				
<b>Academic Year</b>	2017-2018	<b>Total PP budget</b>	Total Grant £77,438 Free school meals £24,908 Revised total £52,530	<b>Date of PP review</b>	Oct 2018
<b>Total Number of children</b>	666 (excl Nursery)	<b>Number of pupils eligible for PP</b>	57 8.6% of school population	<b>Date for next review of this strategy</b>	Sept 2019

From last academic year, we have seen an increase of 2.3% pupils eligible for PP funding. Pupils are tracked on a half termly basis to ensure that their attainment and progress is in line with their peers.

Current attainment of PP pupils and non PP pupils					
	Pupils eligible for PP at ARE %	Pupils <u>not</u> eligible for PP at ARE %		Pupils eligible for PP at ARE %	Pupils <u>not</u> eligible for PP at ARE %
<b>EYFS</b>	<b>4</b>	<b>88</b>	<b>KS2</b>	<b>35</b>	<b>352</b>
<b>Reading</b>	75%	94%	<b>Reading</b>	75.7%	79.5%
<b>Writing</b>	75%	94%	<b>Writing</b>	72.9%	75.6%
<b>Maths</b>	100%	94%	<b>Maths</b>	72.9%	73.9%
<b>KS1</b>	<b>18</b>	<b>222</b>	<b>Whole School</b>	<b>57</b>	<b>602</b>
<b>Reading</b>	73%	87%	<b>Reading</b>	74.5%	86%
<b>Writing</b>	73%	90%	<b>Writing</b>	73.6%	84%
<b>Maths</b>	73%	87%	<b>Maths</b>	81.9%	89%

Barriers to future attainment (for pupils eligible for PP)
<b>In school barriers</b>
A. Low prior attainment; particularly in the CORE areas (reading, writing and maths) of learning
B. Social emotional well-being and understanding
C. Speech and Language skills
<b>External barriers</b>
D. Safeguarding
E. Attendance and punctuality
F. Home learning environments and opportunities

Review of 2017 – 2018 Outcomes					
1 Quality of teaching for all					
Outcome	Approach	Impact	Lessons learned	Cost	Outcome
Every child to make expected or better progress in Core subjects.	Additional teacher in Year 6: delivery of maths and English to small groups of pupils.	Smaller groups, provides effective learning.  High quality teaching and interventions will ensure that PP pupils either remain on or exceed their results.	Identify pupils that are not on track to achieve ARE at the end of Year 5.	£6752	40% of Y6 PP pupils reached ARE in Reading, 40% in Writing and 60% in Maths
Every child to attend school at 90% in order to secure the opportunity for them to progress well in school.	Attendance incentive – 100% badges, trophies and awards. School to work closely with our school counsellor and CSAW (external agency).	PP pupils to be encourage though: telephone calls and letters to ensure punctuality and attendance is above national average.  To inform about expectations both internally during class time as during whole school assemblies and externally with households.	Positive strategies have been the most effective to sustain improvement.  Link attendance with attainment.	£70 CSAWS	Monitor that PP attendance is improving. The average attendance amongst PP pupils at school is 94.9%, <b>which is above the national average for PP children.</b>

<b>2 Targeted Support</b>					
<b>Outcome</b>	<b>Approach</b>	<b>Impact</b>	<b>Lessons learned</b>	<b>Cost</b>	<b>Outcome</b>
<p>Communication and Interaction skills (SALT) and Social Emotional Mental Health (SEMH) - Opportunities to understand inference amongst peers and wider world.</p>	<p>Appoint external agency to set SALT strategies to trained in-house auxiliary staff.</p> <p>SEMH to liaise on a regular basis with pupils requiring support.</p>	<p>Learning areas will be more inclusive and interactive. The better speech and language skills and mental stability a pupil have, the better they will do in school.</p> <p>Increased mental well-being, behaviour and understanding of fellow friends will provide a broader understanding of peers and the wider world.</p>	<p>Agencies to interact on a weekly basis with both 1-2-1 staff as with pupil to view progress and record finding.</p> <p>Identify targeted PSHE issues that pupils can directly relate to.</p>	<p>£1,816 SALT £6336</p>	<p>Weekly monitoring of progress.</p> <p>Increased well-being, behaviour and understanding of fellow friends will provide a broader understanding of the wider world.</p>
<p>Family support for children in need and child protection.</p>	<p>Family support interventions as needed for children in need or child protection.</p> <p>Key worker for children in need in school – family and child mentor support.</p>	<p>Support families to access services in the community and engage with education.</p>	<p>School counsellor to increase one-to-one time as and when required to meet pupil's need.</p>	<p>£3,500</p>	<p>Increased well-being, self-esteem, behaviour and understanding of fellow friends.</p>
<p>All PP pupils to reach ARE in the Core subjects (reading, writing, maths) and 30% to achieve better than expected progress within the Core subjects.</p> <p>Auxiliary support.</p>	<p>4x weekly targeted innovative interventions to foster continuous improvement with speaking, listening, social interaction, social communication, emotional intelligence and fine motor skills.</p> <p>Auxiliary staff to</p>	<p>The learning of the Core skills will continue for the children to give them the access skills they need for SPECIFIC learning (Reading, Writing and Maths).</p>	<p>Every child to reach their progress target in Reading, Writing and Maths. 30% or more to exceed their progress target.</p> <p>To immediately address and prevent any gaps arising between PP and non-PP pupils.</p>	<p>£40,767</p>	<p>Half-termly targets.</p>

