

Pupil premium strategy statement – Sherborne Abbey CE primary School

1. Summary information					
School	Sherborne Abbey CE Primary School				
Academic Year	2017-18	Total PP budget	£92,500	Date of most recent PP Review	September 2017
Total number of pupils	322	Number of pupils eligible for PP	77	Date for next internal review of this strategy	September 2018

2. Current attainment (2017 results)		
	<i>Pupils eligible for PP : 8 (higher level)</i>	<i>Pupils not eligible for PP (national average 2016)</i>
% achieving in reading, writing and maths	38% (13%)	67% (11%)
% making progress in reading	38% (13%)	
% making progress in writing	63% (13%)	
% making progress in maths	63% (25%)	

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>	
A.	Language skills are lower for some pupils eligible for PP than for other pupils. This slows reading progress in subsequent years.
B.	Some children eligible for pupil premium in KS1/2 do not receive additional support at home. School has to work hard to engage parents and fill the gap.
C.	Often pupils who are eligible for pupil premium and are not making good progress are also classed as having Special Educational Needs.
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
D.	Attendance rates for pupils eligible for 95.1% below the targets of 96% for all children. This reduces the school hours and causes them to fall behind on average.
E.	Lack of opportunity to widen their life experiences beyond the locality environment at home. For some a limited language rich environment at home.

4.Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improved oral language skills for pupils eligible for pupil premium in specific year groups, with a particular target on reading	Pupils eligible for PP make rapid progress by the end of the year so that all pupils eligible for PP meet age related expectations. Improve the progress score from -1.09 in 2017 to showing a +ve score in 2018
B.	Higher rates of progress across KS1/2 for those children eligible for PP who are not yet meeting ARE. Parents engaging with the school increasingly to support their children especially in reading. School is filling the gaps in the children's learning that is missing from home e.g. in reading and maths basis skills	Pupils eligible for PP make as much progress from their prior starting points in Reading, Writing and Maths. Measured by end of year assessments and successful moderation practices within school. Expectations will be that we meet at least National averages.

		Maths progress 2017 was -1.07 whereas the National average for non-disadvantaged children is +0.28 Reading -1.09 whereas National averages was +0.33 Maintain our good progress in writing for Pupil Premium children- +1.84 compared to a National score of +0.17
C.	Continue to implement appropriate intervention programmes and support packages for those children who are both eligible for PP and classed as having Special Educational Needs so that they continue to make good progress from their starting points.	Provision for pupils with SEN is well targeted in order that those children make good progress from their starting points.
D.	Increased attendance rates for those pupils eligible for PP from 95.1% to over 96%	70% of PP children attendance to be in line with and above 96%.
E.	Create a language rich environment in school through trips, visitors, well stocked library, challenging texts, assemblies, theme weeks etc.	PP children exposed to a vocabulary rich environment resulting in improved language skills

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.

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?
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i. Quality of teaching for all

A. Improved language skills for pupils eligible for pupil premium in specific year groups	<ol style="list-style-type: none"> 1. Guided reading sessions at Key Stage 2 aimed at improving vocabulary. 2. New guided reading texts purchased which challenge and extend children thinking 3. Accelerated Reader purchased which has enriched our library and children access to good quality texts 4. New Key Stage 1 scheme texts bought 5. teachers expose children to good quality texts the class reading text 6. Talk for writing in Key Stage 1 7. Debating Club run In K.S. 2 8. Guest speakers in assembly or as part of topic work 9. Members of the school council come together to discuss issues within the school 	<p>.Children need to experience and be exposed to good quality text in order to raise expectations and improve their language skills.</p> <p>Children need to have exposure to good role models, peers and adults, in order to raise expectations of themselves</p>	Monitoring reading sessions, analysing Accelerated Reader data, analysing question level analysis at end of KS 2 SATS	Literacy coordinator	Termly
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<p>B. Some children eligible for pupil premium in KS1/2 do not receive additional support at home. School has to work hard to engage parents and fill the gap.</p>	<ol style="list-style-type: none"> 1. Open Door policy for all parents 2. SLT on the gate each morning talking to parents and listening 3. Parent Support Advisor runs a toddler group and is available throughout the day to meet and talk to parents 4. Meet the teacher information mornings which include expectations for reading, maths and SATs preparation 5. Behaviour policy ensures children are happy coming to school and feel safe and supported 5. Open afternoons for new parents 6. Reading challenges and times table challenges engages parental involvement 7. Visual awards are given for achievement such as badges and wrist bands 8. Class assemblies each term show parents the work their child has covered 9. School accesses extra support from North Dorset Family support Workers and Social Care 	<p>Parents need to be involved in their child's learning if the child is to make progress. Parents need to have high expectations of their child. Parents need to be kept informed if they are expected and want to help their child progress</p> <p>School instils clear expectations from parents through, taking time to talk to them at parents evenings and having an Open Door Policy, parents visiting classrooms, seeing displays, assemblies and challenging disengagement</p>	<p>Feedback from parental questionnaires reviewed and acted upon by SLT. Parents and Governors informed of questionnaire results</p>	<p>SLT</p>	<p>Parental and children questionnaires each year.</p>
<p>C. Often pupils who are eligible for pupil premium and are not making good progress are also classed as having Special Educational Needs.</p>	<ol style="list-style-type: none"> 1. Small class sizes in Key Stage 1 Year 3 / 4 group for maths to ensure some children are taught in small groups with high pupil to adult help. Year 5/6 group for maths and have an additional teacher to ensure children are targeted and have high pupil to adult support where needed 2. TA support in every class 3. TAs used for intervention p.m. 4. SENCO and new SENCO in training able to access specialised support via OT. Speech and Language, Behaviour Support, Educational Psychologists, CAMHs and family Support Workers. 5.. Forest School implemented in EYFS 	<p>Children with Special Educational Needs need extra support in order to be able to access the National Curriculum. This support is not always academic support. These children and indeed school will also need regular referrals to outside agencies in order to gain expertise in certain areas.</p>	<p>Full time SENCO and another member of staff being trained. They regular monitor their data and interventions being implemented to ensure they are effective.</p>	<p>SENCO</p>	<p>Half termly meetings</p>

