

Pupil premium strategy statement (primary)

1. Summary information					
School	Stoke Gabriel Primary School				
Academic Year	2018-19	Total PP budget	£10,560	Date of most recent PP Review	Sept 2018
Total number of pupils	105	Number of pupils eligible for PP	8	Date for next internal review of this strategy	June/July 2019

2. Attainment 2017 (Based on Y6 results)		
	<i>SG's figures for pupils eligible for PP</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving expectations in reading	100%	94 %
% achieving expectation in writing	100%	88%
% achieving expectation in maths	100%	88%
Progress Measure in reading		
Progress Measure in writing		
Progress Measure in maths		

3. Barriers to future attainment (for pupils eligible for PP, including high ability)		
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)		
A.	SEMH (ACE) Pupils being 'ready to learn' in class (pupils are in a secure place mentally/emotionally)	
B.	Secure ARE progress before end of KS2	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
C.	Attendance (particularly lateness)	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Pupils can access learning in class because their physiological, safety, belonging and esteem needs are met.	Pupils receive appropriate SEMH support to enable them to access their learning in the classroom, from the start of the school day.
B.	Higher percentage of PP pupils at ARE across the school.	Pupils receive appropriate and timely support from all staff within school to ensure progress is maximised. Pupil Premium Champion used to

		identify gaps in learning in consultation with class teacher and design intervention programme.
C.	Increased attendance/punctuality rates for pupils eligible for PP.	Targeted focus on increasing attendance and punctuality for pupils eligible for PP, with prompt intervention and effective monitoring of this group.

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?
Pupils can access learning in class because their physiological, safety, belonging and esteem needs are met.	Pupil Premium Champion Teacher Teacher to work with class teacher to assess PP pupils and implement appropriate interventions.	One of the most important jobs in a school is the Pupil Premium champion. Leading the management and delivery of provision for Pupil Premium is a key role and every school needs an effective Pupil Premium champion. John Dabell is a teacher, teacher trainer and writer. He has been teaching for 20 years and is the author of 10 books. He also trained as an Ofsted inspector. Visit www.johndabell.co.uk	Regular progress meeting between delivery Teacher, class teacher and HoS to ensure effective monitoring of progress.	M Medd (Head of School)	June/July 2019
	Group Thrive Sessions	The EEF found: "On average, SEL interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself. The average impact on attainment is equivalent to four months' additional progress." "SEL programmes appear to benefit disadvantaged or low-attaining pupils more than other pupils, though all pupils benefit on average."	Regular progress meeting between delivery TA and HoS to ensure effective monitoring of progress.	M Medd (Head of School) Thrive Practitioner	June/July 2019
Total budgeted cost					Staffing £3,379.20 Resources £1,056.00
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?
Pupils can access learning in class because their physiological, safety, belonging and esteem needs are met.	Access to MAST	Utilise the support offered by Plymouth Excellence Cluster's MAST – to access a variety of support pertaining to SEMH, such as play therapy, etc.	Inclusion Hub Manager to seek evaluations from SENDCo/Head of School in the summer term to evaluate the service bought in from MAST.	Matthew Medd (HoS) Becky Humphreys – Inclusion Hub Manager	June/July 2019
	Inclusion Hub – access SEMH support (SEMH courses for children & outdoor forest school sessions)	Feedback from previously participating schools report a positive change in a child's ability to self-regulate, which has enabled them to access curricular learning more effectively. Our Inclusion Hub offers weekly courses for children, designed to address an element of SEMH (such as anxiety, anger management). For children with high levels of emotional need (particularly those at risk of exclusion) a longer, outdoor session is offered where children have the opportunity to engage in forest school activities, whilst exploring ways of managing their emotions.	Pre-course questionnaires and SDQs sent out to participating children, teachers, and parents (pre and post sessions) to measure impact. Inclusion Manager and Head of School to monitor the reduction of dysregulation via behaviour records.	Matthew Medd (HoS) Becky Humphreys – Inclusion Hub Manager	June/July 2019
Total budgeted cost					£6,124.80
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?
Increased attendance/punctuality rates for pupils eligible for PP.	Closely monitor of attendance for PP pupils to identify those with poor attendance (rag rated amber for 92% - 95%, and red for below 92%) - particularly looking at lateness.	Children cannot learn if they are not in school. Increased levels of attendance will ensure that children are in sessions and are consistently in school to learn.	Head of School, alongside admin to identify those PP pupils who are in the amber/red range and those who are consistently late. Actions to be agreed and carried forward promptly. Termly reviewed.	M Medd (Head of School) (Admin support)	June/July 2019

	<p>Follow the correct academy procedure for issuing attendance warnings, which may result in EWO involvement and possible prosecution.</p> <p>Identify barriers to attendance/look for trends. The PPG could be used for aiding attendance where specific barriers have been identified (such as transport).</p>			<p>Becky Humphreys - Inclusion Hub Manager</p>	
Total budgeted cost					

6. Review of expenditure 2017-18

Previous Academic Year

i. Quality of teaching for all

Desired outcome	Chosen action/approach	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
Additional staffing which allows for additional, targeted support for children.	Recruit additional TA to ensure there is capacity for delivering additional support (especially SEMH) in school.	TA employed in June 2018 – Thrive trained but too little time for impact Pupil Premium Champion - Teacher employed 2 hours a week to work with PP children across the school.	Aim to start the academic fully staffed. Access CPD opportunities offered by the Inc Hub to develop staff in SEMH support. Impact was hard to measure	

ii. Targeted support

Desired outcome	Chosen action/approach	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
Pupils can access learning in class because their physiological, safety, belonging and esteem needs are met.	Access to MAST	No PP pupils required additional services this year.		
	Inclusion Hub – access SEMH support (SEMH courses for children & outdoor forest school sessions)	No PP pupils needed to attend		

iii. Other approaches				
Desired outcome	Chosen action/approach	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
Increased attendance/punctuality rates for pupils eligible for PP.	Closely monitor of attendance for PP pupils to identify those with poor attendance (rag rated amber for 92% - 95%, and red for below 92%) - particularly looking at lateness.	Working with parents to improve attendance has been very effective. Pupil Premium Champion - Teacher employed 2 hours a week to work with PP children across the school. Morning routines etc	Work with families. Identify barriers outside of school e.g morning routine leading to lateness at school.	

7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.
Our full strategy document can be found online at: www.aschool.sch.uk