

Haverigg Primary School - Pupil premium strategy statement 2017-18

1. Summary information					
School	Haverigg Primary School				
Academic Year	2017/18	Total PP budget	£20,310	Date of most recent PP Review	Oct 17
Total number of pupils	174	Number of pupils eligible for PP	15	Date for next internal review of this strategy	March 18

2. Current attainment 2016/17 Key Stage 2		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving Expected Standard or above in reading, writing & maths	29%	79%
% making progress in line or above those of similar prior attainment in reading (or equivalent)	57%	87%
% making progress in line or above those of similar prior attainment in Writing	43%	80%
% making progress in line with those of similar prior attainment in Maths	43%	87%

3. Barriers to future attainment (for pupils eligible for PP) SEND, emotional and behavioural needs

In-school barriers

- High percentage of PP (40%) with SEND requiring a high level of provision:
- Readiness to learn due to complex needs including an impact on school attendance due to frequent medical appointments (20%)
- Budgetary pressures due to higher than national average SEND pupils with complex needs and in receipt of EHCP - 2017/18 at 5% national average 2.8%
- Limited support for mental health intervention for children and families

Out of school barriers

- Geographical, cultural and economic isolation & rural deprivation.
- Aspirations of educational progress is affected by limited experiences for a significant number of families – and in particular disadvantaged families
- Many families are in low income employment which reduces enrichment opportunities
- support services are limited locally – parents or children with physical or mental health needs have to travel an hour to access specialist provision

4. Desired outcomes		Success criteria
A.	Children’s emotional resilience continues to develop and they make good progress	Children feel confident to cope with life’s ups and downs, they build effective relationships, learning behaviours improve and they access learning. Progress is evident. Greater resilience impacts of academic progress and behaviours Attendance is monitored closely and parents informed promptly
B.	Aspirational provision for disadvantaged children including the more able during and beyond the school day	Children are aware of opportunities, take part and are shaped by their experiences. Confidence improves and progress accelerates
C.	To continue to target the needs of all disadvantaged children to ensure all pupil’s progress is in line or above national expectations:	Disadvantaged children clearly identified and targeted for sustained support targeted intervention at years 5 and 6 –RW Inc planning, catch up plans, IEPs

5. Planned Expenditure

strategy	focused activity	monitoring	cost	impact evidence
<p><i>Children's emotional resilience develops so they feel ready to access learning</i></p> <p>engage in cluster training and family learning projects to address pupil and family wellbeing</p> <p>opportunities for respite and challenge within the school day</p> <p>parents are informed about emotional resilience and have a growing understanding of effective approaches</p> <p>play leader training and additional adult on duty to support during unstructured times</p>	<p>Data analysis to identify children who would benefit from additional emotional support – disadvantaged children highlighted from this group.</p> <p>Targeted group work - art therapy based approach to link with School's Artsmark Status; weekly Nurture group</p>	<p>Resilience questionnaires sent to parents of targeted children – before and after attending ART Lab, Forest/Beach School to develop appropriate risk awareness build confidence</p> <p>Boxall profile completed at start and at identified times throughout the duration of nurture group.</p> <p>academic progress monitored on TT by staff</p> <p>monitoring Attendance linked to medical needs</p> <p>Pupils feel safe in school .Early Help and family support is identified in partnership with the Children's Centre, school Nurse and Millom Secondary school.</p> <p>All Parents engage in Early Help meetings</p>	<p>£2000</p>	

