

Pupil premium strategy statement- Sherborne Primary School 2018/19

1. Summary information					
School	Sherborne Primary School, Dorset				
Academic Year	2018 - 19	Total PP budget (Sept 2018 - April 2019 including estimated funding until 31st August 2019)	£91,542	Date of most recent PP Review	November 2018
Total number of pupils	315	Number of pupils eligible for PP (From Oct Census 2018 including LAC pupils)	84 pupils 27%	Date for next internal review of this strategy	November 2019

2. Current attainment - 2017 - 18		
	<i>Pupils eligible for PP (your school)</i>	
% Achieving in Reading, Writing & Maths	Expected Standard (All Year Groups) 48 %	Greater Depth 6%
% Making Progress in Reading	Expected Standard (All Year Groups) 65 %	Greater Depth 13%
% Making progress in Writing	Expected Standard (All Year Groups) 49 %	Greater Depth 8%
% Making progress in Maths	Expected Standard (All Year Groups) 58 %	Greater Depth 13%

3. Barriers to future attainment (for pupils eligible for PP)	
<i>In-school barriers (issues to be addressed in school, such as poor oral language skills)</i>	
A.	Huge Variety within our catchment area- Our catchment serves a wide area within our town which incorporate children from a variety of backgrounds. This including significant deprivation with the 5 th most deprived ward in Dorset within our catchment. This has an impact upon children's emotional readiness for learning and attendance/lateness. A proportion of our pupils regularly experience emotional difficulties due to: parenting, safeguarding issues, mental health. Some of our vulnerable families are living with drugs, alcohol and domestic violence.
B.	High Amount of SEN children- 10% of the school are on the SEND Register (however, this can fluctuate for each year group cohort, with last years Year 6 having 30%+ SEN & PP), with 24% of these children having EHCPs (totalling 8 with 4 pending). Many of the children on the SEND register are identified as having a special educational need in the area of Communication and Language including Autism, with a large proportion also displaying emotional, social and mental health issues. This impacts hugely on the teaching and learning within the school
C.	Parental Engagement and Skills- Due to our diverse catchment we have poor parental engagement and many families have poor literacy and language skills. This has a huge impact on many areas of school life. We also have a high amount of safeguarding concerns regularly running within our setting.

External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
A.	EYFS Entry- The baseline levels of our pupils starting school in Foundation Stage is well below average. In the academic year 2018 – 2019 over 60% of pupils entered the school in Foundation Stage below expected levels in reading, writing and PSED.	
B.	Wider Life Experiences- There is a huge lack of opportunities to widen life experiences within homes and local setting. With high amounts of deprivation this has a huge impact on families and especially the children within our school.	
4. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)		Success criteria
A.	To continue to improve the number of disadvantaged pupils achieving the expected standard for R, W and M within their year group, including more pupils achieving greater depth	<ul style="list-style-type: none"> • Pupils eligible pupils clearly identified by all teachers and team leaders • Targeted intervention for all PP children monitored and assessed by TL
B.	To ensure children across the school improve their social, communication and language skills in all year groups to also improve resilience.	<ul style="list-style-type: none"> • Greater percentage of pupils giving positive feedback in the pupil questionnaires and interviews • Improved emotional well being through targeted intervention (<i>questionnaires & targeted intervention</i>) • Improved social communication skills through targeted intervention • More resilience show by pupils (linked to SDP)
C.	<u>To improve the level of attendance for disadvantaged students and reduce the number of fixed term exclusions for these pupils</u>	<ul style="list-style-type: none"> • Less low-level behaviour in the classroom (<i>via staff questionnaire & serious incident log</i>) • Less recorded incidences needing time in the reflection room • Improved attendance (<i>>96% attendance</i>) • Improved parental engagement (<i>PSA Case Studies, attendance, parental interaction in workshops</i>)

