

Pupil Premium Strategy Statement**Pupil Premium Review for 2018 - 2019**

1. Summary information 2018/19			
Academic Year	2018-2019	Total PP budget	36538
Total number of pupils	120	Number of pupils eligible for PP	33

2. 2019 YEAR 6 SATs outcomes - use the format below or insert core data relevant to your setting	
Number of children eligible for PP:	1 out of 11 year 6 pupils
Proportion of children e.g. 3/12 (or %)	1/11
<p>1 child in year 6 was eligible for pupil premium funding in 2018/19. 1 pupils were in year 6. The PP child was the one child who achieved the standard in all three areas. Below is the year 6 data from all OTHER/NON PP pupils.</p> <p><u>English Grammar, punc and spelling</u> 8 pupils working below the standard and did not take the test – teacher assessment 3 pupils took the test 2 ACHIEVED THE STANDARD 1 did NOT ACHIEVE THE STANDARD</p> <p><u>English Reading</u> 7 pupils working below the standard of the test and did not take the test – teacher assessment 4 pupils took the test 1 pupil ACHIEVED THE STANDARD 3 pupils DID NOT AHCIEVE THE STANDARD</p>	

Appendix 1

Maths

5 pupils working below the standard of the test and did not take the test – teacher assessment
 2 pupils working at the standard but unable to take the test (anxiety) – teacher assessment
 3 pupils DID NOT ACHIEVE THE STANDARD
 1 pupil ACHIEVED THE STANDARD

2018/2019 PUPIL PREMIUM PUPILS: TEACHER ASSESSMENT end of term 6 All AGES - use the format below or insert core data relevant to your setting

Number of children eligible for PP:

33

PP - Primary	SL	Reading	Writing	PSED	Maths	Science
Outstanding	75	100	62.5	75	100	75
Good	12.5		25	25		13
Expected	12.5					13
Below Expected			12.5			

PP - Secondary	Reading	Writing	Maths	Science	SL	PSED
Outstanding	25	25	18	13	25	49
Good	13	18	13	13	13	19
Expected	43	44	44	56	37	19
Below Expected	19	13	25	18	25	13

Appendix 1

2019 RECEPTION TEACHER ASSESSMENT outcomes - use the format below or insert core data relevant to your setting								
Number of children eligible for PP:			2					
Proportion of children e.g. 3/12 (or %) 2 out of 7 pupils			Pupils eligible for PP (your school)		Pupils not eligible (your school)		Pupils not eligible for PP (national average)	
EYFS 2018/19: there is no difference in the attainment of PP pupils and non PP pupils.								
Purple	Purple Class	Communication and Language Level	Physical Development Level	PSED Level	Reading and Writing Level	Maths Level	KUW Level	EAD Level
Outstanding	100	100	100	100	100	88	100	88
Good						22		22
Expected								
Below Expected								

See further analysis from 2018/19.

[https://fossewayschool.sharepoint.com/TheMendipSchool/Leadership%20 %20Management/Pupil%20Premium/2018.2019/.~lock.Pupil%20Premium %202017-2018%20Final%20Impact%20and%20analysis.odt#](https://fossewayschool.sharepoint.com/TheMendipSchool/Leadership%20%20Management/Pupil%20Premium/2018.2019/.~lock.Pupil%20Premium%202017-2018%20Final%20Impact%20and%20analysis.odt#)

Pupil Premium Expenditure Strategy for 2019 - 2020

1. SUMMARY INFORMATION 2019/20					
Academic Year	2019-2020	Total PP budget	30000	Date of most recent PP Review	Sept 2019
Total number of pupils	132	Number of pupils eligible for PP	49	Date for next internal review of this strategy	Sept 2020

2. 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.	It has been identified that low self-esteem, poor emotional regulation and negative attitudes to learning are a barrier to achievement.
B.	Life skills from an early age has been identified as important for all pupils and needs discreet teaching for our cohort.
C.	Negative previous school experiences has been identified as a barrier to learning
D.	A high proportion of Pupil Premium pupils have been identified as having experienced significant early trauma, ACES, Parental Separation or have Social Services Input (see intelligent analysis). This can impact resilience and self-esteem.
E.	Some Pupil Premium Pupils demonstrate behaviours that challenge
F.	Pupil Premium Pupils can have Gaps in their knowledge from previous school placements or being out of school for significant periods before attending TMS
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
G.	It has been identified that access to local community and enriching experiences is poor for some pupils.
H.	A high proportion of Pupil Premium children have had traumatic early experiences ranging from parental separation, early trauma, ACES etc.
I.	69% of PP children have had negative experiences in a previous setting
J.	Almost half of our Pupil Premium children have, or have had, social care involvement

