

## Pupil Premium Strategy 2019 – 2020 Salhouse

1. Summary information			
<b>School</b>	Salhouse VC Primary School		
<b>Academic Year</b>	2019 2020	<b>Total PP budget</b> £34,160	<b>Date of planned PP Review</b> June 2020

2. Barriers to future attainment		
In-school barriers		
<b>A.</b>	Low starting point	
<b>B.</b>	Low self confidence / self esteem	
<b>C.</b>	Developmental/Special Educational needs	
<b>D.</b>	Challenging/risk taking behaviour	
External barriers		
<b>E</b>	Family Environmental Factors	
<b>F</b>	Parenting capacity	
<b>G</b>	Low expectation/aspiration/cultural deprivation	
3. Desired outcomes		
	<b>Outcomes</b>	<b>Success criteria/ impact as recorded June 2020</b>
<b>A.</b>	Accelerated progress	Sufficient progress clearly defined by teacher for individual 100% good or better teaching Meeting age related or above expectations by May 2019 / if not showing stronger progress

		Increase in shared and collaborative practice across partnership and federation to impact teaching and learning to secure progress
<b>B.</b>	Confident and independent learning behaviours	<ul style="list-style-type: none"> <li>Able to effectively self and peer -assess</li> <li>Able to constructively use and give feedback</li> <li>Able to celebrate own achievements</li> <li>Fully engaging with learning in and out of classroom</li> <li>No PEX reduced FTE</li> <li>Pupils taking on leadership roles</li> <li>Fully engaged with learning</li> <li>Metacognitive classrooms and practice</li> </ul>
<b>C.</b>	Full access to curricular and extracurricular activities with positive social integration	<ul style="list-style-type: none"> <li>Minimal loss of learning</li> <li>Pupils reporting feeling happy and safe and enjoying learning</li> <li>Sustainable friendships</li> <li>Pupils better regulating emotions</li> <li>Staff applying CPD re social stories / visual classrooms/ ABC</li> <li>Pupils fully accessing curriculum</li> <li>Good pupil progress with social integration</li> <li>Positive relationships with adults</li> <li>School's visions and values evident in all aspects of school</li> <li>Celebratory ethos</li> <li>Teachers more confident in the use of new technologies to support learning</li> <li>Increased empathy through reading</li> </ul>
<b>D.</b>	Behaviour managed to reduce negative impact on own and others' learning	
<b>E / F</b>	Parents and carers supported to focus on child's education, health and safety	<ul style="list-style-type: none"> <li>Effective parent partnership</li> <li>Effective multi agency partnership</li> <li>Systems in place for assess/plan/do/review cycles</li> <li>Good attendance 96% plus</li> <li>Improved home learning environment</li> <li>High levels of satisfaction in parents</li> <li>Effective team around the child approach</li> <li>Build partnership/practice with nursery to meet parents early and have impact on learning</li> </ul>
<b>G</b>	Low expectation / aspiration /cultural deprivation	<ul style="list-style-type: none"> <li>Assess Plan Do Review cycles current, relevant and dynamic</li> <li>Targeted intervention</li> <li>Promote reading for pleasure strategies</li> <li>Team approach to develop inspiring curriculum which exploits teachers' noble passions</li> <li>Increased opportunities for parents to be involved with learning at school</li> <li>Develop use of new technologies to impact home learning</li> <li>Personalised planning with effective balance of knowledge/skills based learning</li> </ul>

4. Planned expenditure					
Academic year		2019-2020			
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?
<b>Accelerated progress</b>	Quality first teaching Targeted CPD linked to appraisal and SIP Opportunities for sharing best practice and for collaboration Specialist support Assess Plan Do Review systems fully embedded	Meta-cognition and self-regulation approaches (sometimes known as 'learning to learn' approaches) aim to help learners think about their own learning more explicitly. High impact with very low cost Individualising instruction and planning involves providing different tasks for each learner and support at the individual level. Moderate impact for low cost. (Education Endowment Foundation)	Lesson Observations Pupil Perception surveys Pupil Progress monitoring Appraisal INSET Resourced Shared vision and values	Assessment Lead SC/JC  Pupil Progress JC  Appraisal JC  SENDCo SR  Planning Teachers  Targeted CPD JC  NQT Mentor TS	Half termly pupil progress reviews   Appraisal Reviews  Termly observations  Update provision tables half termly  Weekly records of interventions

