

Stanford in the Vale CE Primary School
USE OF PUPIL PREMIUM 2018/19
(July 2019)

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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 2018-19 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 £22,740 (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(2018/19)	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. All children made progress in Maths. The majority of children made progress in Reading and Writing.</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 children receiving ELSA support have made progress in Reading, Writing and Maths.</p>
Trips, Swimming and Residential	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	<p>PP children have received financial support for school residential trips, class trips, swimming, top up swimming and school clothing.</p> <p>Being able to take part in school trips has helped to enhance the children's learning and enjoyment of a topic.</p>

	<p>their understanding and recording of key elements.</p>	
<p>Mental Health: Attachment and Bereavemnt</p>	<p>Children are given support to develop skills to manage and accept difficult feelings and anxieties through a focused calm approach.</p> <p>Staff will be more skilled in the needs and barriers that may underlie insecure attachment or bereavement. The training will enable staff to approach insecure attachment and grieving with more understanding.</p> <p>This knowledge and subsequent strategies will be used to help children to develop the skills to become more able to accept and adapt to situations that they may find hard to manage.</p>	<p>Whole school approach therefore all 21 PP children are involved and supported with the mindfulness.</p> <p>All staff have received training and are mindful of approaches to identify difficulties and support children with attachment and bereavement issues.</p>
<p>Small group intervention work on writing, comprehension, maths, phonics & daily reading</p> <p><i>(to provide focused support for writing, comprehension, maths, phonics & reading)</i></p>	<p>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.</p> <p>Children are becoming more confident discussing texts and answering questions about them.</p> <p>In year 6 there is a focus on interpreting and understanding SATS questions and children are encouraged to apply their knowledge independently.</p> <p>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.</p> <p>Children will be more able to use their phonological knowledge to make plausible attempts at spelling.</p> <p>Children will pass the Phonics Screening Check.</p> <p>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.</p> <p>Also provides opportunities for children to develop independent strategies to approach and complete tasks.</p>	<p>A third of the PP children (7) join small group interventions to support their learning.</p> <p>Three of the 4 PP children in Yr6 achieved the expected standard for reading in SATS.</p> <p>All the PP children in Yr6 achieved the expected standard for Spelling and Grammar in SATS.</p> <p>All the PP children in Yr6 achieved the expected standard for Maths in SATS.</p> <p>1 x PP child with EHCP has been referred for specialist provision and this has been secured.</p> <p>Two PP children in Y1 passed the Phonics screening check with full marks.</p> <p>Two thirds of the PP Children met or exceeded their NC target for the year in Reading.</p> <p>Two thirds of the PP children met or exceeded their NC target in Writing.</p> <p>Two thirds of the PP children met or exceeded their NC target in Maths.</p>

Outreach and Inreach support	<p>Intervention and provision will be more unique, specific and tailored to individual needs.</p> <p>Staff will listen and respond to specialist advice and expertise and integrate the advice into daily practice.</p> <p>Links between mainstream and specialist provision will be strengthened.</p>	<p>This advice has been used to support children with complex needs.</p> <p>Staff are more aware of how to adapt the curriculum to facilitate access to learning for children with additional support needs.</p>
Allowing access to the wider curriculum and outside interests (to allow children the same opportunities and experiences as others)	<p>Children are able to access/attend activities/events outside of school in the same way as their peers.</p>	<p>Financial support with outside club.</p>
Use of Breakfast Club or After School Club	<p>Children are cared for in the club to help parents who otherwise would struggle to drop off or pick up.</p>	<p>Parents and children are positive about the facility.</p>
Improve attendance of children so that they are in school accessing the curriculum	<p>Children need to be in school to learn and progress. We are working with some families to improve attendance.</p>	<p>Attendance data: 12/21 below 95% 9/21 above 95%</p>
Purchase of school meals	<p>Children have access to a hot dinner for lunchtime.</p>	<p>5 x PP children take up this opportunity.</p>