

# Pupil premium strategy statement (primary)

1. Summary information					
<b>School</b>	Hennock Community Primary School				
<b>Academic Year</b>	2018-19	<b>Total PP budget</b>	£5,280	<b>Date of most recent PP Review</b>	October 2018
<b>Total number of pupils</b>	49	<b>Number of pupils eligible for PP</b>	4	<b>Date for next internal review of this strategy</b>	June/July 2019

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	0	100%
% achieving expectation in writing	0	75%
% achieving expectation in maths	0	100%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b> <i>(issues to be addressed in school, such as poor oral language skills)</i>	
<b>A.</b>	Pupils being 'ready to learn' in class (pupils are in a secure place mentally/emotionally)
<b>B.</b>	Identifying specific interventions for individual need
<b>External barriers</b> <i>(issues which also require action outside school, such as low attendance rates)</i>	
<b>C.</b>	Attendance of PP children - particularly lateness (97.3% attendance overall for 2018/18)
<b>D.</b>	Neglect - Early Help involvement

4. Desired Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	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>B.</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.
<b>C.</b>	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.
<b>D.</b>	Support in place for pupils and families through Early Help (TAF)	Pupils and school receive support through TAF support

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?
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>Member of school staff completing Level 3 training to become a Forest School Practitioner - she is also developing her farmland to accommodate Forest School.</p> <p>Therefore all planning and delivery will be 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>Gemma Houghton (Forest School Leader)</p>	June/July 2019
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 &amp; Learning Toolkit highlights the best evidence based practice.</p>	<p>Regular pupil progress meetings between TAs/Teachers and Head of School to discuss progress, and make changes where necessary.</p> <p>Provision mapping and Class Context sheets to be reviewed at pupil progress meeting between teachers and HoS. TAs involved in discussion about PP pupil's progress.</p> <p>Nessy Trugs</p>	Sarah Clarke (Head of School)	June/July 2019
Total budgeted cost					Staffing/Training £1,689.60 Resources £528.00

<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</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 implementation?</b>
<b>For pupils to have basic needs met to ensure they are physically, mentally, and emotionally ready to learn.</b>	<p>Natural Learning Curriculum/Forest School Sessions</p> <p>Breakfast Club</p> <p>Working with Early Help/ TAF support</p>	<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>Member of school staff completing Level 3 training to become a Forest School Practitioner - she is also developing her farmland to accommodate Forest School.</p> <p>Therefore all planning and delivery will be from a trained Level 3 Forest School Practitioner.</p> <p>HoS to oversee delivery and quality assure.</p> <p>HoS/Safeguarding Lead - liaising with Early Help</p>	<p><b>Sarah Clarke (Head of School)</b></p> <p><b>Susan Stansfield (Admin)</b></p> <p><b>Gemma Houghton (Forest School Leader)</b></p>	<b>June/July 2019</b>
	<p>ELSA sessions</p> <p>(Emotional Literacy Support Assistant)</p>	<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>	<p>Regular progress meeting between delivery TA and HoS to ensure effective monitoring of progress.</p>	<p><b>S Clarke (Head of School)</b></p> <p><b>ELSA (Christine Anderson)</b></p>	<b>June/July 2019</b>

	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.	<b>S Clarke (Head of School)</b>  <b>Becky Humphreys (Inclusion Hub Manager)</b>	<b>June/July 2019</b>
	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>	<b>Becky Humphreys (Inclusion Hub Manager)</b>  <b>S Clarke (Head of School)</b>	<b>June/July 2019</b>
<b>Total budgeted cost</b>					<b>£3,062.40</b>
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</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 implementation?</b>
<b>Increased attendance rates for pupils eligible for PP.</b>	Closely monitor of attendance for PP pupils to identify those with poor attendance (rag rated amber for 92% - 95%, and red for below 92%)	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.	<p>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.</p> <p>Following Link Academy procedures.</p>	<b>Sarah Clarke (Head of School)</b>  <b>Susan Stansfield</b>	<b>June/July 2019</b>

	<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><b>(Admin support)</b></p> <p><b>Becky Humphreys (Inclusion Hub Manager)</b></p>	
<b>Total budgeted cost</b>					<b>-£5,280</b>

6. Review of expenditure 2018-19				
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
For pupils to have basic needs met to ensure they are physically, mentally, and emotionally ready to learn.	Natural Learning Curriculum/Forest School Sessions	Strong ethos in the whole school around natural learning and regular forest school sessions by Forest School Leader.	Make these sessions more regular.	
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.	Provision maps reviewed termly by academy head.  Pupil Progress meetings termly  Nessy programme run Trugs intervention	Some staffing and timetabling restrictions.	
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
For pupils to have basic needs met to ensure they are physically, mentally, and emotionally ready to learn.	Natural Learning Curriculum/Forest School Sessions	Strong ethos in the whole school around natural learning and regular forest school sessions by Forest School Leader.	Make these sessions more regular.	
	Breakfast Club	Subsidised breakfast club and we have introduced an after school club this year	Wraparound care introduced to support families.	
	Working with Early Help/ TAF support	Support from Inclusion Hub with Early Help and TAFs		

	ELSA sessions (Emotional Literacy Support Assistant)	Staffing and time restrictions have hindered this this year.	Review staffing and class structures.	
	Access to MAST	EP used when needed.	Continue	
	Inclusion Hub – access SEMH support (SEMH courses for children & outdoor forest school sessions)	Several pupils have attended SEMH courses run by the Inclusion Hub	Continue to access support from the IIH	

### 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
<b>Increased attendance rates for pupils eligible for PP.</b>	<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 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>	Academy procedures followed plus EWO in certain cases. There were a few genuine illnesses going around the school including chicken pox which impacted attendance data.	Continue to follow Academy procedures and good communication with parents.	£5,280

## 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](http://www.aschool.sch.uk)