



Sleights Church of England (Voluntary Controlled) Primary School

Working together to be happy; to flourish; to succeed through our Christian Values of perseverance, respect and trust.

Pupil Premium Strategy Statement (September 2018-July 2020)

This strategy statement covers the academic years 2018/2019 and 2019/2020.

Sleights Church of England (Voluntary Controlled) Primary School is committed to “working together to be happy; to flourish; to succeed”. With this in mind, we recognise the need to ensure that provision is appropriate, relevant and accessible for all children, particularly those disadvantaged, vulnerable or at risk of underachieving.

The Pupil Premium funding is allocated to those children identified as disadvantaged. A careful needs analysis of these children’s barriers enables the school to identify relevant and targeted support to address these. Opportunities for enrichment are also offered through the Pupil Premium allocation.

The Pupil Premium funding and strategy is monitored by link governors, through priority partners. This process is overseen and led by Scott Grason (Headteacher/SENCo) and Gemma Kellerman (Chair of Governors).

This strategy and provision for disadvantaged children is regularly monitored and reviewed.

Summary information					
School	Sleights Church of England (Voluntary Controlled) Primary School, Ingham Close, Sleights, Whitby, YO22 5DN www.sleights.n-yorks.sch.uk				
Information date	July 2020	Total PP budget	£32,280* based on January 2019 census	Date of most recent PP Review	This strategy is evaluated after two years in place: July 2020
Total number of pupils	96	Number of pupils eligible for PP	30* Funding for this group from January 2021	Date for next internal review of this strategy	A new strategy will replace this document in September 2020.

2. Current attainment (Outcomes from July 2019) – no data available for 2020	Pupils eligible for Pupil Premium (Sleights)		Pupils not eligible for Pupil Premium (National Average)	
End of Key Stage Two results (7)				
% achieving at least expected standard / Greater Depth in reading	29%	0%		
% achieving at least expected standard / Greater Depth in writing	57%	14%		
% achieving at least expected standard / Greater Depth in maths	29%	14%		
% achieving at least expected standard / Greater Depth in reading, writing, maths combined	29%	0%	51%	5%
Progress score in reading	-6.7		-0.6	
Progress score in writing	-0.5		-0.5	
Progress score in maths	-4.7		-0.7	
End of Key Stage One results (1) child joined mid year				
Data not shown due to cohort size.				
End of Early Years Foundation Stage (1)				
Data not shown due to cohort size.				

3. Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers

A.	A large proportion of children start Sleights Pre – School with communication and language skills below the expected standards (40% in 2016 0% in 2017 and 2018)
B.	A large proportion of children start Sleights Pre – School with Literacy skills below the expected standards (40% in 2016 0% in 2017 and 2018)
C.	A large proportion of children start Sleights Pre – School with Mathematic skills below the expected standards (34% in 2016 and 0% in 2017 and 2018)
D.	A number of children, including disadvantaged, have additional social, emotional and mental health needs.
E.	Progress of the more able children, including disadvantaged, has traditionally not been good enough. In many cases, these children do not achieve higher standards in Writing, Reading and Mathematics.

External barriers




F.	Social difficulties experienced by families including housing, finance, family literacy and parental anxieties – leading to a need for parental support from Prevention
G.	Children's ambitions are limited by low income and/or low family expectations compounded by poor access to wider cultural experience.

Desired outcomes and how they will be measured		Success criteria
A.	Pupil Premium children will achieve as well, or make rapid progress towards achieving as well, as other pupils nationally in English (including communication, language and Literacy).	For cohort groups in 2018/2019: <ul style="list-style-type: none"> percentages of children meeting ARE or above will demonstrate an improvement on data from previous years. ↑ percentage comparison with national data will show children are in line, or close to, these standards. → In Key Stage 2, progress will show a significant increase from 2018 results. ↑
B.	Pupil Premium children will achieve as well, or make rapid progress towards achieving as well, as other pupils nationally in mathematics.	
C.		
D.	Children with additional SEMH will be supported by early intervention and subsequent support from agencies and school staff. Staff knowledge and understanding of SEMH will increase, leading to improved identification and support for these vulnerable learners.	<ul style="list-style-type: none"> Where children are identified with SEMH concerns, staff knowledge and understanding is secure enough to offer early intervention in school, or signpost/consult for additional support from specialist services. ↑
E.	Rigorous and robust tracking will be in place to ensure that the progress of all groups is carefully monitored and boosters are implemented as appropriate. Quality first provision will address a “keep up, not catch up” approach, ensuring that the highest expectations are in place for all children of all abilities.	<ul style="list-style-type: none"> Increased percentages of high prior attainment groups making at least expected progress across their time at Sleights. ↑
F.	Support for families is timely, sufficient and effective to relieve or lessen family stress such that children's learning is not affected.	<ul style="list-style-type: none"> In association with other agencies, families are identified, support provided and outcomes for children improved as a result. ↑
G.	Children's ambitions and aspirations are nurtured and encouraged through a curriculum that broadens horizons and widens experience.	<ul style="list-style-type: none"> Disadvantaged pupils have equal access to a wide range of activities, both within and in addition to the 'taught' curriculum. ↑ Due to Local Authority funding changes, the school will be able to support those children in receipt of pupil premium to access upper key stage two residential. ↑

