

## Cambo First School Pupil Premium Strategy / self-evaluation 2019

<b>Academic Year</b>	2019-2020	<b>Total PP budget</b>	£7800	<b>Date of most recent PP Review 2019</b>
<b>Total number of pupils</b>	48	<b>Number of pupils eligible for PP</b>	6 12%	<b>Date for next internal review of this strategy</b> September 2020

### 1. Current attainment

	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP national KSI</i>
<b>% achieving expected standard or above in reading, writing &amp; maths</b>	100%	90%
<b>% making expected progress in reading (as measured in the school)</b>	100%	90%
<b>% making expected progress in writing (as measured in the school)</b>	100%	90%
<b>% making expected progress in mathematics (as measured in the school)</b>	100%	100%

### 2. Barriers to future attainment (for pupils eligible for PP)

#### Academic barriers

<b>A.</b>	Social and Emotional at lower than age expected development level. 17% [1 child]
<b>B.</b>	Higher ability pupils with lower aspirations for highest levels of attainment. 0
<b>C.</b>	Speech and language at lower than age expected development level 0

### 3. Review of expenditure

<b>Previous Academic Year</b>	<b>5 children – 1 extra child joined us summer term 19 Break down 2 E6/2 FSM/ 1 LAC/ 1 Post Lac exp: £4900 + proportion of 12k makes up difference</b>
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<b>i. Quality of teaching for all</b>				
<b>Action</b>	<b>Intended outcome</b>	<b>Impact</b>	<b>End of year thoughts</b>	<b>Cost</b>
TA employed to provide Precision teaching and 1 <sup>st</sup> Class Math interventions.	High attainment Standards for PP pupils.	18/19–83% reached age appropriate outcomes in all areas. 17% 1 child who joined Cambo in KS2 was just below average score of 100 in maths. This child was Expected in all other areas.	Confidence boosted re HFW / Topic words and have a go attitude really instilled in two of the children. The boost supported Phonological Awareness in threshold thus enabling them to meet the threshold of 32 They have enjoyed the interventions. The intervention was extended to others in the group Other interventions run: Read Write Inc, 1 <sup>st</sup> Class Maths. Child working just below average is working between 93-97 gaps in knowledge and understanding rather than ability.  This needs to continue developments in very small steps. Academic achievement of specific child maintained on the whole at depth and he is working with the tutor more readily. A good relationship has developed and this will be a springboard for further development . Previously delivered 1-1 this service will now work with specific child individually and as part of a small group.	£12000* Proportion of time Not full 12k although this TA supports all of the children in class whilst not carrying out interventions
Behavioural Services Intervention	Support for social and emotional needs	10x 1 hour sessions across each term. Total 30 sessions		
Thrive–staff training and Individual assessments and plans.  MAPA update for all staff Annually	Address the needs of Vulnerable children who May display disruptive/challenging behaviour.  To provide identified training for staff to meet the needs of the children	1 child multi trauma Better staff awareness resulted in increased referrals. Parents And staff reported improvements in behaviour.  Staff feel more confident in handling behaviour when/where necessary	Staff member trained plans drawn up and staff actively using these as support for specific children. Greater understanding of behaviours .  Practitioners attended 6 x 2hour twilight sessions with NCC training this is necessary to keep the accreditation	£400

<b>ii.Targetedsupport</b>				
<b>Action</b>	<b>Intendedoutcome</b>	<b>Impact:</b>	<b>Lessonslearned</b>	<b>Cost</b>
Interventions delivered to Individual pupils for Language ,Maths and Social and Emotional Development.	Progress for individual Pupils in targeted areas.	End of intervention analysis showed good progress made. 1 child in Y1 struggling with phonics acquisition . Scored above the threshold at 33 now working at 97-100. Further work to boost development in 2020 1 child new to school in Y3 LAC had a great many gaps in learning still not at expected but confidence level has increased and gaps are becoming less obvious. Working 93-97 which is jus below expected. Transition to middle school successful. Child who joined us in May/June 2019 –working at expected writing intervention in place will continue 2019-20	Good progress, Social and Emotional difficulties-difficult. Slow progress having spoken with other specialists etc we know we are doing a good job but progress is in tiny little steps.  Continue to target pupils based on individual need.	Included *above

**iii.Otherapproaches**

Action	Intended outcome	Impact:	Lessonslearned	Cost
<p>To develop enrichment Activities to further extend the curriculum</p> <p>Yoga 18 weeks Visits out of school 3 Visiting specialists to bring learning to life 3 Music across the school violin 38 weeks</p>	<p>To provide cultural, creative Opportunities. Facilitate the playing of an instrument for every child in Y2,3,4 To enrich and extend curriculum opportunities especially with reference to writing and music</p>	<p>7 children Gender 2 boys - 100% of boys gained expected or better in reading writing maths and science 5 girls - 100% of girls gained expected or better in Reading 80% girls gained expected or better in Writing, Maths and Science</p> <p>50% of boys at depth in Reading/Maths 20% of girls at depth in Reading/Writing/Maths and Science.</p> <p>Every child in Class 2 had 38 lessons of violin. They completed their Discover Award via Arts Award. Every child was able to perform for the community</p>	<p>This enrichment does impact on pupils' engagement and benefits other pupils who are not eligible for PP, but have fewer opportunities to enjoy Cultural/creative experiences.</p>	<p>£1500 £1200 £900</p>
<p>To provide uniform/sporting attire/ OAA and equipment to take part in curricular, OAA and extra curricular activities e.g. football boots, shin pads, waterproofs etc</p> <p>Subsidise a Y4 residential to Kingswood and other school visits</p>	<p>To ensure that children have the correct attire and equipment to take part in activities which require specialised equipment</p>	<p>Increased self-awareness and Confidence in having the correct attire, ability to take part in activities requiring specialised attire and equipment. Confidence increased</p> <p>Outdoor learning benefits all of our children across the school but developing independence Friendships in a transition year through a residential visit is a significant priority to develop citizenship in real situational learning. We also use this experience to find friends going with us to our next middle school</p>	<p>Parents purchased items and handed in receipts much easier than school looking to purchase. 1 family was supported with costs of actual residential</p> <p>Staff and parents observed tangible improvements and participation had a significant impact on children's independence and confidence in beginning the next phase of their education.</p>	<p>£200 £700</p>

