

# Pupil premium strategy statement

# Probus Primary School

1. Summary information					
School	Probus Primary School				
Academic Year	2018/19	Total PP budget	£40,880	Date of most recent PP Review	July 18
Total number of pupils	194	Number of pupils eligible for PP	28	Date for next internal review of this strategy	Feb 2019

  

2. Current attainment		
2018 SATs	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP (national average)</i>
% meeting standard or above in reading, writing and maths	67%	60% (61%)
% meeting standard or above in reading – KS2	67%	64% (71%)
% meeting standard or above in writing – KS2	100%	96% (76%)
% meeting standard or above in maths – KS2	67%	84% (75%)

  

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>	
A.	Stalled progress rates of PP pupils PAG outcomes at risk
B.	A number of PP pupils also have SEND and attachment needs which may impact on academic progress
C.	A number of PP pupils enter Reception with writing skills that are not typical for their age and have a range of early physical development needs, this is still evident in our present year 2 class.
D.	The % of PP pupils of reaching expected standard in Maths is below national.
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
E.	Rural location with limited cultural, enrichment experiences

4. Desired outcomes <i>(Desired outcomes and how they will be measured)</i>		Success criteria
A.	Narrow the in-school gap between PP and non-PP attainment, particularly in maths by implementing additional maths intervention throughout KS2	Gap between PP and non-PP pupils is reduced in all subjects but significantly in mathematics
B.	Introduce earlier assessment of need through the EY SEN support route. Effectively deploy PSA to focus on support for PP families and PP+ families on entry to school	Equal access to outside/ enrichment activities; parents/carers know how to access both emotional and financial support. Parent opinion will show that staff are approachable and parents feel they are well supported
C.	Increase boys' enthusiasm and engagement in learning, especially writing. Extend use of story stones and story scribing across KS1 and make deliberate choices of study themes to engage and interest boys e.g. Superheroes (Autumn Term Y1)	PP boys GLD, interest and achievement in writing will improve at every phase and diminish the gap between boys and girls further – it will fall below 10% at every phase
D.	Engage fully in the two National Mathematics Mastery Programmes. (Truro & Aspire)  Release teachers and TAs to work alongside Maths Hub specialists.  Ensure additional TA intervention in developing PP pupils confidence and ability to articulate their reasoning and problem-solving strategies.	Pupils rates of progress in mathematics will improve. (see pupil progress half-termly notes).  Pupils mathematical confidence will improve and attainment at end of KS1 & KS2 will improve. The gap between PP pupils and other pupils will diminish in maths.
E.	PP pupil engagement with wider experiences including arts based residential visits in Y3 & Y5.	PP pupils to have access to wider cultural, arts and sports experiences linked to ILPs. All PP pupils will achieve an Arts Award.

5. Planned expenditure					
Academic year		2018/19			
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?
All pupils access quality first teaching including lessons that are well differentiated, take into consideration different learning styles and are based around pupils' interests.	Appropriate training for all staff.	A large body of research evidences that quality first teaching has a major impact on pupils' progress. This includes disadvantaged pupils.	Termly lesson observations Book scrutiny Pupil progress meetings Performance management	Executive Principal Head of School Asst HT	Reviewed termly

