

# HORWOOD AND NEWTON TRACEY PRIMARY SCHOOL 2019-2010

## Pupil premium strategy / self-evaluation (primary)

1. Summary information					
School	Horwood and Newton Tracey Primary School				
Academic Year	2019/20	Total PP budget		Date of most recent PP Review	29.9.19
Total number of pupils	95	Number of pupils eligible for PP	11	Date for next internal review of this strategy	Summer 2020

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving expected standard or above in reading, writing & maths	50%	
% making expected progress in reading (as measured in the school)	50%	
% making expected progress in writing (as measured in the school)	50%	
% making expected progress in mathematics (as measured in the school)	60%	

3. Barriers to future attainment (for pupils eligible for PP)	
<b>Academic barriers</b> <i>(issues to be addressed in school, such as poor oral language skills)</i>	
A.	Poor behaviour for learning especially in independent work and reflection of own ability (meta cognition)
B.	Social and emotional problems (mental health and well-being)
C.	Speech and language processing
<b>Additional barriers</b> <i>(including issues which also require action outside school, such as low attendance rates)</i>	
D.	Term time absence

4. Intended outcomes (specific outcomes and how they will be measured)		Success criteria
A.	Whole school focus on behaviour for learning (see curriculum aims, intention and ethos)	Improved behaviour for learning
B.	Mental health policy	Improving mental health
C.	Investment in Language Link and support for language processing	Improved S & L
D.	Continued focus to reduce term time absence	Unauthorised absence figs improve

5. Review of expenditure				
Previous Academic Year		2018/2019 £14110.16 see breakdown of spending in last year's planning document		
i. Quality of teaching for all				
Action	Intended outcome	Estimated 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
Improve maths reasoning skills	Whole school approach	% achieving KS1 and KS2 expected in maths to raise for PP	KS2 SATs results 50% of PP children achieved maths (1 pupil out of 2)	
Behaviour for learning approach	Engagement in learning developed	Better concentration in lessons and during independent work	Whole school approach very successful. Need to develop more independent learning skills (mega cognition)	
ii. Targeted support				
Action	Intended outcome	Estimated 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
Targeted interventions small group and 1:1	Improvement in results	% achieving KS1 and KS2 expected in writing to improve. 62% KS1 writing 0% PP (1 child)  85% KS2 writing 50% PP (2 children)	Targeted small group and 1:1 work effective	

Targeted interventions small group and 1:1	Improvement in results	% achieving KS1 and KS2 expected in reading to improve. 62% KS1 reading (0% PP 1 child (92% KS2 reading (100% PP)	Targeted small group and 1:1 work effective	
Hi 5, Fun Fit and Forest school	Improvement in S, E and MH	Improvement in overall mental health and wellbeing from target pilot Forest School	Ensure that all Foundation and KS1 children have weekly Forest School entitlement and roll out to include KS2	
<b>iii. Other approaches</b>				
<b>Action</b>	<b>Intended outcome</b>	<b>Estimated impact:</b> Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Boxall training	S, E and MH improvements	Increased opportunities for whole class/individual screening of children	Lunch time club needed to be budget for next academic year (19/20)	

## 6. Planned expenditure

**Academic year**                      **2019/2010 £13,873 budget - planned expenditure £18013.73**

The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

### i. Quality of teaching for all

<b>Action</b>	<b>Intended outcome</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
High quality teaching in classroom	Work differentiated during input and small group	Tracking sheets identify those children who need differentiated work in classroom	LSA and lesson observations will ensure that support is provided in a targeted way during small group	Class teachers	Termly

<b>Total budgeted cost</b>					<b>£3800</b>
<b>ii. Targeted support</b>					
<b>Action</b>	<b>Intended outcome</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Provide targeted writing, reading, and maths support through small group, 1:1 targeted provision	Improvement in academic achievement by PP children included in interventions	PLPs for children receiving targeted support, reviewed termly by LSA and Teacher and include pupil voice	Evidence documented in intervention files	<b>Class teacher, Headteacher and SENCO</b>	Termly
Involvement of external professionals (EP, Behaviour support, CAMHs, etc)	Identification of additional needs and targeted help	Observation of children and lack of progress with PLPs identify further input needed by external professionals	Reports and guidance from professionals will be implemented	Class teacher, Headteacher, SENCO	Termly
<b>Total budgeted cost</b>					<b>£6985.45</b>
<b>iii. Other approaches</b>					
<b>Action</b>	<b>Intended outcome</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Thinking Room use including lunch time club	Improved social, emotional and mental health	Boxall screening indicates individual and whole cohort need	Interventions will be documented and scrutinised	Esther Wooddisse and SENCO	Termly (cost £4484)
Mental health action plan	Improved social, emotional mental health	SHUE pupil survey School's mental health policy and action plan identifies need	Autumn Term online survey to be completed. Analysis of results and address issues raised. RAG progress on action plan	Esther Wooddisse	Termly (cost £200)

Addressing term time absence	Unauthorised absences to reduce	High number of children taking term time absence (17% of whole school)	Monthly attendance reports Termly attendance data analysis Governor support and involvement	Headteacher and Governors	Termly (cost £1444)
Language Link	Assess children with language problems and implement interventions to address	Screening will indicate those children who have language and processing problems	Reports from Language link and targeted intervention sheets detailing progress	Headteacher and SENCO	Termly (cost £900)
<b>Total budgeted cost</b>					<b>£7028.28</b>

## 7. Additional detail

Interventions and targeted support documented via tracking and assessment sheets for each year group and PP children identified.

Governor visits to review progress termly.