

Stanford in the Vale CE Primary School
USE OF PUPIL PREMIUM 2017/18
(July 2018)

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The Pupil Premium is an element of school funding aimed at narrowing the gap in attainment between certain disadvantaged groups of pupils and those who are more fortunate. In 2017-18 funding was calculated on the basis of £1320 for each pupil who had been eligible for free school meals in the past six years, and for looked after children in care for more than six months. There was a related Service premium of £300 for children of families in the armed services.

The funding is provided to schools, which decide how best to spend this according to local needs. Last year our school budget included a total Pupil and Service Premium of £23040.00 (3% of our overall revenue budget), and below is a summary of how we used this funding to support our pupils' learning.

This report shows generic trends in the impact of PP Spending. For a more detailed report please see the Governor's report for impact of PP Spending.

Actions to be taken(2017/18)	Impact on learning outcomes	Evidence: Pupil attainment and progress.
Use of partnership Home School Community Link Worker (HSCLW) to help develop emotional needs.	<p>The HSCLW provides immediate support for children and their families and helps to fill the gap in service, by offering provision while children sit on long waiting lists (eg PCAMHS) in need of vital support for mental health and well-being issues.</p> <p>The HSCLW helps children to recognise/identify and begin to manage emotional issues.</p>	<p>Children have received support and intervention for emotional and social needs to help improve behaviours for learning.</p> <p>The majority of children working with the HSCLW met their National Curriculum target for Reading, Writing and Maths.</p> <p>All children made progress in Reading and Writing. The majority of children made progress in Maths.</p> <p>The HSCLW provides valuable information and insight into the nature and severity of children's emotional needs which is then fed into Team Around the Family meetings with successful outcomes in the majority.</p>
Emotional Literacy Support Assistant (ELSA) training	Specialist training to support the children with significant emotional needs to develop the skills to identify, regulate and communicate their emotions and feelings.	<p>Children with significant social and emotional needs are developing strategies and approaches to identify, understand and manage their emotional reactions to situations.</p> <p>PP child receiving ELSA support achieved above 100 (standardised score) for Reading, Grammar and Maths in Y6 SATS.</p>
Trips, Swimming and Residentials	Y6 Residential was a great success. All PP children were able to attend. The children developed in maturity, confidence and emotional resilience. Trips provide an enriched opportunity to develop first hand knowledge of a topic, which then impacts on their understanding and recording of key elements.	PP children have received financial support for school residential trips, class trips, swimming, top up swimming and school clothing. Being able to take part in school trips has helped to enhance the children's learning and enjoyment of a topic.
Mental Health and Well-being training –	Children are given support to develop skills to manage and accept difficult feelings and anxieties through a focused calm approach. The	Whole school approach therefore all 19 PP children are involved and supported with the mindfulness/yoga. All staff have received training and

Mindfulness and Yoga-in-Schools	mindfulness approach and yoga exercises help the children to regain perspective and develop the skills to become more able to accept and adapt to situations they find hard to manage.	encourage mindfulness approach when children may be finding it hard to cope.
Advanced Team Teach Training (in response to need) / outreach support from Northern House (as required)	Where staff are required to handle a child they are able to use appropriate techniques/feel confident to use 'holds' to ensure the safest outcome for the individual child; the other children in the class and the staff involved.	Staff feel more confident about how and when it is appropriate to handle a child. 1 x PP child has been transferred to a special school where his needs may be further supported. Key Staff now have the appropriate training to support other children who may be at risk of harming themselves or others.
Small group intervention work on writing, comprehension, maths, phonics & daily reading <i>(to provide focused support for writing, comprehension, maths, phonics & reading)</i>	Children are approaching writing tasks with more confidence. They are beginning to show more understanding of what is expected from them and how to achieve the objective. Children are becoming more confident discussing texts and answering questions about them. In year 6 there is a focus on interpreting and understanding SATS questions and children are encouraged to apply their knowledge independently. Children are more confident using and understanding the maths curriculum. In some cases children are beginning to use and apply their knowledge back in the classroom. Children will be more able to use their phonological knowledge to make plausible attempts at spelling. Children will pass the Phonics Screening Check. Children's confidence has improved. Staff are more able to recognise and identify different support needs and develop effective strategies to support and address them. Also provides opportunities for children to develop independent strategies to approach and complete tasks.	Over half the PP children (9) join small group interventions to support their learning. 100% of these children made progress with Reading, Writing and Maths One of the 2 PP children in Yr6 achieved above the expected standard in SATS. 1 x PP child with EHCP has been referred for specialist provision following Annual review. Two PP children did not pass the Phonics screening check Two thirds of the PP Children met or exceeded their NC target for the year in Writing and Maths. Half the PP children met or exceeded their NC target in Reading.
Staff member employed to allow Headteacher to teach a small maths group in Year 6 on a daily basis.	Last year's Yr6 results showed that this approach had a significant impact on the learning outcomes in Maths for a target group of pupils. This year – already the children are more able to understand and apply mathematical concepts. In particular this support helps children to develop the ability to solve worded problems.	All PP children developed the confidence to attempt and complete maths activities with understanding. 100% PP Children in Y6 made progress with their maths learning.

Extra Staff member employed as a MDSA (5 days a week)	Pupil joins the rest of his peers at lunchtime. His interactions are monitored to ensure he has an enjoyable lunchtime. The adult supports his play and ensures his safety.	PP child is fully integrated into the lunch hour routines alongside his peers. PP child is developing his understanding of social rules and managing his needs during the lunchtime period. 1 x PP child with EHCP has been referred for specialist provision following Annual review.
Clicker 7 programme and refresher training to offer support in writing and embed this a resource to help to remove barriers to learning.	<p>Practical stimulating resource to support children with (creative) writing support needs. All children benefit from the support provided in the programme to record work independently.</p> <p>Writing is a line of enquiry from the SEF and following Ofsted (Sept 2017).</p>	<p>Children benefit from the support provided in the programme to record work independently.</p> <p>Staff are more confident to offer different approaches to writing to facilitate writing with successful outcomes – children become more able to produce work with confidence and understanding – develop the skills to manage their learning needs and adapt different methods to overcome barriers to writing.</p> <p>Clicker 7 is used in the classroom for individual children and also as a resource for supporting writing in groups.</p> <p>100% of PP children made progress with writing. Over half PP children achieved their target level for writing</p> <p>Some families (not all PP) have taken up the opportunity to use the resource at home with their children.</p>
Allowing access to the wider curriculum and outside interests (to allow children the same opportunities and experiences as others)	Children are able to access/attend activities/events outside of school in the same way as their peers.	Financial support with stage school and gymnastics.
Use of Breakfast Club or After School Club	Children are cared for in the club to help parents who otherwise would struggle to drop off or pick up.	Parents and children are positive about the facility.
Improve attendance of children so that they are in school accessing the curriculum	Children need to be in school to learn and progress. We are working with some families to improve attendance.	Attendance data: FSM = 6.32 compared to Non FSM = 3.36 (Sept 2017 – May 2018)
Purchase of school meals	Children have access to a hot dinner for lunchtime.	4 x Ever 6 children take up this opportunity.