



Pupil premium strategy statement: Hustwaite and Sessay CE Federation 2018 - 2019

1. Summary information					
School	Hustwaite CE Primary School Sessay CE Primary School				
Academic Year	2018 / 19	Total PP budget	£18840 £6900 Based on January 2018 census	Date of most recent PP Review	January 2018
Total number of pupils	63 86	Number of pupils eligible for PP	11 (1 service) 11 (5 service)	Date for next internal review of this strategy	January 2019

2. PP Current attainment		
Attainment for: 2017-2018	Hustwaite	Sessay
% achieving expected standard or above in reading	50%	42%
% achieving expected standard or above in writing	36%	25%
% achieving expected standard or above in maths	50%	50%
EYFS -GLD		0/1 0%
Year 1 phonics	1/1 100%	
Year 2 phonic retakes	1/1 100%	2/2 100%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)

A.	Every Pupil Premium child to make good progress across the federation.
B.	To track individual Pupil Premium children to ensure that evidence of impact informs individual needs.
C.	Children's knowledge of vocabulary and basic skills
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Parental engagement for all PP pupils throughout the federation.
E.	Lack of enrichment activities outside of school compared to non PP children due to financial/transport constraints.
F.	Self-esteem, emotional literacy support required.

4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Increased rates of progress for Pupil Premium children across the federation.	Pupil Premium children identified make as much progress as 'other' pupils. Measured in all year groups by teacher and formal assessments moderated through cluster and NYCC moderation practices.
B.	Individual Pupil Premium trackers in place to ensure that individual needs are being addressed and met.	Pupil Premium children make rapid progress so that by July 2019 the % of for Pupil Premium pupils at age related increases.
C.	Improved knowledge of vocabulary and basic skills across the Federation.	Improved ESPaG attainment across KS2 in July 2019. Pupil Premium children achieve in line with non-Pupil Premium children. Improved vocabulary and punctuation in written work across the curriculum. Improved spelling of common exception words. Weekly tests. July formal spelling score.
D.	Increased parental engagement for all PP pupils throughout the federation.	Parents of pupil premium children to be aware of age related expectations and how parents and school can support them. Pupil premium completion of homework tasks to support learning in school.
E.	Lack of enrichment activities after/outside of school compared to non PP children due to financial/transport constraints.	Increased amount of Pupil Premium children attending after/outside school enrichment activities.

F.	Self-esteem, confidence and emotional literacy support required.	Being able to identify and address the emotional needs of all our pupil premium children. Children are able to talk about strategies for learning. Growth mindset.
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5. Planned expenditure					
Academic year	2018/2019				
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			Total budgeted cost £4500 £2500		
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?
A. Every Pupil Premium child to make good progress across the federation.	High 'quality first teaching' will be a focus for CPD and planning will show how the curriculum is personalised for specific children and the progress that they make. Level of challenge for all groups of learners. Maximising learning time for all groups of children. Keep up curriculum focus. Maximising the impact of teaching assistants. Developing middle leadership in all subjects to ensure progress across the curriculum.	Teaching does not meet the required standard consistently across the federation. Pupil progress across KS2 does not meet national standards.	CPD for teachers and teaching assistants Share expertise across the federation. School planning format developed and used identifying Pupil Premium children. Tracking on a termly basis. Federation/ cluster book scrutiny. Learning walks Formal lesson observations. Link governor visits. Intervention pre and post assessments.	HT English JW, DB Maths ES, RC Science KB SENDCO NG, GG All subject leaders	Jan 2019 Spring Pupil Progress/CPD meeting & SIC governors. April 2019 Summer Pupil Progress/CPD meeting & SIC governors.
C. Children's knowledge of vocabulary and basic skills	Children's literacy, including oral language and communication strategies in early years, will be developed so that vocabulary knowledge, spelling, punctuation and writing outcomes are improved. Discrete ESPaG sessions included in daily English lessons. Age related common exception word frames introduced. Vocabulary – Goldilocks words, (Achievement Unlocked) Spelling included in marking and feedback policy. Weekly spelling tests.	HT learning walks and external advisor visits have identified lack of consistency in basic skills. Spelling scores below age expected in KS1 and KS2. Recent improved phonics screening across the federation needs to be maintained.	CPD for teachers and teaching assistants, share expertise across the federation. School planning format developed and used identifying Pupil Premium children. ESPaG racking on a termly basis. Federation/ cluster book scrutiny. Learning walks, evidence across the curriculum. Formal lesson observations. Link governor visits.	HT KT – phonics GG - vocabulary	Jan 2019 Spring Pupil Progress/CPD meeting & SIC governors. April 2019 Summer Pupil Progress/CPD meeting & SIC governors.