<p>All pupils access quality first teaching including lessons that are well differentiated, take into consideration different learning styles and are based around pupils' interests.</p> <p>Additional Pupil Premium Lead and HLTA hours allocated across all phases in order to identify and target intervention specifically for PP pupils. (10 HLTA hours + 0.1 of PP Lead)</p> <p>Pupil progress tracking tool (on-going cost) and extension to include tracking across foundation subjects and improve personalised information for this vulnerable group. JH tracking tool)</p>	<p>Appropriate training for all staff.</p> <p>Pupil Premium Lead will devise and initiate record systems, process and targeted intervention support programmes for PP pupils (based on progress measures and teacher liaison).</p> <p>Information with regard to foundation subject outcomes will be utilised by PP practitioner to contribute to pupil confidence and self-esteem and engagement.</p>	<p>A large body of research evidences that quality first teaching has a major impact on pupils' progress. This includes disadvantaged pupils.</p> <p>Quality first teaching combined with teacher identified and teacher led intervention impacts most significantly on pupil progress.</p> <p>Introduce a tracking tool to measure pupil outcomes and standards across other subject areas (not Maths/English) in order to raise pupil engagement, willingness to have a go and contribute to self-esteem/confidence.</p>	<p>Termly lesson observations Book scrutiny Pupil progress meetings Performance management</p> <p>Use of PP Lead information during pupil progress meetings to both monitor progress and identify future intervention.</p> <p>Use of information during PP progress meetings.</p>	<p>Executive Principal Head of School Asst HT</p> <p>PP Lead/HOS</p> <p>Teachers and PP Lead</p>	<p>Reviewed termly</p> <p>Reviewed half-termly</p> <p>Half-termly PP meetings</p>
<p>All pupils will access a comprehensive PSHE (incorporating Spiritual, Moral, Social and Cultural) curriculum that is developmentally appropriate for all year groups.</p>	<p>On-going purchase of Jigsaw resources and training.</p>	<p>Pupils will receive a developmentally appropriate PSHE programme that provides coverage and learning opportunities as mapped in accordance with current Ofsted SMSC guidelines. Pupils will receive subject specific teaching including topics of cyber and homophobic bullying, internet safety, body image, self-esteem, financial capability, health education, and relationships and sex education. Assessment resources will be used to identify pupils who require additional support in any of the above topics.</p>	<p>PSHE / SMSC co-ordinator will ensure that Jigsaw resources are being used to support pupils' development in this area. A whole school approach using Jigsaw will be adopted with celebrations and achievements also represented as a whole school.</p>	<p>Head of School SMSC lead</p>	<p>Termly</p>
<p><b>Total budgeted cost</b></p>					<p><b>£ 21,000</b></p>

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?
<p>PP children to be facilitated in experiencing a wider range of sports and arts alongside opportunities to experience different cultures / beliefs to broaden understanding and knowledge of the wider world.</p> <p>To ensure that we provide opportunities that would not have been experienced otherwise.</p>	<p>Increase the variety of cultural experiences available to children and track their engagement in additional opportunities. Ensure that there are no barriers to this e.g. cost.</p> <p>Ensure that pupils (specifically those in care) are able to access extracurricular activities and are supported in doing so.</p>	<p>PP pupils will access school trips (subsidised). A wider range of residential trips offered to more pupils (including visiting cities, places of worship for different faiths and experiencing different performing arts) at a reduced cost.</p> <p>Ensuring that PP children access a variety of extracurricular opportunities to ensure we provide opportunities for them to excel and experience social situations / clubs that they would not normally attend.</p>	<p>Monitor attendance at school clubs, sporting events and follow up on pupils not accessing additional opportunities.</p> <p>Publication of PP booklet to families advising on what Probus school offers to support PP children accessing additional opportunities.</p> <p>HOS + PP champion available to meet with families to talk through how we can help should there be any barriers to pupils accessing additional opportunities (transport / cost etc.).</p>	<p>HOS Asst HT Sports Co-ordinator</p>	<p>Ongoing</p>