5. Planned expenditure- Academic Year 2018/19

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?
To ensure children are taught in the smallest possible class size. 24 Reception pupils per foundation class (linked to the low entry information above)	Additional teacher and TA to maintain smaller class sizes (Contribution to cost)	The children will receive more individual attention in the most effective learning environments, particularly our younger children in EYFS.	At 315 on roll the school could have large KS2 classes but an 11th teacher and TA are within our team specifically to keep classes small.	Headteacher	Annually linked to numbers on roll, increased intake and popularity of the school. This will remain a focus for school improvement. £15,000 staffing cost contribution
To improve Maths and English skills for our PP pupils	Improve resources for English and Maths- E.g Reading Eggs and Times Table Rock Stars	These resources have been used in specific year groups across the school and we are now looking at a whole school approach to implement these within the school.	Teachers and TAs will be involved in training Resources will be purchased Lessons will be monitored Data analysed on SPTO	Team Leaders and DHT	At the end of the year as part of the school development plan. £2,500 towards resources
To continue to improve the phonic and spelling skills of our disadvantaged pupils to improve reading and writing attainment	Whole school spelling approach including Spelling Shed, Babcock Spelling and other resources.	As above resources are being used sporadically across the school with great effect and now inline with school SDP these will support a basis for improvement in writing.	New spelling coordinator role (FG) created to lead this through the school. This will be monitored regularly by the SLT and high quality CPD provided in staff meetings.	FG Team Leader and monitored by SLT	At the end of the summer term based on end of year results in SPAG and writing £550 towards resources
Total budgeted cost					£18,050

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?
To ensure SEN pupils who are also PP continue to make good levels of attainment	Full time SENCO and SEN TAs. TA Support	SENCO able to lead SEN across the school and coordinate interventions, outside agencies and support with EHCP referrals. Also provide small group teaching within the school/.	High quality training and CPD inc SENCO award and support from SAST (MAT) through SEN group.	DHT to line manage SENCO	Review as part of performance management cycle at the end of the academic year. £3,000 towards staffing
To ensure pupils with more complex behavioural, social or emotional needs are observed in class and the class teacher follows recommendations from an advisory teacher	Buy in advice from - Behaviour Support Advisory Service (Dorset BSS)	Annual pre and post intervention questionnaires demonstrate the positive impact for pupils and families receiving this specialist support. Benefits include: less social exclusion, increased academic engagement and greater understanding of needs	The SENCO has termly planning meetings with the BSS advisory teacher to review progress and identify needs	SENCO	Termly planning meeting with BSS (LA Behavioural Service) advisory teacher Reviews to be embedded into provision mapping £3115 BSS Cost
To ensure pupils with specific learning difficulties are formally assessed and programmes of work are devised and reviewed by an advisory teacher	Buy in advice from - Specialist Educational Needs Support Service (Dorset SENSS) 30 hours of support per year	Last academic year, pupils completed full diagnostic assessments; some were diagnosed with dyslexia and some with visual discrimination difficulties. All children engage in a regular programme of work with a TA and when reviewed all had progressed, some beyond the actual months in their new reading and spelling ages	The SENCO has termly planning meetings with the SENSS advisory teacher to identify needs and plan assessments. Reviews are then completed after 6 months. The SENCO delegates the programmes of work to the Senior TAs or SEN TAs. This is then reviewed through termly target setting and target reviews	SENCO	Termly planning meeting with SENSS advisory teacher Reviews to be embedded into provision mapping Targeted children also complete Salford and SWST assessments every three months in line with the assessment cycle £2000 SENSS (20 hours)

