

Barlaston C.E (VC) First School Pupil Premium Planned Spend 2018-2019

Total PP budget		£23,340	Date of most recent PP Review	March 18	
Total number of pupils	135	Number of pupils eligible for PP	20	Date for next internal review of this strategy	March 19

Barriers to future attainment (for pupils eligible for PP, including high ability)

In-School Barriers

A	Poor language and communication skills (lack of opportunity for open discussion) limited concentration
B	Social and emotional barriers, low ambition ,low resilience, low self-confidence low self esteem
C	Two PP families still underachieving in reading , writing and maths
D	Poor writing skills (phonics) on entry to reception
E	Increasing number of mental health issues, no money to help address issues

External Barriers

F	Attendance
G	Lack of routine (sleep, food, homework, uniform)

H	Increased mental health issues	
I	Increase in need for “parenting” support	
Our Desired Outcomes		
		Success Criteria
A.	Children will develop good communication and language skills	<ul style="list-style-type: none"> • Children will be more engaged in class and group discussions • Children grow in confidence in and out of class • Children’s confidence to speak and hold discussions will increase • Evidence of the use of developed vocabulary
B.	Children will have higher self ambition, resilience, self-confidence and self esteem	<ul style="list-style-type: none"> • Children retain more friendships • Children are more confident about having a go, and making mistakes • Children have less fall-outs • Children need less support in class time to resolve friendship issues • Children are happier within themselves, and about who they are • They are able to list their good qualities, and know its ok to be who they are • Children display more independence (work and social) • Children talk about their future with enthusiasm
C.	Focused PP children (within two families) achieve expected in reading, writing and maths from their different starting points	<ul style="list-style-type: none"> • Intensive support put in place will enable these children to achieve and make rapid progress • Tracking will show these children making 4-6 points progress over the year

D.	Focused writing and phonic sessions will enable the PP children to make expected progress in writing from their different starting points	<ul style="list-style-type: none"> • A significant number of children will reach expected progress writing • Tracking will show these children making the required progress
E.	Additional funding/ support will be sourced to enable us to address the increasing mental health needs	<ul style="list-style-type: none"> • More support agencies will be helping our PP with their additional needs • Training, if required will be sourced • Pupils will have their additional mental health needs met
F.	Children's attendance (where applicable) will improve	<ul style="list-style-type: none"> • Reduction the number of persistent absentees among pupils eligible for PP • School will work closely with AttendEDU • EWO involvement will not be needed • Attendance for PP children is close to or in line with national
G.	Closer links with some PP families and giving additional support will enable the children to have a better routine, sleep pattern, care and attendance	<ul style="list-style-type: none"> • PP pupils will attend regularly • PP pupils will have an in school routine • Where needed support plans will be in place to improve routines at home.
H.	Children with complex/ mental health needs will be supported better	<ul style="list-style-type: none"> • Targeted support will be available for individuals with complex needs / mental health/ anxiety/ anger issues through the programme choosing to cope • Children will be more confident to attend open door surgeries where they can come and talk to a grown up about their concerns • Children will have a relaxing/ calm area to receive their support
I.	Closer links and support mechanism for families	<ul style="list-style-type: none"> • The PP children in homes where there are mental health issues will feel more supported

How will we reach these desired outcomes?

Desired outcome	Chosen action / approach	Why have we chosen this?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>Children will develop good communication and language skills</p>	<p>Teachers and teaching assistants will provide opportunities for children to become engaged in group/ paired/ whole class discussions.</p> <p>Sentence formation will be encouraged using talk tins and saying the sentence out loud</p> <p>Use drama activities to help develop discussion and vocabulary.</p> <p>External drama workshop purchased</p> <p>Focus work on sentences at appropriate level to child, simple sentence formation, compound and complex. Focus work on the development of new vocabulary</p> <p>Focused discussions on opinions and points of view Retelling of</p>	<p>Some pupils have limited speech and language skills, and find it hard to engage with their peers or adults. Such activities will help the children to value their own voice and articulate their thoughts</p> <p>This will help language skills and sentence formation</p> <p>Many of our pupils love drama experiences and this will help to develop their speech and language skills and enrich their vocabulary</p> <p>This will allow PP children to access richer language</p> <p>Saying the sentences out loud will help the children to develop their speech and communication skills, and will also develop their sentence formation and understanding</p> <p>By using story time/ discussion time, debate etc (all appropriate to the year group), children will develop the skills of presenting</p>	<p>Through observations during learning walks.</p> <p>Discussion with the pupil</p> <p>Book trawls</p> <p>Drama activities will be revisited, and demonstrated by Mr Horton. These will then be used in the classroom, and the impact will be monitored.</p> <p>External drama workshop will be evaluated and discussions will be held with the children to see how much they enjoyed/ benefited from the experience</p> <p>Observations will be carried out to observe such activities and the use of the spoken word first.</p>	<p>MC SLT Class teachers TAs</p>	<p>Implement Aut 18- onwards</p>