<p>PP Children receive high quality, purposeful, focused support.</p> <p>PP pupils who are not reaching their potential are identified and key skills taught with challenge being identified. (2 days)</p>	<p>Employment of a part time qualified (1:1 and 1:2 interventions focussing on maths in KS1) an unqualified teacher (1:1 and 1:2 interventions) and HLTA (to support fluid pre-teach / top up teach) to be deployed across classes.</p>	<p>EEF evidences that small group and quality one to one support that is focussed on need and learning styles has a high impact on raising attainment.</p>	<p>Class teachers and SLT to identify pupils requiring additional support to make expected / accelerated progress.</p> <p>Weekly planning meetings / discussions between teachers to ensure maths is targeted to plug gaps and enable pupils to work at ARE.</p> <p>Intervention set for HLTA to support PP children in each class to close gaps and promote progress on a fluid basis – e.g. catch up / pre-teach sessions as needed for specific topics.</p>	<p>Class teachers HOS + Asst HT</p>	<p>Half-termly</p>
<p>All PP pupils will participate fully in a cross-curricular arts experience and all will acquire an Arts Award.</p>	<p>Ensure full access to arts experiences and subsidised cost for Arts Award certificates.</p>	<p>Using a whole school cross-curricular art focus will increase engagement and confidence of less able PP pupils and impact positively on related writing and composition.</p>	<p>HOS to liaise with Dance/Music practitioners and RIO admin to ensure PP pupil full involvement in whole school project and performance ay RCM.</p>	<p>HOS/EP/Class teachers/TAs</p>	<p>Autumn Term</p>
<p>PP pupils with additional SEMH needs will be able to regularly meet with a key adult to support their wellbeing.</p> <p>In addition to the above</p> <p>Probus school has identified two members of staff to access Trauma Informed Schools training. Alongside a member of staff who will convert a previous Thrive accreditation this will give the school a member of staff in each stage who is an accredited Trauma Informed Schools practitioner.</p>	<p>Key staff, as identified by pupils, will be made available to support, mentor and coach PP pupils with additional SEMH needs. (This can also include the PSA to facilitate home / school support).</p> <p>Motion screening will identify pupils for intervention, this will be implemented by the TIS practitioners.</p>	<p>Widely recognised brain science as used in Trauma informed schools / Thrive approaches show that feeling 'safe' and having emotional needs met for pupils with any interruptions in their early development / following a change or trauma is a foundation to being prepared to learn.</p>	<p>Pupil feedback Teacher feedback about pupils in school Parent feedback All staff to gauge wellbeing of identified pupils and feedback to relevant staff</p>	<p>Named staff for specific pupils</p> <p>PP champion and SENCo</p>	<p>Termly once accredited and motion screening has taken place.</p>
<p><b>Total budgeted cost</b></p>					<p><b>£16,996</b></p>

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	When will you review implementation?
Continued increased confidence and engagement of families with school. Support for families with attendance, school work, education and parenting.	Employment of a cluster (Roseland Partnership) Parent Support Advisor.	Our PSA helps to promote positive links between home and school for both children and parents/carers, supports with issues surrounding attendance, sign posts to additional agencies, supports parents to feel confident supporting their children with their learning and delivers evidence based parenting programmes.	Regular meetings between PSA and SLT (Including SENDCo) to review cases, discuss support in place for families and individual children. Parental feedback will show they feel supported both at home and school.	HT + Asst HT	Ongoing
<b>Total budgeted cost</b>					£ 4,000
<b>Overall</b>					£41,996

6. Review of expenditure				
Previous Academic Year		2017 / 18		
i. Quality of teaching for all				
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
All pupils access quality first teaching including lessons that are well differentiated, take into consideration different learning styles and	Appropriate training, mentoring and coaching for all staff.	Pupil progress meeting evidence that the gap between PP pupils and other pupils has diminished in RWM – at KS2 the gap only remains in Maths.	This inclusion of additional HLTA time in each class to deploy to appropriately support vulnerable group, pre-teach and re-teach in response to AfL has been effective in improving progress rates and will continue in 2018/19.	£11,000
All pupils will access a comprehensive PSHE (incorporating Spiritual, Moral, Social and Cultural) curriculum that is developmentally appropriate for all year groups.	Purchase of Jigsaw resources and training.	All teachers received Jigsaw training and now use the Jigsaw scheme as part of their teaching for PSHE. All pupils access devlry of a broad and balanced diet that incorporates aspects of Spiritual, Moral, Social and cultural development. Pupils are able to discuss their feelings, emotions, challenges, worries and successes in a controlled and safe environment where every child's opinion is valued.	This approach to teaching PSHE has been welcomed by teachers and pupils alike. We will continue with this this coming year.	£4000
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

