

- Pupil premium strategy statement (primary)

1. Summary information					
School	Hennock Community Primary School				
Academic Year	2017-18	Total PP budget	£11,880	Date of most recent PP Review	Jan/Feb 2018
Total number of pupils	34	Number of pupils eligible for PP	9 (26%)	Date for next internal review of this strategy	June/July 2018

2. Attainment 2017 (Based on Y6 results)		
	<i>Bearnes' figures for pupils eligible for PP</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving expectations in reading	100%	77 %
% achieving expectation in writing	50%	81%
% achieving expectation in maths	100%	80%
Progress Measure in reading	10.43	0.3
Progress Measure in writing	0.37	0.2
Progress Measure in maths	5.14	0.3

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.	Pupils being 'ready to learn' in class (pupils are in a secure place mentally/emotionally)	
B.	Identifying specific interventions for individual need	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
C.	Attendance - Persistent absence (ALL) in 2016/17 was 9.7%, higher than the national average of 8.7%	
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.	Evidence based interventions, that are closely matched to individual needs.	Pupils receive appropriate and timely interventions, which are closely matched to their needs - ensuring maximum progress.

C.	Increased attendance rates for pupils eligible for PP.	Targeted focus on increasing attendance for pupils eligible for PP, with prompt intervention and effective monitoring of this group.
-----------	--	--

5. Planned expenditure					
Academic year	2017-18				
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?
For pupils to have basic needs met to ensure they are physically, mentally, and emotionally ready to learn.	Natural Learning Curriculum/Forest School Sessions	<p>The EEF found that Adventure/outdoor education usually involves collaborative learning experiences with a high level of physical (and often emotional) challenge. Practical problem-solving, explicit reflection and discussion of thinking and emotion may also be involved. Outdoor adventure experiences can have positive impacts on self-confidence, self-efficacy and motivation.</p> <p>Through our own experiences of outdoor/natural learning, we found children to react very positively - with our PP children making significant gains in confidence and self-belief.</p>	<p>Planning and delivery from a trained Level 3 Forest School Practitioner.</p> <p>HoS to oversee delivery and quality assure.</p>	<p>Sarah Clarke (Head of School)</p> <p>Susan Stansfield (Admin)</p>	<p>June/July 2018 Programme (6 weeks) strengthened emotional resilience and reduced barriers to learning for PP children to enable them to progress at an accelerated rate.</p>
Evidence based interventions, that are closely matched to individual needs.	Review interventions that are currently taking place, and re-plan intervention timetable based on experience of effective support and EEF/evidence based intervention.	<p>To ensure maximum progress, interventions need to be closely matched, reviewed regularly, progress that can be easily tracked and evidence based.</p> <p>The EEF Teaching & Learning Toolkit highlights the best evidence based practice.</p> <p>Assistant SENDCo to help monitor and track the effectiveness of chosen interventions, and provide additional support where necessary.</p>	<p>Regular pupil progress meetings between TAs/Teachers and Head of School to discuss progress, and make changes where necessary.</p> <p>Assistant SENDCo to help monitor and track the effectiveness of chosen interventions.</p>	<p>Sarah Clarke (Head of School)</p> <p>R Humphreys (Assistant SENDCo)</p>	<p>June/July 2018 High quality individual interventions tailored to the needs of each of our PP children ensured gaps in learning were addressed and progress was accelerated and consistent.</p>
Total budgeted cost					£3000

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?
For pupils to have basic needs met to ensure they are physically, mentally, and emotionally ready to learn.	Natural Learning Curriculum/Forest School Sessions	<p>The EEF found that Adventure/outdoor education usually involves collaborative learning experiences with a high level of physical (and often emotional) challenge. Practical problem-solving, explicit reflection and discussion of thinking and emotion may also be involved. Outdoor adventure experiences can have positive impacts on self-confidence, self-efficacy and motivation.</p> <p>Through our own experiences of outdoor/natural learning, we found children to react very positively - with our PP children making significant gains in confidence and self-belief.</p>	<p>Planning and delivery from a trained Level 3 Forest School Practitioner.</p> <p>HoS to oversee delivery and quality assure.</p>	<p>Sarah Clarke (Head of School)</p> <p>Susan Stansfield (Admin)</p>	<p>June/July 2018</p> <p>The IIH offered support to the school and PP children and their families to overcome family issues and trauma, which allowed for good progress.</p>
	ELSA sessions (Emotional Literacy Support Assistant)	<p>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."</p> <p>"SEL programmes appear to benefit disadvantaged or low-attaining pupils more than other pupils, though all pupils benefit on average."</p>	Regular progress meeting between delivery TA and HoS to ensure effective monitoring of progress.	<p>S Clarke (Head of School)</p> <p>ELSA (Christine Anderson)</p>	<p>June/July 2018</p> <p>ELSA proved very effective. 1 pupil made significant progress, which was directly attributable to this programme.</p>

	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.	S Clarke (Head of School) Katherine Simpson (Inclusion Hub Manager)	June/July 2018 The influence of MAST was negligible as other interventions had significantly improved pupil progress. We will continue to build a relationship with this service and use elements for future need.
	Inclusion Hub – access SEMH support (SEMH courses for children & outdoor forest school sessions)	<p>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.</p> <p>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.</p>	<p>Pre-course questionnaires and SDQs sent out to participating children, teachers, and parents (pre and post sessions) to measure impact.</p> <p>Inclusion Manager and Head of School to monitor the reduction of dysregulation via behaviour records.</p>	Katherine Simpson (Inclusion Hub Manager) S Clarke (Head of School)	June/July 2018 Invaluable support throughout the year to monitor progress, suggest appropriate interventions and evaluate impact. Extend this service in future.
Total budgeted cost					£9000
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 rates for pupils eligible for PP.	<p>Closely monitor of attendance for PP pupils to identify those with poor attendance (rag rated amber for 92% - 95%, and red for below 92%)</p> <p>Follow the correct</p>	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 inclusion Manager and admin to identify those PP pupils who are in the amber/red range. Actions to be agreed and carried forward promptly. Termly reviewed.	Sarah Clarke (Head of School) Susan Stansfield (Admin)	June/July 2018 Office procedures tightened. Individual meeting with families and support led to increased attendance.

	<p>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>			support)	Hennock 3/306 in Devon.
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

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

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

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