3. DESIRED OUTCOMES		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	All Pupil Premium Pupils will make progress in resilience and self esteem.	90% PP Pupils will increase steps on THRIVE assessments
B.	Improved engagement with Pupil Premium families through good communication and training opportunities	25% of parents of pupil premium children will access training opportunities
C.	All Pupil Premium Pupils will regularly attend school	89% attendance – increase from 87.1%
D.	All Pupil Premium Pupils will display positive attitudes to school and their learning opportunities	Serious incidences of behaviour for Pupil Premium children will reduce over the academic year.
E.	All Pupil Premium Pupils will access a personalised curriculum	A key stage 4 life skills curriculum will be in place by the end of academic year 2019/20
F.	All pupil premium pupils will make at least expected progress in Maths	100% of Pupil Premium children will make at least expected progress
G.	All pupil premium pupils will make at least expected progress in English	100% of Pupil Premium children will make at least expected progress
H.	All pupil premium pupils will make at least expected progress in Science	100% of Pupil Premium children will make at least expected progress
I.	All Pupil Premium Pupils will be emotionally resilient.	Where need identified, Pupil Premium Pupils will have access to therapies such as THRIVE, Art Therapy and Play Therapy
J.	All Pupil Premium Pupils will have Sensory Support	100% of pupil premium pupils will have appropriate to their need, sensory support.
K.	All Pupil Premium Pupils will have access to enriching experiences such as animal care, Trips and outdoor learning opportunities	100% of pupil premium children will access animal care and enrichment activities.

4. PLANNED EXPENDITURE					
Academic year	2019/20		Anticipated Budget	30000	
Anticipated number of pupils on roll	132		Anticipated number of pupils eligible for PP	49	
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?
All Pupil <i>Premium</i> Pupils will make at least expected progress in English, Maths and Science	Quality first teaching. Sounds Write Training Talk for Writing Training White Rose training Maths Projects within Trust	Teaching and Learning Toolkit, <i>Education Endowment Fund</i> <i>The Pupil Premium: How schools are spending the funding successfully to maximise achievement</i> (Ofsted, 2013) TMS experience shows us in class support is more effective than external interventions	Regular monitoring Lesson observations Learning walks Governor and LA SIP support.	EC	3 x per year
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?

Appendix 1

All Pupil Premium Pupils will have Sensory Support	Sensory Shine Occupational Therapy Sensory room project	Pupils on the autism spectrum all will have some level of sensory need as identified in their diagnosis.	Regular monitoring, impact of sensory shine to be observed and monitored.	EC	3 X per year
All Pupil Premium Pupils will have access to enriching experiences such as animal care, Trips and outdoor learning opportunities	Animal Care – chicken and rabbit project	Previous experience form 2018/19 informs us that animal care has a positive effect on emotional resilience and confidence	Clear timetables, regular monitoring, links to THRIVE assessments	EC and whole staff	3 X per year
Total budgeted cost					3000
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?
All Pupil Premium Pupils will make progress in resilience and self esteem.	THRIVE, Emotions Coaching, Mentally Healthy Schools	TMS experience has demonstrated that pupils who are resilient and have high self esteem make the most progress.	Regular programme of monitoring and assessment	EC all staff	3 X per year
Improved engagement with Pupil Premium families through good communication and	Parent training opportunities. Class teacher (MG) offering home support to families	Parental engagement is a key factor is positive outcomes for pupils	Regular planned training opportunities. Monitoring and assessment	EC all staff	3 X per year

Appendix 1

training opportunities					
All Pupil Premium Pupils will regularly attend school	Attendance project	Analysis attendance of pupil Premium pupils, can we identify and gaps or patterns.	Regular monitoring and communication with parents and any relevant medical professionals.	EC All Staff	3 X per year
All Pupil Premium Pupils will display positive attitudes to school and their learning opportunities	THRIVE practitioners in school offering individual and whole class therapy to all pupils including all pupil premium children. (equivalent to one full time practitioner)	THRIVE – evidence and research based - https://portal.thriveapproach.com/a/api/resource-file/?resource_id=273	THRIVE practitioners use online tracking tool to measure impact and plan effective interventions personalised for each pupil.	EC All Staff THRIVE Practitioners	3 X per year
All Pupil Premium Pupils will access a personalised curriculum	Continue writing of Life skills curriculum with other trust schools.	Importance of a curriculum that meets the needs of all our learners.	Regular plan, do review cycle.	EC All Staff	3 X per year
Total budgeted cost					24000

5. ADDITIONAL DETAIL

In this section you can annex or refer to **additional** information which you have used to inform the statement above.