<p><i>Whole staff continue to confidently use consistent interventions to support the development of emotional resilience.</i></p> <p>Whole school approach to address developing emotional resilience at playtimes</p>	<p>CPD to develop consistency in providing opportunities that promote resilience and use a common language and approach when dealing with wrong choices/mistakes</p> <p>Ongoing partnership work with local schools to develop consistent approaches across schools that will benefit transition from primary to secondary school. Enhanced transition for different ability groups including more able, participation in STEM science and technology project with Secondary school and local industry Joint Stem project with year 6& 7 staff</p> <p>Attendance at Able pupils Maths day (October)</p> <p>Formal feedback with Key stage 3 staff on pupils resilience</p> <p>The school will continue to commission additional School Nurse Hours The school is leading and investing in a Health and Education partnership pilot project in the Millom area to address the widespread attachment issues GES (Good enough start)</p> <p>Closely monitor attendance</p>	<p>Effective training and weekly opportunities to discuss at staff meetings.</p> <p>Attend partnership meetings and training</p> <p>Sessions timetabled weekly Lesson drop ins</p> <p>Pupil questionnaires</p>	<p>£1000</p>	
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<p><i>Continued drive to provide aspirational provision for disadvantaged children, including the more able, both during and beyond the school day</i></p>	<p>Weekly after school “Art Lab” (KS2) to focus on experimental art techniques using a range of materials and processes</p> <p>Weekly art based nurture group</p> <p>Weekly Forest school and beach school - targeting disadvantaged children over time – small group</p> <p>Music tuition – recorder, clarinet, brass, choir – opportunities planned to perform for variety of audiences both in school and at local venues and competitions.</p> <p>sport participation – after school clubs and competitions</p> <p>subsidised visits and residential provide unique experiences and the chance to travel both in and beyond Cumbria</p>	<p>Well resourced and planned afterschool club led by art specialist and targeting identified children</p> <p>Well resourced and planned nurture group led by art specialist and targeting identified children</p> <p>Pupil Premium funding will be partly used to fund trips linked to this provision and the purchase of specialist materials.</p> <p>2017/18 Residential - Great Tower, York, Hawes End and London</p>	<p>£2000</p>	
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targeting and tracking of all disadvantaged children to ensure pupils' progress is in line or above national expectations:

Small group work. External expertise will be used to target more able. Teaching Assistant hours will support small group interventions – RW Inc /fresh start purchased for children requiring intervention

Individual pupil progress grids created highlighting strengths and focus areas for each child. Progress is tracked on these grids over a child's time in school. Targets are set if not already in receipt of an IEP and provision to address these targets shown on a timetable and a cost allocated per child.

Shared staff time and training for Monitoring progress & attainment in line with school Assessment & Monitoring timetable

End of year tests to provide summative data Half termly tracking of progress and attainment

Regular staff data reviews to identify gaps in pupils' learning and plan appropriate intervention

Moderation between local schools Analyse data for staff & governors and for CASL

Children make progress both academically and emotionally and are accessing learning appropriate to ability.

HLTA's attend staff meetings/training which develop their skills and roles

Half termly/termly through tracking data, books, Lesson observations and drop ins. Termly monitoring of progress will dictate any changes to timetabling/groups

£16000

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6. Review of expenditure academic year 2016/17

Desired Outcome	Chosen Approach	Estimate Impact	Lessons Learned
Children's emotional resilience develops so they feel ready to access learning	Arts mark application based on developing emotional resilience through Art Lab Nurture group	Impact seen in terms of confidence and accessing learning Respite times during the week to enable children to cope and stay	Time needed – building resilience is a longer term goal and one that needs to be ongoing to develop and encourage a growth Mindset approach.
Whole staff confidently use consistent interventions to support the development of emotional resilience. Attendance is monitored closely.	One –to One tutoring small group work	Intensive approach at a well matched level has resulted in good progress for disadvantaged children with SEND. we have developed a separate and targeted curriculum small group support has also enabled learning to be targeted to needs	More CPD needed for staff on developing mindfulness approaches in lessons, Analysis of children using wellbeing and involvement scales will be completed to identify those children in need of additional emotional support and those in need of more intensive nurture. Disadvantaged children will be prioritised for these groups.
Aspirational provision for disadvantaged children, including the more able, both during and beyond the school day subsidised activities where appropriate	Subsidised access to enrichment activities and experiences.	These activities have allowed staff to plan motivational and aspirational teaching and learning experiences. Children enjoy school and attendance is good .	These experiences are valuable and will continue. Local experts and community links have proven to be successful and this too will be ongoing into 2017/18 academic year.
Early targeting of all disadvantaged children to ensure all pupils' progress is in line or above national expectations:	Investment in Read, Write inc phonics at KS1 and Development of Cognitive skills. /Problem solving	Mindfulness programme had short term impact for year 6. Problem solving opportunities increased across the school.	1: 1 very intensive and high cost - funded hours used – however funding is being cut for special needs so where appropriate 1:2 support will be considered next year. Budget savings will be used to provide additional and targeted support and additional hours requested for those children with profound needs