

Pupil premium strategy statement

1. Summary information					
School	TERRINGTON ST CLEMENT COMMUNITY SCHOOL				
Academic Year	2018 - 2019	Total PP budget	£92,400	Date of most recent PP Review	N/A
Total number of pupils	362	Number of pupils eligible for PP	70	Date for next internal review of this strategy	July 2019

2.1 Attainment Y6 2018		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving expected standard in reading, writing and maths	25%	64%
% achieving higher standard in reading, writing and maths	6%	10%
Progress in reading	-1.9	0
Progress in writing	-1	0
Progress in maths	-2.1	0

2.2 Attainment Y5 2018		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
Standard Age Score in English	99.7	100
Standard Age Score in Maths	99.3	100
Standard Age Score in Science	102.1	100

2.3 Attainment Y4 2018		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
Standard Age Score in English	102	100
Standard Age Score in Maths	98.5	100
Standard Age Score in Science	103.8	100

2.4 Attainment Y3 2018		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
Standard Age Score in English	92.3	100
Standard Age Score in Maths	103.3	100
Standard Age Score in Science	107.1	100

2.5 Attainment Y2 2018		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving expected standard in reading, writing and maths	43%	50%
% achieving expected standard in reading	43%	63%
% achieving expected standard in writing	71%	55%
% achieving expected standard in maths	71%	63%

2.5 Attainment Y1 2017		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
Standard Age Score in English	107.8	100
Standard Age Score in Maths	102.6	100

1. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers	
A.	Pupil Premium pupils who also have SEND.
B.	Pupil Premium pupils whose emotional needs prevent them from focusing on learning.
C.	Pupil Premium pupils arriving late in school so missing key basic skills sessions.
D.	Pupil Premium pupils whose attendance is below 90% so they miss valuable learning.

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

E.	Pupils not receiving support from home with homework including reading, learning spellings or flashcards or times tables.
F.	Pupils arriving late in school so missing key basic skills sessions.
G.	Pupils whose attendance is below 90% so they miss valuable learning.

2. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Pupil Premium pupils with SEND will make progress from their starting points at the beginning of each academic year and this progress will be measured through APDR documents, GL Assessments or PIVATS.	<ul style="list-style-type: none"> • Targets set in their Assess, Plan, Do, Review documents will be achieved • Where appropriate, GL Assessments will show at least expected progress • Pupils assessed using PIVATS will show progress across statement bands
B.	Pupil Premium pupils will be sufficiently emotionally secure so they can focus on learning. This will be measured through monitoring the amount of time pupils have to be taken for time out before and after emotional support has been put in place.	<ul style="list-style-type: none"> • Pupils are making progress using the systems above. • Pupils are spending less time taking time out
C.	Pupil Premium pupils will arrive late in school less often. This will be recorded in registers and monitored by the headteacher.	<ul style="list-style-type: none"> • There will be a visible reduction in late arrivals for each Pupil Premium pupil.
D.	To improve the attendance of all pupil premium pupils so there is no difference between pupil premium and non-pupil premium pupils.	<ul style="list-style-type: none"> • Pupil Premium pupils' attendance is at least in line with non-pupil premium pupils

3. Planned expenditure

Academic year **2018 - 2019**

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?
Pupil Premium pupils with SEND will make progress from their starting points at the beginning of each academic year and this progress will be measured through APDR	<p>Keep classes small where numbers of pupil premium pupils with SEND are high.</p> <p>Provide higher levels of adult support in classes where numbers of pupil premium pupils with SEND are high.</p>	The % of pupil premium pupils with SEND are high across school as can be seen in the reports produced from the management information system. Pupils SEND are identified using the Hertfordshire identification matrix.	<p>All staff will be supported to identify SEND accurately using the Hertfordshire identification matrix.</p> <p>Pupil Premium pupils with SEND will be targeted for SNAP assessments to identify their needs more closely and the Assess, Plan, Do, Review documents will be sampled by the</p>	<p>SEND team:</p> <p>E Hackett K Boulding V Sewell</p>	<p>APDR reviewed 6 weekly.</p> <p>GL Assessments reviewed twice a year.</p>