To ensure all barriers to learning are understood, monitored and reviewed	Buy in assessment and advice from the County Educational Psychology team	Dorset County Council strongly advocate the use of the Educational Psychology team to understand children and support teachers and TAs in schools	The SENCO has termly planning meetings with the EP and parents to identify needs, plan assessments and review progress.	SENCO	Review meetings with the EP Reviews to be embedded into provision mapping £1800 Ed Psych Team
To raise the attainment of writing in the Upper School	Year 5 and 6 writing club	Following the enthusiasm and success of last years writing clubs this initiative will be introduced to promote a passion for writing amongst the Year 5 and 6 pupils -	Year 5 and Year 6 team leader and TA to work together to plan fresh and exciting ideas. Feedback sought regularly from children	Year 5 and Year 6 team leader Year 6 TA	Reviews to be embedded into provision mapping Before and after intervention questionnaire £880 to support the club
To raise the attainment of reading, writing and maths in Foundation Stage	Foundation class teachers to be released from class and covered by a TA for one hour each per week so that they can target intervention for the lower achieving children	The class teachers are in the best position to target and enhance the learning of the lower achieving children in reading, writing and maths	Foundation Stage leader to monitor children's progress on the provision mapping, Tapestry and SPTO data	Foundation Stage leader and teacher	Reviews to be embedded into provision mapping Before and after intervention assessments Intervention Case Study £3040 towards staffing cost
To improve fine motor skills in KS1	TA to run a daily KS1 Fine Motor Skills group	Evidence shows that improved fine motor skills have an enhanced impact on children's pencil control which in turn positively promotes fluent writing - (<i>evidence - work scrutiny</i>)	KS1 teacher to oversee children who are selected, resources and progress made	KS1 team leader	Reviews to be embedded into provision mapping Before and after intervention assessments £100 towards approx cost
To ensure targeted intervention is delivered to tackle personal learning gaps	Senior TAs to be allocated to each team to support teaching and learning	Since introducing the new role of Senior SEN TAs we have seen the positive impact on learning. As the Educational Endowment Foundations states: Evidence	The SENCO monitors the work of the Senior TAs through reviewing their termly assessments and follow on target setting, target reviews and case studies	SENCO	New targets are set in September, January and April and reviewed in December, March and July.

		indicates that one to one tuition can be effective, on average accelerating learning by approximately five additional months' progress.			Reviews to be embedded into provision mapping £30,677 towards salary costs
To continue the Emotional Literacy support in the school	Maintain three ELSA trained TAs to deliver intervention and provide resources.	Our three ELSAs are well respected and regarded in the school by children, parents and teachers. The ELSA intervention is continuing to have a measurable success both in class and in sessions. The demand for need outweighs the availability of ELSA sessions therefore it is important to maintain three ELSAs. ELSA continue to deliver 1-1 intervention as well as nurture groups.	The SENCO has termly planning meetings with the ELSAs following referrals from the head, class teachers, the PSA or Children's Services. Targets are identified and pre and post questionnaires are completed by children and teachers	SENCO	Following referrals and pre-intervention questionnaires new targets are set in September, January and April and reviewed in December, March and July. Some case studies are also written following ELSA £1050 ELSA Resources
Speech and Language TA support intervention delivery in the school	TA to deliver Speech, Language and social communication intervention	Our Speech and Language TA is well respected and regarded in the school by children, parents, teachers and the NHS link therapist. The intervention is continuing to have a measurable success both in class and in sessions.	The Assistant head/SENCO has termly planning meetings with the Speech and Language TA. This is to plan the caseload using information from NHS SALT programmes and in-school assessment tools. Targets are identified and resources are either sought from SALT or purchased.	Assistant headteacher/ SENCO	New targets are set in September, January and April and reviewed in December, March and July. BPVS is completed with the Reception children and other identified children in September and June. Narrative Therapy assessments (Peter and the Cat/ The Squirrel) are completed termly. £4293 towards S&L TA
To continue intervention through Learn to Move. Move to	Learn to move. Move to Learn delivered	TAs assesses identified children using the ABC Battery of Movement skills. This identifies a	The SENCO has termly planning meetings with the Learn to Move. Move to learn trained TA. This is	SENCO	New targets are set in September, January and April and reviewed in December, March and July.

Learn trained staff in the school	through Cool Club intervention	high need for gross motor skills/ fine motor skills intervention. Children who participate in the intervention gain better spatial awareness skills and learn to control their movements more effectively. Case studies show the positive impact in the classroom and on the playground.	to plan the caseload using information from teacher referrals and the ABC Battery of Movements assessment tool.		ABC Battery of Movements assessment is completed with identified children in September and June. £1520 on Learn to Move
To enhance positive parental engagement and promote key parenting skills	Parent Support Advisor employed by the school	We have appointed a new PSA to follow on from our already experienced PSA of the past two years/ Our PSA has huge amounts of experience and knows many of the families in the local area through his work in the children's centre.	The SENCO has termly review meetings with the PSA following referrals from class teachers, Children's Services de-escalation or self referral.	PSA under the direction of the SENCO and Headteacher	Reviews to be embedded into provision mapping Intervention Case Studies My Concern £ 17148 PSA Salary
To provide children with a small structured group setting during lunchtime to prevent over arousal and to positively build social communication skills	Lunchtime club	The introduction of lunchtime club has been a huge success. It has reduced difficult situations at lunchtime and actively promotes positive social skills including friendships, turn taking, good eating habits and listening to one another. It continues to go from strength to strength	The SENCO has termly planning meetings with the TAs delivering lunchtime clubs. The Senior Lunchtime Supervisor is regularly in consultation with the TAs delivering lunchtime clubs if new issues arise.	A team of TAs under the lead of SENCO	Reviews to be embedded into provision mapping Intervention Case Study £1520 Lunchtime Club
Total budgeted cost					£70,143