D. Increased attendance rates for those pupils eligible for PP	<ol style="list-style-type: none"> 1. Registers monitored regularly 2. Agreed letters sent home if attendance falls below 95%, 90% and 85% 3. meetings held with parents and attendance challenged 4. No holidays in term time 5. 100% awards every half term at school 6. 100% Awards at the end of every year. 7. Work closely with parents if an issue arise 	Attendance at school is vital if a child is to achieve and not miss out in their learning. Parents are given a clear message when entering school that attendance is important. Children are motivated to be in school and love the competition of the 100% awards	Register checks by office staff and Headteacher every half term or if an issue arises. All potential at risk groups are monitored.	Headteacher	Half termly checks
E. Create a language rich environment in school through trips, visitors, well stocked library, challenging texts, assemblies, theme weeks etc.	<ol style="list-style-type: none"> 1. School trips planned for every year group 2. Residential trips for Years 4 & 6 3. Trip to London for Year 6 4. Take part in Sherborne Literacy festival 5. School takes part in Sherborne Music Festival 6. Variety of visitors in school for workshops and assemblies 7. We have a debating who visit local Private School 8. Take part in ChemArt with local Private School 9. Older children work with Thales on science projects 10. Girls visit Bruton School for Girls each year for their science day 11. older children regularly have visitors in talking about their careers 	An enriched curriculum is vital to ensure all children are motivated by school. Motivation is vital in ensuring children attend school and want to be the best they can ever be.	Regular curriculum reviews	SLT and class teachers	Half Termly
Total budgeted cost					£2,884

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?
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<p>A. Improved language skills for pupils eligible for pupil premium in specific year groups</p>	<ol style="list-style-type: none"> 1. Speech and Language specialist employed every other week 2. TALK Boost Intervention in EYFS and KS 1 3. Talk for Number in Years 3 / 4 4. NHS programmes followed up by trained TAs 5. Reading Inference with T.A.s who are trained either 1:1 or in small groups 6. Older more able children regularly take part in debating clubs with other schools 	<ol style="list-style-type: none"> 1. Lack of specialised/available NHS Speech and Language teachers. NHS target complex needs only. Research shows that Speech and Language issues need to be addressed at an early age if to be effective 2. Success proven intervention for children with poor language skills 3. Success proven intervention for children with poor mathematical language skills in lower KS 2 4. NHS advice which needs following up in school and at home 	<p>SENCO to monitor with regular meetings. Class teachers and TAs meet regularly with therapist</p> <p>SENCO meets with TA and EYFS staff running intervention.</p> <p>Maths Coordinator works alongside TA implementing intervention Literacy coordinator ensures right children are targeted for support</p> <p>NHS therapist monitors and updates programmes to be delivered</p>	<p>SENCO</p> <p>TA and EYFS staff</p> <p>Maths and Literacy coordinators</p> <p>Specialist TA</p>	<p>Children reviewed termly</p> <p>Termly updates</p> <p>Termly updates</p> <p>Regularly with therapist</p>
<p>B. Support to ensure forces families have a network of help</p>	<p>SENCO and Parent Support Advisor have termly meetings with our forces families to ensure we are aware of any changes in their circumstances and how we can help but also to give them a time to get together and socialise</p>	<p>Families can often struggle when mum or dad is away and it is important that they feel and their children feel they have network of support</p>	<p>SENCO to get regular feedback from families</p>	<p>SENCO</p>	<p>Yearly</p>
<p>C. Often pupils who are eligible for pupil premium and are not making good progress are also classed as having Special Educational Needs.</p>	<ol style="list-style-type: none"> 1. 1:1 support after school 2. Small group work 3. Individual interventions 4. EP support 5. SENSS assessments and programmes 6. OT programmes such as Learn to move 7. Transition support to secondary school- extra transition visits, work with ELSA 8. Set up a Forces family help group 9. During book scrutiny P.P. books always part of the discussion 	<p>Working with children in smaller groups ensures that their needs are more fully met. Often PP children thrive on this attention. Providing the correct intervention and support ensures they make good progress.</p>	<p>SLT monitor those children who receive 1:1 intervention. This has been very successful for our school with a large number of 1:1 children attaining ARE by the end of Key stage 2. We have also successfully targeted PP children in Year 2, 3, 4 and 5.</p> <p>Feedback from our Forces families has been very positive over the past year. All have engaged.</p>	<p>SENCO</p>	<p>End of K. S. tests in July</p>
<p>D. Increased attendance rates for those pupils eligible for PP</p>	<p>1. Parent Support Advisors works with parents whose children's attendance fall below 90% and those who are regularly late for</p>	<p>To challenge parents decision to keep their child at home. Peer pressure children. Instilling in the children the importance of</p>	<p>Monitoring of registers half termly. Governors monitor attendance at FGB. SAST monitors</p>	<p>Parent support advisor and Head teacher</p>	<p>Termly</p>

