

Pupil premium strategy statement – North Mundham School

1. Summary information					
School	North Mundham				
Academic Year	18/19	Total PP budget	£42344	Date of most recent PP Review	Autumn 18
Total number of pupils	221	Number of pupils eligible for PP	29	Date for next internal review of this strategy	Dec 18

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths	20%	61%
% making progress in reading	?%	71%
% making progress in writing	?%	76%
% making progress in maths	?%	75%

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.	Weak literacy skills
B.	Less resilience in learning / emotional readiness for learning
C.	Low number fluency and learning of key facts
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Lower attendance rates than non-Pupil Premium Pupils Consistent parental support for learning

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Pupils make accelerated progress in reading, writing and maths	Gap in achievement in reading, writing maths is diminished Targets for each cohort are met
B.	Attendance of identified pupils improves. This will be monitored weekly and discussions with families will offer support if issues identified.	Attendance of identified pupils improves from 17/18 data Attendance of Pupil Premium Pupils is in line with attendance of all pupils.
C.	Pupil Premium families meet each half term with class teacher and are able to support their child's learning at home.	Families are supporting their child with home reading, spelling, homework and target books

5. Planned expenditure					
Academic year	2018 - 2019				
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?
Increase the % of pupils working at expected levels and at Greater Depth in maths Outcomes for PP pupils match outcomes for non PP pupils in half termly assessments.	Introduce Key Instant Recall Facts for each cohort for each half term. TA support for pupils where families are not able to support this learning.	These underpin pupil learning and enable pupils to build new learning more quickly	Lesson observation Governor visits Tests	Justin Murray	Dec 18 March 19 June 19
As above	Revise Calculation Policy Purchase programme to support this to evidence progress during the year.	Consistent teaching across the school is a recognised factor in 'highly successful schools'	Lesson observation Work scrutiny Governor visits	Justin Murray	Dec 18 March 19 June 19
Total budgeted cost					£3600
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?
Early Years Pupil Premium Pupils (including Summer born) make accelerated progress from their starting point	Small group intervention focused on reading (early phonics) and building a wider vocabulary to support social emotional development and play	Reinforcement of learning within 24 hours Research indicates that a wider vocabulary supports pupils access to learning in school	Lesson observation	Kate Harrison	6 weekly reviews
Interventions enable Pupil Premium Pupils (including those with SEND) to make progress at least in line with other pupils in reading and writing	Additional support to access class readers at KS2 Interventions such as Toe by Toe and Power of 2 Precision Teaching	The EEF Toolkit shows that targeted interventions matched to specific needs can be effective. We are also using some nationally recognised programmes.	Lesson Observation and tracking impact	Laura Finch and class teachers	6 weekly reviews
More able Pupil premium Pupils make strong progress from their starting points.	Teacher / TA support enables pupils to understand their next steps and how they can achieve this in their learning	The EEF toolkit evidences that good meta-cognition enables pupils to understand themselves as learners and achieve greater success	Teacher and TA working closely together to develop and support self assessment	Upper KS2 class teachers	6 weekly reviews
Total budgeted cost					32000

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?
Pupils with social emotional needs are supported in school and families have a strong relationship with school	Play Therapy and Learning Mentor support 6 weekly meetings with Pupil Premium families with agenda to include attendance and any barriers to learning	Sutton Report evidenced the value of metacognitive work in enhancing pupil progress	Regular reviews of impact	Julia Carey Laura Finch	6 weekly reviews
Continue to ensure that the gap between PP attendance and non PP attendance is diminished	Ensure high levels of inclusion in clubs, curriculum enrichment activities, sport and visits to promote well-being and enjoyment of school and enable pupils to develop positive learning behaviours	Sutton report shows that physical, mental and social emotional well-being lead to higher attendance and focus in school	Regular reviews of impact Monitoring uptake Pupil Questionnaire	Julia Carey	6 weekly reviews
Total budgeted cost					6000

6. Review of expenditure				
Previous Academic Year		2017-2018		
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
KS2 Learned sentence structures enhance pupil's writing	David Peat Sentences and progression in sentence structure document	Results were above national at KS2. Results for Y3,4,5 were strong and this will improve outcomes over time. 60% PP pupils achieved EXS in writing	Teachers have designed a Sentence Progression Document to support writing across the year groups. We will continue with this approach. It has been a very positive step forward and the pupils' repertoire of sentences will continue to build over the years.	£15,850
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
Improved achievement in Year 1 phonic screening	Additional active phonic sessions to support learning	Our phonics scores at Year 1 show a 3 year positive trend and boys phonics is now at least in line with girls. Pupil Premium Pupil achieved the phonic standard.	It is important that the teacher leads the active phonic sessions and these reinforce the learning from whole class phonics. These are now part of our teaching practice.	See below
Targeted support enables accelerated pro	Targeted 1:1 or small group support by specialist	This has been very successful at each Key Stage. In Class R pupils with low starting points made accelerated progress to achieve Good Level of Development. In KS2 the Y6 intervention increased pupils scores from mid 80s to mid to high 90s.	The focus of interventions will change in line with different cohorts of pupils in response to their learning needs.	£19,253
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
Pupils are resilient in their learning and access social emotional support	Work with play therapist or learning mentor on relevant issues	This has been successful with supporting social emotional behaviour. Attendance for Pupil Premium Pupils is increasingly close to that of non Pupil Premium Pupils	Some pupils required support for considerable periods of time. The support was welcomed by families. We will continue with this approach.	See below
Pupils take part in activities that increase their well-being	Involvement in school clubs etc	This enables pupils to 'Belong, Believe, Achieve' in the Mundham Way. Clubs and Curriculum Enrichment Activities widen pupils' life experience and support families. 75% of Pupil Premium Pupils take part in activities and we hope to continue to increase this percentage further (previously 65%)	We have funded book purchases to enable pupils to take part in Book Week and Reading Awards.	£6435