4. Planned expenditure


Academic years 2018-2020

i. Quality of teaching for all – addressing areas A, B, C, D and E

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?
Rigorous analysis, scrutiny and monitoring of pupil progress and work, including those who are disadvantaged, leads to raised attainment. 	<ul style="list-style-type: none"> Regular and ongoing professional dialogue and challenge between class teacher and Headteacher to identify barriers and actions to address these for all children, particularly those who are disadvantaged. Rapid Improvement Plans are generated with class teachers each half term. These plans will review the areas of concern and implement specific actions to address these within the whole class and additional booster sessions. 	<ul style="list-style-type: none"> We want learning opportunities to reflect the abilities of the children and offer challenge to all, whilst supporting those who need it. Regular dialogue and challenge about attainment and progress of disadvantaged pupils will mean there is a higher focus on these children, leading to positive outcomes. 	<ul style="list-style-type: none"> Pupil Progress discussions take place at least termly with class teacher Headteacher. Teachers held to account for progress and this is linked to appraisal objectives. Review of the Rapid Improvement Plans at least termly. 	Scott Grason	<ul style="list-style-type: none"> Pupil Progress discussions will take place at least termly. This will lead to addressing and adapting provision and its impact. Review of the Rapid Improvement Plans at least termly.
Whole school strategies are in place to support children in specific areas of need. These strategies are developed further and from specific intervention activities, led to more focused groups of children who require targeted support. 	<ul style="list-style-type: none"> A range of strategies will be introduced across school within whole class sessions. These skills will be developed in more detail and with further rigour for more specific children. Strategies include: pre-teach, reciprocal reading strategies, individual support 	<ul style="list-style-type: none"> Education Endowment Foundation demonstrates typical gains as shown: <ul style="list-style-type: none"> Early Years Interventions +5 mths Individualised Instruction +3 mths One-to-One support +5 mths Phonics +4 mths Reading Comprehension +6 mths Small Group Tuition +4 mths 	<ul style="list-style-type: none"> Interventions are delivered by trained support staff. Interventions are delivered with fidelity at times and intervals that maximise retention. Staff and ATA liaise closely so that material can be consolidated in class and progress carefully monitored. Regular evaluation of progress takes place via SENCo meetings and monitoring. 	Scott Grason	<ul style="list-style-type: none"> Pupil Progress discussions will take place at least termly. This will lead to addressing and adapting provision and its impact. Review of the Rapid Improvement Plans at least termly. Pre and post assessment records
Whole school training for raising awareness of SEMH will raise to improved whole school provision for children. This will increase understanding and early identification, so that children could be signposted to more targeted support, if required. 	<ul style="list-style-type: none"> Engage whole school staff in training sessions related to developing an understanding of SEMH. Training will be conducted in house and by specialist service leaders. 	<ul style="list-style-type: none"> Early Years intervention research demonstrates good impact (+4 months) based on findings. Individual case studies of support demonstrates impact of strategies implemented. 	<ul style="list-style-type: none"> Whole school behaviour monitoring through SEND provision learning walks and discussions, focused on SEMH. Monitoring of individual children who may require more targeted support. 	Scott Grason	<ul style="list-style-type: none"> Continued and ongoing discussions with staff and families in relation to individuals who maybe causing concern across school, or in individual classes. Monitoring of individual children who may require more targeted support.
Total budgeted cost					£12,000