	<p>stories/ recounts verbally before written</p> <p>Use of talk tins to develop communication skills</p>	<p>their thoughts, debating their opinion and recounting events and activities.</p> <p>Using the talk tins will aid the development of communication skills, speech and language skills and this can be linked to sentence formation</p>	<p>A staff meeting will be held to look at opportunities for type of activity and how it will look different in each year group</p> <p>Pupil voice information will be gathered to see how reluctant speakers feel about these activities, and what they have enjoyed most.</p> <p>A review staff meeting will take place to evaluate the PP spend 18-19</p> <p>Lesson observations</p>		
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<p>Children will have higher self ambition, resilience, self-confidence and self esteem</p>	<p>Introduce growth mindset and positive thinking strategies</p> <p>Meeting with MC to look at their work and develop self esteem</p> <p>Development of skills to aid self-resilience and low self-ambition.</p> <p>Work on positive thinking and feeling good about what you can do- class activities</p> <p>Strategies to deal with making mistakes and trying again</p> <p>Focused activities on what is good about them as an individual</p> <p>Developing friendship skills and how to resolve friendship issues</p> <p>Focused activities on what is good about them as an individual</p>	<p>This will equip the children with skills to use when learning becomes challenging and confidence can be low</p> <p>Some children suffer from low self-resilience and low self-ambition. They automatically think they are going to fail, and be unsuccessful before they even start a task.</p> <p>By developing a positive thinking/ growth mind set, we will be helping to boost their confidence, give them the skills to believe in themselves, and see/ celebrate their successes.</p> <p>By teaching the children the mantra that mistakes are ok to make, we will be empowering them.</p> <p>Helping them to build their self-confidence as to what is good about them as a person, will help their self esteem</p> <p>Discuss why we become friends in the first place will help to give them the skills to resolve friendship issues, whilst keeping their self esteem high.</p>	<p>Discussions about their understanding of growth mindset</p> <p>Pupil voice meetings, discussions with individuals/ groups/ whole classes to see why they lack self esteem, confidence and how the activities have helped them.</p> <p>Evaluate through talking to the children how well the choosing to cope scheme has worked.</p> <p>Observing the delivery of the lessons.</p> <p>Observing the delivery of the choosing to cope scheme and evaluating.</p> <p>Pupil voice interviews to discuss issues with friendships and how the work carried out has helped the children to cope with fall outs</p>	<p>All staff</p>	<p>Nov onwards</p>
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<p>Focused PP children (within two families) achieve expected in reading, writing and maths from their different starting points</p>	<p>Work closely with the two families by holding informal meetings to encourage the parents to support their child's learning at home, eg reading/ homework</p> <p>Focused, clear support in place for the children within the two families (5 chn), this support is timetabled and more specific to enable children to progress at a quicker rate</p> <p>Regular meetings with TA and teacher to assess/ review intervention and plan next steps</p> <p>Weekly meeting with their teacher / TA to review learning</p>	<p>We are often told by parents that their child refuses to read at home, or to complete homework tasks.</p> <p>By holding informal meetings with the parents, and having the child present, we hope to show both the child and parents what support is expected from home, and emphasise to the child, the importance of completing such tasks at home</p> <p>The regular meetings with teacher and TA will enable the two to work closely together and monitor the progress and attainment more frequently</p>	<p>Meetings will be timetabled and booked in advance, ensuring parents have sufficient time and notice to attend</p> <p>Minutes from the meetings will be recorded as a record of the meeting taking place</p> <p>Meetings between Ta and teacher will be recorded</p>	<p>MC, staff, TAs</p>	<p>Sept onwards</p>
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<p>Focused writing and phonic sessions will enable the PP children to make expected progress in writing from their different starting points</p>	<p>PP children's reading and writing improves in line with non-pp children (Measured by Data, books and pupil voice meetings)</p> <p>Focused writing groups to address their need</p> <p>Focus on 1:1 writing interventions</p> <p>Group write activities to develop sentence construction, vocabulary, adjectives etc</p>	<p>Some pp children perform below the expected yearness level of attainment. We need to close the gap and address the issues that are causing this.</p> <p>Pupils will develop and the embed the learning in a smaller focused group</p> <p>Pupils will develop good concentration skills by working in such small groups and therefore engage in sentence work with greater ease.</p>	<p>Monitor PP pupils through staff notes and data tracking.</p> <p>Lesson observations</p> <p>Pupil voice interviews to discuss their work</p> <p>Reading records, individual and group</p>	<p>MC and staff</p>	<p>Sept onwards</p>
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Additional funding/ support will be sourced to enable us to address the increasing mental health needs	Time will be spent MC and SENCo to look at sourcing/ contacting additional support services, within and outside of Entrust to ensure we are meeting the needs of these children asap	Spending time sourcing additional support will ensure that we are ready to meet any emerging or existing mental health needs as soon as they arise or need to be addressed. Having the right contacts in the right places will save valuable time	Ensure sufficient time is made available for the head and SENCo to source support	MC and SENCo	Autumn term
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<p>Children's attendance (where applicable) will improve</p>	<p>The attendance of PP children improves (Measured by Attendance Data)</p> <p>Letters sent home explaining the importance of attending school regularly</p> <p>Rewards for the children for a full weeks attendance</p> <p>Traffic light attendance letters sent out termly/ half termly</p> <p>Attendance clinics letters to be sent out to parents who needs to be spoken to</p>	<p>Some children have poor attendance and regardless of letters being sent home informing parents of their child's poor attendance, it doesn't improve.</p> <p>Encouragement and recognition of attendance will encourage others to attend and keep attending regularly.</p> <p>This is the best way to ensure that parents are made aware of their child's attendance level in comparison to the expected</p>	<p>Monitored through attendance data analysis</p> <p>Regular contact with AttendEDU</p>	<p>MC CS</p> <p>AttendEDU</p>	<p>Weekly/Monthly</p>
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<p>Children will have a better routine, sleep pattern, care and attendance</p>	<p>Work closely with support groups to enable the correct support reaches the families</p> <p>Continue to work with LST and social worker</p> <p>Continue to run an open door policy to enable parents to come into school and discuss home situations that may be effecting their child</p>	<p>Working together with pupils and families who want to engage will improve lifestyles and aspirations for all.</p> <p>Support from external agencies will help families to seek the right support and enable futures to be more routine, impacting on attendance and progress.</p>	<p>Monitored through Attendance log and AttendEDU support.</p> <p>Discussions with parents whom we are supporting</p>	<p>MC AttendEDU All staff</p>	<p>Monthly</p>
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<p>Children with complex/ mental health needs will be supported better</p>	<p>Provide support for individuals in school require specialist support and hold relevant meetings</p> <p>Provide training for TAs to support children with complex needs</p> <p>Run small open door surgeries where the children can come and talk to a member of staff about their issues.</p> <p>Continue to work closely with autism outreach, CAMHS and Midlands Psychology to meet their needs</p> <p>Continue to develop sensory room</p> <p>Positive Play sessions to be timetabled</p>	<p>Many children come to school with social / emotional/ complex needs, and there is a real need to further develop the links with agencies, and to provide support for the children.</p> <p>This will help to address many issues through providing coping strategies for the children to draw upon.</p> <p>A sensory room is being developed, this will provide a secure and safe environment to help children with their needs feel at ease</p> <p>This will give PP children valuable 1:1 time to talk, play games etc with an adult or friends</p>	<p>Collating lists of outside agency support that we have accessed</p> <p>Evaluate with TAs and pupils the impact of choosing to cope</p> <p>Evaluate the success of the sensory room through staff and pupils voice</p> <p>Monitor Positive play and children's views on this</p>	<p>MC SLT</p>	<p>Ongoing</p>
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Training Requirements to Achieve the Desired Outcomes