**4.Plannedexpenditure**

<b>Academicyear2019-2020</b>	<b>Pupil Premium budget £7800</b>
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How we use our 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>Review</b>
TA employed to provide: 1 <sup>st</sup> Class Maths/Support Maths Precision Teaching Read Write Inc	High attainment standards For PP pupils including for More able pupils.	EEF1:1Tuition may result in gains of up to 5 months. EEF states SEL interventions have an identifiable and valuable impact on attitudes to Learning and social relationships in school. They also have an average overall impact of Four months' additional progress on attainment.	Ring fence timetable. Before and after intervention [PLP] Observation of teaching and learning with TA Impact on assessment termly	Mrs Cummings/ Sendco	Not full 12k although this TA supports all of the children in class whilst not carrying out interventions  £960
NCC Support via SLA for Language - intervention Behaviour - intervention Ed Psych	1 child behaviour/nurture 1 child language/confidence Completed in group work as well as individual			Mrs Cummings NCC staff	£1800
<b>Total budgeted cost</b>					£2760

**ii.Targetedsupport**

<b>Action</b>	<b>Intended outcome</b>	<b>Whatistheevidenceand rationaleforthischoice?</b>	<b>How will you ensure it is Implemented well?</b>	<b>Stafflead</b>	<b>Whenwillyou review</b>
<p>To further develop enrichment Activities to further extend the curriculum</p> <p>Yoga 18 weeks Visits out of school 3 Visiting specialists to bring learning to life 3 Music across the school violin 38 weeks Lego Club 10 x 1 hour sessions</p>	<p>To provide cultural, creative Opportunities. Facilitate the playing of an instrument for every child in Y2,3,4 To enrich and extend curriculum opportunities especially with reference to writing and music</p>	<p>Arts participation, increased cultural creative participation to support aspirations. EEF suggests a two month gain. EEF states SEL interventions have an Identifiable and valuable impact on attitudes to Learning and social relationships in school. They also have an average overall impact of Four months' additional progress on attainment. Research shows that disadvantaged pupils Need cultural capital to succeed in life.</p>	<p>SIP planning Curriculum Planning Budgeted</p>	<p>Mrs Cummings</p>	<p>On going milestones discussed at Governor meetings On going talk with children £540 £1200 £900 £200</p>
<p>Thrive–staff training and Individual assessments and plans. Assessments and actions Plans from Thrive Practitioner Specialised Programme targeted to Individual pupils</p> <p>MAPA update for all staff May 20 To be carried out in school</p>	<p>Address the needs of Vulnerable children who May display disruptive/challenging behaviour.  To provide identified training for staff to meet the needs of the children</p>	<p>This accreditation needs to be in place to ensure that we as professionals can deliver/act securely and professionally.  We need the training via THRIVE to develop current practice , complete plans and support 2 individuals in school effectively  EEF states SEL interventions have an Identifiable and valuable impact on attitudes to Learning and social relationships in school. They also have an average overall impact of Four months' additional progression attainment.</p>	<p>Mrs Patterson will create Thrive plans with children; and Staff will be able to put the plans into practice  THRIVE assessments where pertinent Plans drawn up and used for/with two children  Mapa holding techniques will be able to be applied safely and confidently.  6x2hr twilights for 19-20Focus –behaviour Use of qualified practitioner. Via NCC</p>	<p>Mrs Patterson Staff        Mrs Cummings Whole Staff</p>	<p>Address the needs of Vulnerable children who May display disruptive/challenging behaviour.  To provide identified training for staff to meet the needs of the children £400</p>
<b>Totalbudgetedcost</b>					£3240
<b>iii.Otherapproaches</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</b>
<p>Jigsaw PHSE Purchasing new scheme Universal programme PSHE Association subscription</p>	<p>Targeting social and Emotional learning To develop cultural/creative capital</p>	<p>EEF states SEL interventions have an identifiable and valuable impact on attitudes to Learning and social relationships in school. They also have an average overall impact of Four months' additional progress on attainment. Research shows that disadvantaged pupils Need cultural capital to succeed in life.</p>	<p>Use of quality first teaching delivered By class teachers. Planned event</p>	<p>Whole Staff</p>	<p>Termly after events. £800</p>
<p>To provide uniform/sporting attire/ OAA and equipment to take part in curricular, OAA and extra curricular activities e.g. football boots, shin pads, waterproofs etc</p> <p>Subsidise a Y4 residential to Kingswood and other school visits</p>	<p>To ensure that children have the correct attire and equipment to take part in activities which require specialised equipment</p>	<p>Previous discussion with parents has supported this addition. Many parents struggle with the cost of attending then the purchase of specific kit. We do not want children to feel different, nor do we want parents to feel different.</p>	<p>Staff and parents will observe tangible improvements and participation will have a significant impact on children's independence and confidence.</p>	<p>Mrs Cummings</p>	<p>£200 £600 £200</p>
<b>Total budgeted cost</b>					<b>£1800</b>
<b>5. Additional information</b>					