ii. Targeted support – addressing areas A, B, C and D

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>To improve progress of children's communication, language and mathematical skills when they start at Sleights. →</p> <p>To engage in speech and language training (speaking and listening) for EYFS staff, which will led to the implementation of these strategies in the setting. £1500 in course fees and staffing →</p>	<ul style="list-style-type: none"> Funding will be used to provide CPD training for staff, particularly those in EYFS, to support language and mathematical development. Engage in training provided by external sources, including NHS Speech and Language training. Disseminated and share strategies from training across all EYFS practitioners. 	<ul style="list-style-type: none"> Early Years intervention research demonstrates good impact based on Education Endowment Foundation findings. 	<ul style="list-style-type: none"> The identified training will be high quality and from reputable sources (NYCC/NHS etc.) Clear focus and purpose of training so that it is relevant and addressing identified need. Review and evaluation of training. Disseminated and share strategies from training across all EYFS practitioners. Monitoring training strategies in place. 	<p>Scott Grason</p>	<ul style="list-style-type: none"> Ongoing evaluation and review of training impact. Ongoing review of training needs to address identified barriers. Training evaluation sheets to take place within one week of the training taking place.
<p>Children with specific social, emotional and mental health needs will be supported by specialist services and in school support assistant ↑</p>	<ul style="list-style-type: none"> Twice weekly PM sessions of support assistant time to work with vulnerable children, implementing strategies from whole school training and specialist services. Service children who may also require additional support will access this. 	<ul style="list-style-type: none"> Early Years intervention research demonstrates good impact (+4 months) based on findings. Individual case studies of support demonstrates impact of strategies implemented. 	<ul style="list-style-type: none"> Interventions are delivered by trained support staff. Staff and support staff liaise closely so that material can be consolidated in class and progress carefully monitored. Specialist services monitor and identify impact through direct work. Regular evaluation of progress takes place via pupil progress meetings and monitoring. 	<p>Scott Grason</p>	<ul style="list-style-type: none"> Pupil Progress discussions will take place at least termly. This will lead to addressing and adapting provision and its impact. Review of the Rapid Improvement Plans at least termly. Pre and post assessment records Discussions with families, children and specialist services
<p>Interventions are planned and implemented to support the progress of all children across school. Intervention programmes are used to address specific identified areas of need. ↑</p>	<ul style="list-style-type: none"> Use of targeted interventions will be in place to address areas of concern, as identified from pupil progress discussions. Pre assessments will identify specifically the areas of concern and the interventions in place will target these accordingly. 	<ul style="list-style-type: none"> Education Endowment Foundation demonstrates typical gains as shown: Early Years Interventions +5 mths Individualised Instruction +3 mths One-to-One support +5 mths Phonics +4 mths Reading Comprehension +6 mths Small Group Tuition +4 mths 	<ul style="list-style-type: none"> Interventions are delivered by trained support staff. Interventions are delivered with fidelity at times and intervals that maximise retention. Staff and support staff liaise closely so that material can be consolidated in class and progress carefully monitored. Regular evaluation of progress takes place via pupil progress meetings and monitoring. 	<p>Scott Grason</p>	<ul style="list-style-type: none"> Pupil Progress discussions will take place at least termly. This will lead to addressing and adapting provision and its impact. Review of the Rapid Improvement Plans at least termly. Pre and post assessment records

<p>To increase the progress and attainment of vulnerable children in Year Six. £3000 supply hours. </p>	<ul style="list-style-type: none"> • Small group targeted intervention will take place with a teacher. 	<ul style="list-style-type: none"> • Individual instruction research demonstrates good impact based on Education Endowment Foundation findings. 	<ul style="list-style-type: none"> • Targeted children will reach expected standard at the end of KS2. • Regular review and discussion with class teacher to demonstrate impact and adjustments needed. 	<p>Scott Grason</p>	<ul style="list-style-type: none"> • Ongoing review of impact on pupil outcomes. • Weekly discussions with lead teacher of interventions.
Total budgeted cost					£8500