	provide support, Intervention groups for fine motor skills, phonics, literacy and numeracy skills.				
To raise the importance of social and emotional well-being .	Identify pupils and set targeted intervention.	With greater self-esteem, confidence will increase that will positivity support impact to learning	Pupils with emotional needs to be supported to enable them to make good progress.	£1,560	Half termly reports on progress.
To improve outcomes for KS1 in phonics.	Trained auxiliary staff to deliver daily phonic interventions set by phonics lead.	Additional support will help to close the gap with PP children with their peers.	Frequent phonic interventions throughout the day in smaller groups will have impact over time.	£741	Regular phonic assessments. 100% of PP children achieved a pass in the Phonics Screening Check
To introduce a school dog (Barney).	Identify pupils that would benefit from visiting and being close to a therapy dog on a regular basis.	Therapy dogs will reduce stress, anxiety and provide a sense of connection in difficult situations.	Pupils with social and emotional needs benefits greatly from seeing Barney.	£2,000	Identified pupils show greater self-esteem and can hold focused interaction with other students.
To subsidise school trips, special visitors and residential visits.	Identify pupils that require school's support.	PP pupils to be able to participate in school activities, trips and residential	Enough notice to be given to allow budgeting.	£1000	Improve social skills and learning opportunities.
<b>Total cost</b>				<b>£63,801</b>	
<b>Underspent/ Overspent</b>				<b>£11,271 overspent</b>	

**Planned expenditure 2018-2019**  
**Pupil Premium Funding = £68,640**

**1. Quality of teaching for all**

<i>Outcome</i>	<i>Approach</i>	<i>Impact</i>	<i>Cost</i>
To strengthen approaches to teaching and learning across the school which will accelerate pupil progress.	Support from external agencies – as and when required.	<ul style="list-style-type: none"> <li>• Whole school staff meetings/ training</li> <li>• Inclusive learning areas</li> <li>• Increased self-esteem and well being</li> </ul>	£2,000 (SALT) £6336 £140 (CSAW)
Additional teacher in Year 6.	Core subjects being taught in smaller class sizes to maximize learning.	<p>Smaller groups, provides effective and targeted learning.</p> <p>High quality teaching and interventions will ensure that PP pupils either remain on or exceed their results.</p>	£10,132

**2. Targeted support**

<i>Outcome</i>	<i>Approach</i>	<i>Impact</i>	<i>Cost</i>
<p>All PP pupils to reach ARE in the Core subjects (reading, writing, maths) and 30% to achieve better than expected progress within the Core subjects.</p> <p>Auxiliary support.</p>	<p>4x weekly targeted innovative interventions to foster continuous improvement with speaking, listening, social interaction, social communication, emotional intelligence and fine motor skills.</p> <p>Auxiliary staff to provide support, Intervention groups for fine motor skills, phonics, literacy and numeracy skills.</p>	<p>The learning of the Core skills will continue for the children to give them the access skills they need for SPECIFIC learning (Reading, Writing and Maths).</p> <p>Every child to reach their progress target in Reading, Writing and Maths. 30% or more to exceed their progress target.</p> <p>To immediately address and prevent any gaps arising between PP and non-PP pupils.</p>	£40,800
To continue introducing our school dog (Barney) to identified pupils.	Identify pupils that would benefit from visiting and being close to a therapy dog on a regular basis.	Therapy dogs will reduce stress, anxiety and provide a sense of connection in difficult situations.	£4000

<b>3. Other approaches</b>			
<b>Outcome</b>	<b>Approach</b>	<b>Impact</b>	<b>Cost</b>
Family support for children in need and child protection.	Family support interventions as needed for children in need or child protection. Key worker for children in need in school – family and child mentor support.	Support families to access services in the community and engage with education.	£3500
Subsidised school trips, special visitors and residential visits.	PP pupils to be able to participate in school activities, trips and residential.	Improve social skills and learning opportunities.	£7010  Breakdown: Y6 = £3,900 Y4 = £2,060 Curriculum trips = £450 MB/HR trips = £600
<b>Total cost</b>			<b>£64,346</b>
<b>Over/Underspend</b>			<b>+£4,294 additional money to be spent</b>