iii. 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?
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To ensure that all children have equal opportunities to benefit from school trips and extra-curricular activities.	Pupil grants and individual teacher budgets	There are equal opportunities for access to enriching experiences. Clubs and trips broaden children's experiences and self-esteem. This can also be seen as offering respite to families in need.	Each individual grant request will be considered and specific reasons will be given for the benefits it will have on the child's learning and attainment.	Team leaders	Reviews to be embedded into provision mapping £2500 on grants for trips etc
To promote holistic development alongside cooperation, communication and confidence	Forest Schools	Following the previous success of Forest Schools and our new Eco School Award, Forest School is a popular initiative that fully utilises our beautiful grounds. Children have a sense of enrichment and become passionate about connecting with nature.	Gore Farm is a local passionate company who had a significantly positive impact on our children's development and our environment previously. Lessons are well planned, equipment handling is taught skillfully and risk assessments are thorough.	Team leaders	Reviews to be embedded into provision mapping Before and after intervention questionnaire Intervention Case Study £850 for Forest Schools
Total budgeted cost					£3350

6. Review of expenditure				
Previous Academic Year		2017-18		
i. Quality of teaching for all				
Desired outcome	Chosen action / approach	Impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
To improve the teaching and learning for all pupils including Pupil Premium	<ul style="list-style-type: none"> DH strategic role across the school Smaller EYFS class size Singapore Maths scheme in all years Improved reading and phonics resources Additional TAs to support classes 	The teaching and learning improved in all classes and outcomes reflected this. In EYFS and KS1 attainment and progress were inline with national averages for all pupils and slightly below in KS2 (although predictions for this year are above). Staff expertise continues to improve and with our new maths scheme predictions for Maths across the school are inline or above national averages this year.	<ul style="list-style-type: none"> We will continue with the majority of the mentioned actions and approaches as they have been a success We have to continue to carefully review all areas of resource expenditure to measure its impact There is a need to continue to focus some of our expenditure on particular groups of pupils who are PP (non SEN and slow movers) 	£ 29,986
ii. Targeted support				
To target support for all of our PP children including those with SEN needs	<ul style="list-style-type: none"> Outreach services (BSS, SENSS, Ed Psych) Full time out of class SENCO SEN TAs to work with PP children ELSA Support PSA to work with families 	Our targets support for children continues to be a huge success story for the school and enables many of our PP and SEN children to access the curriculum in a range of ways. Our SEN pupils that are also PP continue to make high amounts of progress and the support we offer families continues to grow yearly.	<ul style="list-style-type: none"> SEN TA support would be more effective within the classroom setting Interventions need to happen at the point of teaching by the same class TA Streamlining outreach services for SAST needs to be a priority Training of staff to complete screenings such as Dyslexia will be financially beneficial for the future. 	£70,325

	<ul style="list-style-type: none"> • Speech and Language and Learn to move • 			
iii. Other approaches				
Desired outcome	Chosen action / approach	Impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
To directly support families and children in innovative and effective ways	<ul style="list-style-type: none"> • Uniform grants • Financial support for trips • Grants for clubs • Forest School • Cooking club and food • Weekly Toddler group 	<p>We continue to effectively target support for the needs of our diverse disadvantaged families. Working as a team we analyse the needs of individuals and their families and offer directed support particularly at families time of need. This continues to be hugely successful and support our diverse set of families.</p>	<ul style="list-style-type: none"> • We will continue with this approach into the 2018-19 year • Careful tracking and impact measurement of this is vital • PSA needs to be in control of some of this budget to support his role with our families. • 	£1,269
			TOTAL SPEND	£101,580