iii. Other approaches – addressing areas F and G

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?
As children's needs change, resources and additional support/intervention will be available and accessed during the year. £7000 ↑	<ul style="list-style-type: none"> Small group targeted intervention will take place with during the year when it is needed. A supply and resources fund will be accessed during the year when different needs emerge. 	<ul style="list-style-type: none"> Individual instruction research demonstrates good impact based on Education Endowment Foundation findings. Support to address barriers will be flexible and adapted to the emerging needs. 	<ul style="list-style-type: none"> Targeted children will demonstrate improved outcomes and progress. Regular review and discussion with class teacher to demonstrate impact and adjustments needed. 	Scott Grason	<ul style="list-style-type: none"> Ongoing review of impact on pupil outcomes. Pre and post intervention assessment and monitoring.
On a needs basis, access to after school and breakfast club will be offered at a reduced rate. ↑	<ul style="list-style-type: none"> Disadvantaged children identified with attendance issues will be offered access to wrap around provision at a cheaper or funded rate. 	<ul style="list-style-type: none"> By enabling access to wrap around care, we believe a higher likelihood of achieving improved attendance, in addition to increased likelihood of accessing breakfast before school. 	<ul style="list-style-type: none"> Regular review and discussion with staff and parents to ensure funding is being allocated effectively and appropriately. 	Scott Grason	<ul style="list-style-type: none"> Review each term and year to ensure appropriate funding to support disadvantaged children.
All children will have access to the extended curriculum, including residential. Due to Local Authority changes, the school will allocate funding to support the cost of the upper key stage two residential for disadvantaged families. £3000 ↑	<ul style="list-style-type: none"> Funding will be in place to allow disadvantaged children to access trips and residential activities. 	<ul style="list-style-type: none"> We want to provide every child with the opportunity to access all aspects of the curriculum, regardless of any disadvantage. 		Scott Grason	
Children will be offered enrichment of the curriculum £1000 ↑	<ul style="list-style-type: none"> Enrichment activities, including music tuition, will be funded by Pupil Premium money. 				
Total budgeted cost					£12,000

Scott Grason
Headteacher/SENCo
Plan in place: January 2019
Interim review July 2019
Review complete: July 2020

Impact of expenditure / actions - Review of 2017/2018 plan

Evaluation Completed

January 2019

Review of desired outcomes success

	Desired outcome	Success Criteria	Evaluation
A.	Pupil Premium children will achieve as well, or make rapid progress towards achieving as well, as other pupils nationally in English (including communication, language and Literacy).	For cohort groups in 2017/2018: <ul style="list-style-type: none"> percentages of children meeting ARE or above will demonstrate an improvement on data from 2016/17. percentage comparison with national data will show children are inline, or close to, these standards. Key Stage 1 data Key Stage 2 data 	In school data monitoring demonstrates that disadvantaged children are meeting, or on track to meet ARE by the end of the academic year in each subject. In many classes, children are exceeding the national average of pupil premium children meeting the expected standard. MET
B.	Pupil Premium children will achieve as well, or make rapid progress towards achieving as well, as other pupils nationally in mathematics.		No disadvantaged children met the end of KS2 standards. There were only two children in the cohort who were disadvantaged. One child had an EHCP and was disapplied. The other child joined Sleights in lower Key Stage 2. NOT MET Disadvantaged children in Key Stage 1 performed well in the end of Key Stage 1 SATS. 100% of pupil premium children met the expected standards at KS1 in reading and writing. 75% of the children met the standard in mathematics (only one child did not). MET
C.	Effective and targeted provision for children with Special Educational Needs, including those who are disadvantaged will be in place and making a significant impact.	<ul style="list-style-type: none"> Children with SEND will have appropriate support and strategies to enable them to effectively access the curriculum. 	Tracking of SEN assessment demonstrates a reduction in the number of children who are in receipt of additional support. This is as a result of the at least good progress children demonstrate through additional booster and support. MET (see in school SEN data impact summary)
D.	Support for families is timely, sufficient and effective to relieve or lessen family stress such that children's learning is not affected.	<ul style="list-style-type: none"> In association with other agencies, families are identified, support provided and outcomes for children improved as a result. 	A number of referrals have been made to the Prevention Service. This is following monitoring and meeting of individual families requiring support. In all cases, improvements in those areas causing concern have been identified. In some cases, the children and their families have been provided with in school support from L Bland. Clear improvements have been identified in this area. MET
E.	Attendance improves for all families, with particular reference to disadvantaged families. Holidays are taken during designated school holidays. No pupil is persistently late, with particular reference to disadvantaged families.	<ul style="list-style-type: none"> No disadvantaged families have attendance below 90%. No disadvantaged families are persistently late. 	Disadvantaged children have an average attendance of 94.15%, compared to 95.85% in 2017/18. In a number of cases, disadvantaged children absence is lower than those who are not due to holidays. MET
F.	Children's ambitions and aspirations are nurtured and encouraged through a curriculum that broadens horizons and widens experience.	<ul style="list-style-type: none"> Disadvantaged pupils have equal access to a wide range of activities, both within and in addition to the 'taught' curriculum. 	A number of children receive additional funding support through extracurricular activities, e.g. paid music sessions. MET