

Pupil premium strategy statement

NB – because 40% of our children are entitled to forces pupil premium, they have been separated and their funding/results shown separately.

1. Summary information						
School	Debden CE Primary Academy					
Academic Year	2017/2018	Number of pupils eligible for PP	Forces	FSM	Date of most recent PP Review	Feb 2018
			40	4		
Total number of pupils	44	Total PP budget	12000	5024	Date for next internal review of this strategy	Feb 2019
			Total: £17, 025			

2. Historic Attainment – KS2 2017 (out of 13)					
	Percentage of children eligible	% achieving expected standard in reading	% achieving expected standard in writing	% achieving expected standard in maths	Combined
Forces & FSM PP	4	100%	75%	75%	75%
Non forces & Non FSM PP	9	89%	89%	78%	78%

3. Barriers to future attainment (for pupils eligible for PP) EAL, mobility,	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Poor language and communication skills
B.	Mobility
C.	Lack of confidence/self-esteem - Social and Emotional needs.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	

D.	Mobility	
4. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)		Success criteria
A.	Increase attainment for PP groups	Data
B.	Increased stability for PP	Pupil questionnaires

4. Planned expenditure					
Academic year		2017 - 2018			
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	Evaluation
HQT for all children	Differentiated targeted groups for R, W and M - CT/LSA support	Support for CT and children with mobility/gaps in learning. Increased attainment and progress.	Monitoring - data	LG	Interventions had desired impact.
Pupil Conferencing	Pupil conferencing with year 5 and year 6s	Previous impact of intervention	As above	LG	Year 6s all had pupil conferencing. All pupils benefited. For year 6s who have previously had mobility due yo Forces PP it had a huge impact. Relationships and self-esteem raised hugely. They felt valued and connected with CT.
Online subscription to SPAG.com (possibly mathletics)	Increased progress in learning and increased independence.	As above.	As above.	LG	This gave the children confidence when tackled with the SPAG test. Safe risk taking. Connection between home and school
Increase in attainment in R, W & M	Forces Day	Boys – Our forces PP children would feel more connected to this type of learning.	As above	LG	Forces came in to run Assault course in conjunction with Sports Relief.

Total budgeted cost					£7000
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	On-going evaluation
Increased attainment in R, W & M	Interventions	Diminishing the difference based on last year's results	LSA PMRs Monitoring	LG JF SENCo	Interventions were successful. Identifying gaps and filling them.
Increased confidence/self-esteem.	Learning mentor	Consortium school report LM has impact	Learning mentor notes/SENCo drop ins on sessions	LG/JF/SD	Had an impact on a specific child.
	LSA support in class	LSAs provide emotional & targeted support for children in class.	Drop ins by SLT/CT planning	LG/JF	This was successful. Due to a parent being away out tour - LSAs often provide emotional support.
	Counselling sessions	Some of our PP children have an inconsistent home life and moved schools numerous times, therefore mobility is an issue.	As above	LG/JF	Counselling has had a positive impact on specific children with emotional/mental health needs.
Total budgeted cost					£9,000
iii. Other approaches					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	On-going evaluation
Forest School to be implemented across the school	Forest Schools	Other schools have reported impact of increased attainment	Monitoring Feedback from Ct/Forest School Leader	All CT/KD	Sports premium has paid for the majority of this. Pupil engagement has been high.
Total budgeted cost					£1,025

2. Review of expenditure - Summer 2018

Previous Academic				
i. Quality of teaching for all				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils.	Lessons learned (and whether you will continue with this approach)	Cost
HQT - focus on groups	Differentiated targeted groups for R, W and M - CT/LSA support	Children with gaps in their prior knowledge have been supported to fill these gaps. In KS1/Reception the impact of these interventions are greater as the gaps are not as wide. (EG child A was educated abroad and on entry was working within phase 3 in phonics (October 2017). In June 2018, she passed her phonics with 37. In reception a child started that had been to another school in the UK, but had gaps in not writing independently. Although he did not make GLD, he made good progress from his starting point.	We will continue with this approach as it has had a positive impact on our children.	£7,000
	Pupil Conferencing	Time/funding meant that we did this with the year 6s. This was particularly successful. (E.G Progress for ever 6 child: R +1.84, M + 5.34 and GPS +2.38).	If funding allows, we will roll this out to years 5 & 6.	
ii. Targeted support				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils.	Lessons learned (and whether you will continue with this approach)	Cost
Increased attainment & progress	Interventions led by LSAs/CT in lesson time.	As above.	We will continue with this high impact approach.	£9000
	Emotional well-being is stabilised	(E.G One of the children who was given a set of counselling sessions was at risk of PEx at the beginning of the year. The counselling he was given played an important role in his EHCP application. Another child did not achieve expected in reading in EY, but achieved 40 in her phonics test.)	Continue with this provision.	
iii. Other approaches				
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

Enjoyment/attendance of school is improved.	Forest Schools	Attendance in specific groups has improved.	Continue with this as well as look at LTPs to engage children more fully.	£1,025
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