<p>PP children to be facilitated in experiencing a wider range of sports and arts alongside opportunities to experience different cultures / beliefs to broaden understanding and knowledge of the wider world.</p> <p>To ensure that we provide opportunities that would not have been experienced otherwise.</p>	<p>Increase the variety of cultural experiences available to children and track their engagement in additional opportunities. Ensure that there are no barriers to this e.g. cost.</p> <p>Ensure that pupils (specifically those in care) are able to access extracurricular activities and are supported in doing so.</p>	<p>All pupil premium pupils received subsidised curriculum enrichment experiences such as visiting and receiving a talk in the houses of parliament, experiences of watching live theatre (Royal Shakespeare Company).</p> <p>These experiences gave our children first hand experiences and deepened their understanding of the wider world and where they fit into it.</p> <p>Pupils in care attended overnight residentials, meeting specific PEP and EHCP goals. Children were able to access activities and experiences not otherwise open to them alongside their peers.</p>	<p>There were some sensitive conversations held between class teachers, SLT and parents / carers around issues of terrorism, extremism, safety and religion ahead of these trips. Some parents were concerned about pupils visiting locations. It is vital that these opportunities are promoted and continue next academic year to enhance our pupils understanding of the wider world and to support understanding of British values,</p>	<p><b>£3,498</b></p>
<p>PP Children receive high quality, purposeful, focused support.</p> <p>PP pupils who are not reaching their potential are identified and key skills taught with challenge being identified.</p>	<p>Employment of a part time qualified (1:1 and 1:2 interventions focussing on maths in KS1) an unqualified teacher (1:1 and 1:2 interventions) and HLTA (to support fluid pre-teach / top up teach) to be deployed across classes.</p> <p>Pupil progress tracking tool purchased and CPD undertaken to carefully gather information with regard to small-step progress in every year group.</p>	<p>Internal data tracking shows the overall progress of pupils in receipt of Pupil Premium Grant made progress at least in line with non PP. In some areas pupils in receipt of pupil premium grant made more progress.</p> <p>School information now more easily accessed and filter availability to identify group attainment and progress measures.</p>	<p>This approach has proved successful, both in terms of progress made within the year but also in the confidence that some pupils have displayed since receiving this type of support. Interventions planned in liaison with class teachers that took into account future learning were the most successful. This will be kept in mind next academic year.</p> <p>Teachers and SLT are more effectively able to measure impact of actions on pupil progress.</p>	<p><b>£12,498</b></p> <p><b>£2000</b></p>
<p>PP pupils with additional SEMH needs will be able to regularly meet with a key adult to support their wellbeing.</p>	<p>Key staff, as identified by pupils, will be made available to support, mentor and coach PP pupils with additional SEMH needs. (This can also include the PSA to facilitate home / school support).</p>	<p>Key adults across all key stages were allocated for pupils identified as potentially benefitting from being able to have one member of staff as a 'go to' person. This was done in liaison with parents and pupils. Pupils requiring additional support with SEMH needs met (with their agreement) with their adult to discuss worries, strategies and to celebrate success. Parents also shared concerns / success with the key adult (and visa-versa) to promote confidence and success from home to school.</p>	<p>This method of identifying a 'key worker' for pupils proved popular with both parents and pupils. It was noted by class teachers that pupils displaying SEMH needs were more confident and resilient since this was put in place. We will continue with this next year.</p> <p>In addition the school is aiming to train two members of staff to become Trauma Informed Schools practitioners during the 2018/19 academic year.</p>	<p><b>£1000</b></p>



iii.				
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
Continued increased confidence and engagement of families with school. Support for families with attendance, school work, education and parenting.	Employment of a cluster (Roseland Partnership) Parent Support Advisor.	Input from the cluster PSA has been invaluable. Families across all key stages have received input from the PSA at home or in school. Specific pupils have received 1:1 time with the PSA both at home and or in school. We have seen an increase in parents approaching the school to ask for PSA input and support at home. Support around home routines, behaviour strategies, attendance and financial advice has been given. Classes have been less impacted by pupils coming in late / dysregulated.	This approach has been effective; we have had increased requests from families for PSA support. We will continue this next year.	<b>£4000</b>
				<b>Total £37,996</b>
7. Additional detail				
<p>In this section you can annex or refer to <b>additional</b> information which you have used to support the sections above.</p> <p>See SIDP for Summary of whole school priorities.</p>				