ii. Targeted Support

Total budgeted cost £10000 £2000

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?
<p>B. To track individual Pupil Premium children to ensure that evidence of impact informs individual needs.</p>	<p>Analysis of the 2017/18 Pupil Premium children individual trackers. Outcomes informed 2018/19 planned interventions required. Pre and post intervention assessments put in place. Read Write Inc intervention. Rapid Phonics Active Literacy Pre-teach learning groups. Maximising the impact of teaching assistants. Designated learning mentor - Improving esteem and confidence levels to achieve higher rates of progress.</p>	<p>It was evident that in 2017/18 all staff were not aware of pupil premium children and support was not allocated on Pupil Premium individual needs. Tracking of different groups needs further development. Self-esteem and confidence levels are having a significant effect on learning and progress.</p>	<p>SENDCO's will devise intervention timetable. Consistency in individual Pupil Premium tracking across the federation. Pupil premium children will be included in Performance Management pupil progress targets. Half termly tracking in place. Pupil Premium children on track in comparison to age related expectations identified in headteacher's reports to governors and subject leader annual reports. Weekly planning. Lesson observations CPD - Maximising the impact of teaching assistants CPD – Mental Health training. (Identification and addressing needs).</p>	<p>HT SENDCO NG, GG English JW, DB Maths ES, RC Science KB All subject leaders DP & PB mental health</p>	<p>December and March SENDCO/HT Jan 2019 Spring Pupil Progress/CPD meeting & SIC governors. April 2019 Summer Pupil Progress/CPD meeting & SIC governors.</p>

iii. Other Approaches			Total budgeted cost £3000 £2000		
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?
D. Parental engagement for all PP pupils throughout the federation.	Open door culture. Parent evenings appointments given, even if not requested. Class Dojo. Financial support with school trips. School to provide certain equipment such as PE kits. School to signpost other funding streams e.g. Carlton Lodge grants Beckwith Trust Parental sessions to provide practical ways that parents can support their children.	Not all Pupil Premium parents are fully engaged with the federation. Some are unaware of age related expectations.	Parent English session Autumn term Attendance of Pupil premium children on school trips. July transition meetings for parents.	DB/GG/RC	ALL – Weekly Friday pastoral meetings. December 2018
E. Lack of enrichment activities outside of school compared to non PP children due to financial/transport constraints.	An increase of opportunities outside school for children in receipt of Pupil Premium which may be lacking due to financial/transport constraints. Provide bursary places for Pupil premium children in before/ after school club and after school clubs. Further develop outdoor learning – Forest schools.	Regular attendance at clubs & being properly equipped is an issue for some Pupil Premium Children. Forest Schools has had a positive effect on Growth Mindset and improved wellbeing.	Ensure parents/children are aware of support available. Monitor attendance at clubs Ensure all classes have some outdoor learning each term. Formal lesson observation.	HT SD/LW MH	July 2018 Trips/enrichment – outdoor learning
F. Self-esteem, confidence and emotional literacy support required.	Through a metacognition focus, children are able to apply learning strategies to overcome challenging tasks. 1;1 learning mentor support, emotional literacy sessions Small group, self-esteem and social sessions.	Identified barriers for learning of our Pupil Premium children have included low self-esteem, emotional and confidence issues and mild mental health issues.	Mental health and wellbeing training for all staff. Intervention observations. Improved behaviours for learning (learning walks) Termly pupil progress meetings. Levels 2 and 3 training for learning mentors	HT SENDCO's – NG, GG Learning Mentors PB, DP	Weekly pastoral meetings.
Total budgeted cost				£17500 £6500	

