

Terrington St Clement Community School Pupil Premium Strategy Statement

1. Summary information					
School	Terrington St Clement Community School				
Academic Year	2019-20	Total PP budget	£84,274	Date of most recent PP Review	Oct 19
Total number of pupils	351	Number of pupils eligible for PP	59	Date for next internal review of this strategy	Oct 20

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average - 2018)</i>
% achieving expected standard in English and Mathematics	(3/10) 30%	70%
% achieving expected standard in Reading	(3/10) 30%	80%
% achieving expected standard in GPS (Grammar, Punctuation and Spelling)	(5/10) 50%	82%
% achieving expected standard in Writing (Teacher Assessment)	(7/10) 70%	83%
% achieving expected standard in Mathematics	(5/10) 50%	81%

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.	Underdeveloped skills of emotional self-regulation
B.	Limited reading of a wide range of children's literature for some children in KS2
C.	Pupil Premium children are working below their peers in reading, writing and maths (in-house data, exc Y2 reading)
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
D.	Some limited access to reading books or homework support
E.	Some family issues that are troubling children
F.	Attendance of Pupil Premium groups slightly lower than in other groups

4. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)		Success criteria
A.	Children will develop skills need to regulate their emotions and respond appropriately in response to external factors (e.g. friendships, work demands).	Evidence of children making good choices and being able to regulate their emotions and responses more successfully.
B.	Children accessing and reading at least six quality books annually (one each half term) alongside their peers, at an appropriate for their year group. This is to be led by class teachers/Y6 Phase Ldr (Y6) who will monitor reading activities and support children in their book selections. Reading diaries to be signed weekly by parents/ carers and teachers. TA's to work alongside children to encourage their participation in the Reading Challenge.	Children being enthusiastic about their reading and in addition, reading for pleasure.
C.	Pupils given additional support in their learning from Early Years onwards, with in-school data showing the gap to be quickly closing.	All teachers confident in delivering effective differentiation and provision for all learners.
D.	Children have access to a wide range of suitable texts through library borrowing and are encouraged to engage with this. Homework tasks are supported in school for individual children where this is not completed regularly at home.	Home learning tasks completed and children accessing the school library – monitored by class teachers and reported to AC
E.	Families work closely in partnership with the school so that children present as being happy and ready to learn.	Children are supported in developing resilience and healthy mindsets.
F.	For the attendance of Pupil Premium groups to be on a level with other groups as shown by school data.	Families working alongside school to diminish absences, particularly those that are unauthorised.

5. Planned expenditure					
Academic year		2019-20			
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					
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?
Following a mastery curriculum and teaching children to manage their own motivation towards learning.	Teachers lead children through a series of increasingly challenging activities in lessons, gradually withdrawing level of support. Regular ongoing formative assessment. Children given training in growth mindsets and introduction of 'Learning to Thrive' session	Mastery report and Metacognition and self-regulation report from the Teaching and Learning Toolkit, Education Endowment Foundation.	Learning walks. Peer/ paired training. Lesson observations.	Headteacher and Deputy Headteacher	Half termly
To improve children's reading skills & access to high quality texts – developing good reading habits	Restructuring of timetable to separate out reading sessions to enable greater time to focus on these skills. Introduction of incentives (reading badges) to promote reading. Parent workshops planned in. Cross moderation of reading judgements	Reading comprehension strategies report from the Teaching and Learning Toolkit, Education Endowment Foundation.	Staff training in modelling and developing pupil's oral language skills. Pupil/parent feedback and observation of reading habits.	Deputy Head teacher	Half termly

Effective feedback to pupils.	Specific, accurate and clear feedback given to pupils. Comparing what a child is doing right with what they did before. Rewarding effort and perseverance. Focused feedback for written tasks to develop editing skills (use of green pen) and improve writing structure.	Feedback report from the Teaching and Learning Toolkit, Education Endowment Foundation.	Learning walks. Peer or paired teaching. Book reviews.	Headteacher, Deputy Headteacher and Phase Ldrs	Half termly
Total budgeted cost					£1,056 funding for 4 KS2 teachers to attend training. £2,000 CPD – release cover costs.
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?
To continue to lessen the gap in children's learning (Y5/6 provision).	Smaller teaching groups for English and Maths. A mixture of ability groupings and mixed-ability to provide effective role models. Y6 teacher non-classed based to enable targeted catch-up/development groups led by a qualified teacher.	Maximising TA's report on Mixed Ability Grouping	Review of impact – use of in-house testing.	Y5/6 Phase Ldr	Half termly