documents, GL Assessments or PIVATS		Previous analysis of data shows these pupil premium pupils make less progress than pupil premium pupils without SEND.	SEND team to make sure the strategies suggested are actually implemented and reviewed 6-weekly with parents or carers. The SEND team will use work samples, data analysis and monitoring of the APDR documents to measure the impact of the strategies.		Work samples termly.
All pupils will arrive in school on time.	<p>Lateness will be monitored by class by week and classes with no latecomers will be rewarded with the treat of the week.</p> <p>Parents receive a termly letter which reports on the number of occasions their child(ren) have arrived late. They are invited in to school to meet with the headteacher and targets set to improve their attendance.</p>	There are a larger number of pupils arriving late to school than is acceptable which can be seen by the number of 'L' marks in the register.	<p>All late pupils have to enter school through the main reception. These are recorded as late.</p> <p>E Hackett meets all latecomers with their parent by the front door and asks why pupils are late so they are held to account.</p> <p>E Hackett is responsible for promoting punctuality through Monday morning assembly and pupils expect this to happen.</p> <p>Governors expect to receive written reports on latecomers and whether this has improved or not since the last report.</p> <p>Governors request lateness by groups and hold the headteacher to account for levels of lateness amongst pupils.</p>	E Hackett	Termly

<p>To improve the attendance of all pupil premium pupils so there is no difference between pupil premium and non-pupil premium pupils.</p>	<p>Monitor registers by creating attendance reports at the end of each term to identify those causing concerns.</p> <p>Write to parents alerting them to attendance concerns and invite them to meet with the headteacher.</p> <p>Set targets to improve attendance and if improvement is not seen within 6 weeks, all future absences are unauthorised without genuine reason for absence and a fast track application made to the courts.</p>	<p>Absence is higher in Pupil Premium pupils than non-Pupil Premium pupils as can be seen in attendance reports by groups.</p>	<p>Absence is monitored through daily register checks and alerts recorded on CPOMS system.</p> <p>Reports are submitted to governors detailing attendance by groups and they then question the headteacher on strategies to improve attendance and their impact.</p>	<p>E Hackett</p>	
<p>Staffing including Pupil Premium Co-ordinator, Pupil Premium TA and additional classroom support staff Educational Psychologist Educational visits Uniform and equipment</p> <p style="text-align: right;">Budgeted cost</p>					<p>£64,600 £800 £2,500 £500 £68,400</p>
<p>ii. Targeted support</p>					
<p>Desired outcome</p>	<p>Chosen action/approach</p>	<p>What is the evidence and rationale for this choice?</p>	<p>How will you ensure it is implemented well?</p>	<p>Staff lead</p>	<p>When will you review implementation?</p>

<p>Pupils will be sufficiently emotionally secure so they can focus on learning.</p>	<p>Provide play therapy in blocks of 6-weekly sessions.</p> <p>Provide 1:1 time out provision based on the individual needs of the pupils.</p> <p>Provide small group work in The Lodge alongside time learning in mainstream</p> <p>Refer to external agencies if internal strategies do not show sufficient impact.</p>	<p>High numbers of our pupil premium pupils have home circumstances which lead them to feel emotionally insecure.</p> <p>The number of teacher referrals and parent referrals for play therapy are higher amongst our pupil premium pupils than our non-pupil premium pupils.</p>	<p>Classteachers work with the headteacher and play therapist to make sure play therapy is the correct route to take before a referral is accepted.</p> <p>The play therapist reports back to the headteacher each week to discuss the impact of the sessions and next steps.</p> <p>If the series of 6 sessions does not demonstrate a positive impact, an extension of no more than another 6 weeks will be allocated before a referral to an external agency will be made.</p>	<p>E Hackett</p>	<p>6 weekly</p>
<p>Pupils will arrive in school on time.</p>	<p>Free breakfast club is provided for Pupil Premium pupils.</p> <p>Taxi to school is provided for Pupil Premium pupils who are considered especially vulnerable.</p> <p>Targetted family support through Engage Services provided for families who struggle to get their children to attend school regularly and on time.</p>	<p>Lateness amongst Pupil Premium pupils is higher than non-Pupil Premium pupils as shown in reports to governors.</p>	<p>Lateness in Pupil Premium pupils is reduced for those pupils to whom breakfast club and transport is provided free of charge.</p>	<p>E Hackett</p>	<p>Termly</p>
<p>Breakfast club including staffing, food and resources Family taxi to breakfast club Play therapy Bought in family support</p>					<p>£9,500 £2,500 £7,000 £2,786</p> <p style="text-align: right;">Budgeted cost £21,786</p>
<p style="text-align: right;">Total budgeted cost</p>					<p>£90,186</p>

4. Additional detail	COST
<p>All FSM pupils will be provided with a mid-morning snack and nutritious midday meal to ensure they are able to concentrate.</p>	<p>From the original allocation of £92,400, £90,186 is spent on meeting the emotional and educational needs of this group. The remaining sum pays in part the provision of a midday meal for FSM pupils.</p> <p>Providing meals to KS2 FSM pupils costs the school £11,970 (this excludes staffing and energy costs)</p>