Training	For Whom	When
Growth mindset	All staff	Twilight/ staff meeting
Positive Thinking	All staff	Twilight/ staff meeting
Training for any additional needs identified	Appointed staff/ all staff	As and when training/course is needed

How Intervention Will be Organised and Delivered

- Teachers will plan whole class activities where applicable and these will be delivered appropriately
- Teacher and TA will work closely to ensure that TA support is used smartly, effectively and is prioritised
- TAs will carry out specific interventions, support work to individuals or groups at a time within the school day that is appropriate.
- Support will be given to speech and language needs through 1:1 conversations with pupil/ adult, pupil/pupil, group discussions/ whole class opportunities
- TA to plan IEPs with class teacher

- Story time with individual children or small group/ whole class if appropriate to develop language skills and/ or issues re friendship, falling out/ getting on / parents splitting up etc – Positive Play
- Positive thinking/ self –esteem etc will be delivered as a whole school theme in assembly times/ class times by all staff but initially launched by HT
- Monies made available in order to pursue sensory room and its equipment

- Individual support/ group support will be delivered as appropriate, linked to the importance of making mistakes and providing pupils with the skills to address these feelings
- Individual support given by teacher/ TA with reading and writing skills. Following a set programme of support, enabling the individual to make progress
- Additional office support will enable us to track attendance and arrange any meetings, sending of letter etc to pupils with poor attendance.

- Additional office support will provide us with more dedicated time to access data and analyse progress and attainment