

Pupil Premium Strategy Statement:

1. Summary information					
School	Hambridge Primary School				
Academic Year	2019/20	Total PP budget	£17,120	Date of most recent PP Review	
Total number of pupils	144	Number of pupils eligible for PP	10	Date for next internal review of this strategy	January 2020

The schools across The Levels Academy Trust have high aspirations and ambitions for all children across all our schools and we believe that no child should be left behind. We are determined to ensure that our children are given every chance to realise their full potential and aspire to achieve to their full potential. The Government believes that the Pupil Premium, which is additional to main school funding, is the best way to address the current underlying inequalities between children eligible for free school meals (FSM) and their wealthier peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most.

It is for schools to decide how the Pupil Premium, allocated to schools per FSM pupil, is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility. However, they will be held accountable for how they have used the additional funding to support pupils from low income families. Schools are required to publish a Pupil Premium Strategy. This will ensure that parents are fully informed about the amount of allocation, barriers faced by eligible pupils, how the funding is to be spent, how impact will be measured and the date the strategy will be reviewed. We also need to include how the allocation was spent for the previous year and its impact on eligible and other pupils. Our key objective in using the Pupil Premium Grant is to diminish the differences between pupil groups. As a school we consistently track all groups of pupils to ensure that they make good or better progress. Through targeted interventions we are working to eliminate barriers to learning and progress. For new entrants that start with low attainment on entry, our aim is to ensure that they make accelerated progress in order to reach age related expectations as they move through the school. Once at age related expectations we always continue to extend that learning further to ensure that they reach higher levels of attainment. We closely monitor how we are spending the allocated funds to ensure they are having an impact on achievement and progress.

2. Current attainment		
Attainment for: 2018-2019	<i>Pupils eligible for PP Hambridge</i>	<i>Pupils not eligible for PP Hambridge</i>
% achieving expected standard or above in reading, writing and maths	100%	79%
% achieving expected standard or above in reading	100%	88%
% achieving expected standard or above in writing	100%	79%
% achieving expected standard or above in maths	100%	79%

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)*

A.	Lack of ELSA to deal with social and emotional issues.
B.	Ability to track the efficiency of provisions or interventions we are using to support our Pupil Premium Children.

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

D.	Limited PFSA services over the last year.
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4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	A trained ELSA to support whole school.	TA passes qualification. ELSA provision for children as needed.
B.	Consistent PFSA support for families.	Families supported, referrals taken.
C.	Personalised provision for disadvantaged children.	Families and children feel there is specific provision for them.

5. Planned expenditure					
Academic year	2019/20				
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?
To effectively monitor provision for children with Pupil Premium.	Use Provision Mapping program from EduKey.	Monitoring provision is a proven way to ensure that efficacy of provision. This program helps staff to monitor and measure the effect of provision. Therefore change, improve or continue support as needed.	SENCO training in the program, disseminated to staff. SENCO monitor regularly.	SENCO	Termly.
To enable all staff to impact provision.	Termly meetings for all staff to monitor/evaluate provision for children with Pupil Premium.	Previously, one member of staff was allocating support as needed as an outcomes of pupil progress meetings. This lead to staff feeling unsure of what to suggest and what is suitable for each child. To ensure that all staff have a role to play in their provision, termly meetings to evaluate what has happened and what else could be provided.	Head of School and SENCO run meetings.	SENCO	Termly.
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?
A fully trained ELSA	Train our newest SEN TA, Lucy, as an ELSA to provide social and emotional support for specific children as needed.	As a school, we have had very positive outcomes from having trained ELSAs, who have since moved on professionally. If children are able to be more emotionally literate, they are able to approach academic work more successfully.	ELSA training comes with supervision from an Educational Psychologist. ELSA interventions monitored and discussed with SENCO. Drop-in children will feel reassured and teachers will notice a difference.	JD LP	Each term.

Support struggling parents at home with homework	To review homework individually with parents of children with Pupil Premium.	Many parents find homework to be a very difficult time for emotional reasons. As the school values the support of parents from home, we want to work in partnership with parents to find the best home-school balance.	Homework discussed during parents evening. Teachers personalise the amount of homework given.	Head of School SENCO Class teachers	Termly. (or more frequent as required).
Individualised provision to meet the specific 'disadvantaged' needs.	Buy a book for each child (at an appropriate level and interest) per term. Teachers to consider the needs, practical as well as academic, for each child.	Literacy Trust report highlighting the link between disadvantage and book ownership. Book ownership is recorded to increase a child's motivation to read.	Gather feedback from parents and children about receiving the book and how it was received in the home.	SENCO	End of school year.

6. Review of expenditure

Previous Academic Year	2018-19				
i. Quality of teaching for all					
Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost	
Develop mindful approach into classroom practice	Trained ELSA/SEN TA deliver weekly Mindfulness sessions in classrooms.	Teachers have techniques to carry over into class. Children have strategies to cope with stress and anxiety. Children feel there is a trusted adult to go to during playtimes.	Staff and children enjoyed the sessions and used the techniques taught. Some children learnt the vocabulary of mindfulness but could not independently apply these to social situations or academic stress. Staff now feel able to lead these sessions in their classrooms as needed.	An hour a week of SEN TA time.	
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	

Enrich children's experiences with Forest school.	Providing weekly forest school as enrichment as well as social and emotional support	Greater social skills, improved vocabulary related to the world, fine and gross motor skills improved, and more.	Specific children's skills shone so perceivably during forest school that one of those children ended up going to Brymore to continue in this vein of learning. Managing time for Pupil Premium children, over non-pupil premium, was difficult due to our small numbers. The group sizes and age demographic made it difficult to timetable and teach. While we will still offer Forest school, it will not be as a targeted Pupil Premium resources	High.
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7. Additional detail

The number of pupil premium children is 14.
Use of pupil premium funding for 2018/19

Amount £	Being spent on	Impact
£14,000	SEN Staffing	Small groups. To ensure PP pupils have the opportunity to realise their potential and reach beyond expected standards
£1500	Forest School, swimming, Equestrian sessions	Bespoke curriculum to aid confidence and self worth.
£100	Edukey	Enables us to create targeted provision maps based on individual needs.
£409	1:1 tuition in numeracy and literacy both before and after school	Accelerated progress in these subject areas
£140	Music lessons on a 1:1 basis	Aid to concentration and confidence.
£22	Social support after school and engagement in clubs (multiskills)	Fostering belief in themselves, increase in confidence and well being
£88	School trips to date	Full participation and inclusion
£371	Support for breakfast and Woodpecker Club	Full participation and inclusion
£230	Support for swimming costs	Enable to participate in full 1 hour lesson
£1188	Support for residential	Full participation and inclusion

Total spend £ 18,048

SENCO and Head of School to be in regular contact with the PFSA regarding specific children, as this is a vital service that has a big impact on the children and their families.

Consider Forest School provision for next year.

Consider PFSA time for the academy.