<p><b>Confident and independent learning behaviours</b></p>	<p>Thrive related activities Support to participate in extracurricular activities and visits Incisive feedback Personalised planning Support with self and peer assessment Coaching for staff, Year 6 and for vulnerable pupils Metacognitive classrooms Develop peer support Targeted CPD Specialist teacher support</p>	<p>Collaborative learning done well is of moderate impact with low cost Approaches which promote talk and interaction between learners tend to result in the best gains</p> <p>Feedback is of high impact for low cost. Feedback redirects or refocuses either the teacher's or the learner's actions to achieve a goal, by aligning effort and activity with an outcome. It can be about the learning activity itself, about the process of activity, about the student's management of their learning or self-regulation or (the least effective) about them as individuals. This feedback can be verbal, written, or can be given through tests or via digital technology. It can come from a teacher or someone taking a teaching role, or from peers. (Education and Endowment Foundation)</p>	<p>Book Scrutiny Celebration of achievements Good parent partnership Pupil Perception Lesson Observation THRIVE /Boxall screening INSET Resourced</p>	<p>Monitoring SLT/teachers/governors  Training Plan JC  Peer coaching  Monitoring SLT and Govs  THRIVE AF/JE Boxall SR</p>	<p>Half termly pupils progress reviews  Appraisal reviews  Teachers monitoring in weekly leadership time</p>
<p><b>Full access to curricular and extracurricular activities with positive social integration</b></p> <p><b>Behaviour managed to reduce negative impact on own and others' learning</b></p> <p><b>Parents and carers supported to get back on track with a focus on child's education, health and safety</b></p> <p><b>Low expectation / aspiration /cultural deprivation</b></p>	<p>THRIVE approach The Nest as a support to inclusion and integration Pupil and Family Support Worker Support to access extracurricular activities Designated roles and responsibilities for pupils Regular CPD for all staff re inclusion Additional classroom assistant in Y5/6 Transition / joint working between pre school/school Systems in place for early Intervention Pupil and Family Support Team meetings More specialised SEN classroom assistants</p>	<p>On average, SEL interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (four months' additional progress on average).Although SEL interventions almost always improve emotional or attitudinal outcomes, not all interventions are equally effective at raising attainment. Improvements appear more likely when approaches are embedded into routine educational practices, and supported by professional development and training for staff. In addition, the implementation of the programme and the degree to which teachers are committed to the approach appear to be important.SEL programmes appear to benefit disadvantaged or low-attaining pupils more than other pupils, though all pupils benefit on average. Approaches have been found to be effective from nursery to secondary school.</p> <p>There is evidence that working with CAs can lead to improvements in pupils' attitudes, and also to positive effects in terms of teacher morale and reduced stress.Research which focuses on classroom assistants who provide one to one or small group support shows a stronger positive benefit of between three and five additional months on average (EEF)</p> <p>Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours. However, estimated benefits vary widely across the categories of programme described above. Effect sizes are larger for targeted interventions matched to specific students with particular needs or behavioural issues, than for universal interventions or whole school strategies. School-level behaviour approaches are often associated with improvements in attainment, but the evidence of a causal link to learning is lacking. Approaches such as improving teachers' behaviour management and pupils' cognitive and social skills seem to be equally effective. (EEF)</p> <p>Parental and community involvement programmes are often associated with reported improvements in school ethos or discipline and so are worth considering as alternatives to direct behaviour interventions. (EEF)</p>	<p>THRIVE Reviews PAFS Systems/minutes Monitoring use of Kingfisher room Parental satisfaction Pupil feedback Appraisal Reviews Governor monitoring Training logs Pupil Progress meetings Supervisions School data Agency feedback</p>	<p>Overview SLT  Nest and PAFS AF  Transition AB/LP/TS  Curriculum Planning Teachers</p>	<p>Half termly PAFS Meetings  Transition Planning Spring  Curriculum Review Termly</p>

		<p>Small group tuition is defined as one teacher or professional educator working with two, three, four, or five pupils. This arrangement enables the teacher to focus exclusively on a small number of learners, usually on their own in a separate classroom or working area. Overall, the pattern is that small group tuition is effective and, as a rule of thumb, the smaller the group the greater the impact. Moderate impact for moderate cost.</p> <p>Mastery learning breaks subject matter and learning content into units with clearly specified objectives which are pursued until they are achieved. Learners work through each block of content in a series of sequential steps. Moderate impact for low cost(Education and Endowment Foundation)</p> <p>Evidence suggests that early years and pre-school intervention is beneficial. On average, early years interventions have an impact of five additional months' progress, and appear to be particularly beneficial for children from low income families (EEF)</p>			
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## ii. Targeted support

The progress, attainment and wellbeing of individual pupil premium children and other vulnerable groups will be focussed on as an essential part of half termly Pupil Progress meetings between the headteacher and individual teachers. The progress of pupil premium children will also be a focus of the half termly Pupil and Family Support meetings. Data from these meetings is fed back to staff, SENDCo, , Designated Safeguarding Leads, Assessment Lead and Governors. Data informs appraisal, provision mapping, self-evaluation, school improvement planning and feedback to parents and agencies. Support aims to be dynamic and relevant to the needs of individuals and groups at all times. The school aims to sustain a 'team around the child' approach.

## iii. Other approaches

	<b>Chosen action/approach</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
	Attendance tracking and first day calling. FPN Policy	Regular attendance tracking meetings Hold parents accountable for attendance Incentive strategies to be used in school	JC HG AF	termly
	Rigorous pupil progress monitoring and feedback to staff	Timetabled Pupil progress meetings Weekly peer support in staff meetings related to pupil progress Develop peer coaching model	JC	Half termly
	Pupil and Family Support Team	Scheduled meetings Clear Assess/Plan/Do/Review plans shared with staff	AF SR	Half Termly
	Cluster moderation and peer support Collaboration across three schools in partnership	INSET to include cluster moderation and peer support events Attendance monitored Appraisal	JC	termly

	Celebratory solutions focussed ethos	THRIVE approach Growth Mind set Embed core values 'Children first' Parent partnership Celebration assemblies	ALL	ongoing
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<b>Key Expenditure</b>	
Pupil and Family Support Worker	£17400
0.2 teacher/week to promote reading	£ 7000
ICT resources to impact home learning	£ 960
Targeted resources non ICT	£ 1000
Support for visits etc	£ 430
Supply cover for Pupil Progress	£ 800
Leadership for Pupil Premium Support	£ 1000
Respectrum Advisory Services	£ 3620
CPD	£ 500
PAFS support	£ 200
Supervision for AF	£ 250