To continue to lessen the gap in children's learning (YR-Y3)	Targeted 1to1 or small group provision to address misconceptions/gaps in learning. This may include Precision Teaching.	One to One Tuition report & Maximising TA's report from the Teaching and Learning Toolkit, Education	Review of impact – use of in-house testing.	SLT, Phase Ldrs and Class teachers	Half termly
Targeted phonics work.	Catch up sessions additional to group work with teaching assistants, for children who have not passed the Year One/Two phonics screening. (May also include Precision Teaching). Teachers to lead less able phonics sessions.	Phonics report from the Teaching and Learning Toolkit, Education Endowment Foundation.	Scores from practice tests. Training for less experienced class teachers in effective phonics teaching.	Phase Ldrs	Half termly
To continue to lessen the gap in children's reading ability, particularly in Y3.	Small group tuition. Reading practice be efficiently organised so that all the group stay fully engaged as each take their turn and discuss the reading.	Small Group Tuition report from the Teaching and Learning Toolkit, Education Endowment Foundation.	Use of specialist staff (SRB) to determine speech difficulties. Targeted work. Formative assessment and regular pupil progress meetings.	Head teacher, Deputy Head Teacher and Inclusion Manager	Half termly
For children to access the language of the classroom.	Speech and language therapy, language link interventions, Talk/Write for learning and Time to Talk groups.	Oral language interventions report from the Teaching and Learning Toolkit, Education Endowment	Feedback and assessment by specialist on-site staff	SENDCo & SRB Lead	Termly

For all children to have access to high quality texts and engage with reading initiatives.	TA focus groups/individuals to guide and encourage involvement. Pupil involvement in choosing books for the library. Book reward schemes in place to facilitate book ownership and pride in their books.	Homework (primary) report from the Teaching and Learning Toolkit, Education Endowment	Children prioritised and supported by TAs. Budget allocated to supplement reading libraries/home choice in consultation with PP child.	Teacher and TA's	
For all children to behave well in school and therefore be ready to learn.	A small number of pupils will require behaviour support plans written in collaboration with parents, which will support everyone in creating a positive learning environment. Additional support in class may initially be given in a small number of cases. HSSW will also work with parents to increase level of attendance where issues identified.	Behaviour report from the Teaching and Learning Toolkit, Education Endowment Foundation.	Close monitoring of attendance data – impact of HSSW involvement on improving attendance.	Headteacher, HSSW & Attendance Lead	Half termly
For children to be able to work together collaboratively.	A small number of children may need small group intervention n collaborative working. This normally takes the form of Lego Therapy or Socially Speaking structured programmes with our Home/ School Support Worker.	Collaborative Learning report from the Teaching and Learning Toolkit, Education Endowment Foundation.	Staff attending training in different strategies.	HSSW, SLT and SENDCo	Half termly

For children to learn to take turns, build resilience and manage life events.	Turn taking games, and home/school support which allows families to talk through concerns with our home school support worker who can then work with the children, access Early help schemes etc.	Social and Emotional Learning support report from the Teaching and Learning Toolkit, Education	Weekly meetings to determine progress/ next steps for more vulnerable pupils.	HSSW, SLT and SENDCo	Half termly
Total budgeted cost				£81,218	
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?
Children working in pairs, providing explicit learning support	Cross-phase paired reading scheme (an older learner takes the tutoring role and is paired with a younger tutee).	Peer Tutoring report from the Teaching and Learning Toolkit, Education Endowment Foundation.	Provide some training with questioning frames etc. Pupil interviews.	Phase leaders	Half termly

For parents to be actively involved in their child's learning.	Parents/ carers asked to sign children's diaries weekly to say they have completed weekly reading task with their child and other home learning tasks completed. Regular parent workshops showing the teaching approaches used in school and how these can be built upon at home.	Parental involvement report from the Teaching and Learning Toolkit, Education Endowment Foundation.	Class teachers also sign and check diaries weekly.	Class teachers	Half termly
Total budgeted cost					£80 for each parent workshop

6. Review of expenditure

Previous Financial Year

April 2018-April 2020

Pupil Premium Grant - 2018-19		£108023.84
	Expenditure	Comments
Staffing - Teaching	£0	N/A
Staffing - Support	£64800	Pays for the additional classroom support needed for pupil premium pupils with additional SEN based on a number of factors including poor family support from a very early age, SEN needs, early trauma. It also pays for support for PP
Training	£0	First aid training including paediatric to meet statutory responsibilities. We have sourced training for all staff which costs nothing wherever possible.
Resources	£6438	
Specialist Equipment	£500	Uniform and equipment
Professional Services	£11378	Educational psychology: £2,146 SEMH: £3,580 Play therapy including 1:1 and group therapy: £5,732
Trips	£1526	+ 2 x two day visits to Holt Hall = £121
Other	£25370	Music: 1:1 and group tuition £2,788 Provisions for FSM School meals (not including staff or energy): £13,162 Breakfast club: £9,500(staffing, provisions, equipment)
Balance Btwd 2018-19	£0	
Enter the information		