

St Mary's Hampton Pupil premium strategy statement 2018/19



1. Summary information					
School	St Mary's Hampton				
Academic Year	2018-19	Total PP budget	£22,440	Date of most recent PP Review	Sept 2018
Total number of pupils	174	Number of pupils eligible for PP	20	Date for next internal review of this strategy	Nov 2019

2. Current attainment and progress		
Attainment for: 2017-2018 (based on end of KS1 assessment)	Pupils eligible for PP (no. of pupils)	Pupils not eligible for PP
% achieving expected standard or above in reading, writing and maths	2	28
% achieving expected standard or above in reading	50%	90%
% achieving expected standard or above in writing	50%	70%
% achieving expected standard or above in maths	50%	90%

3. Barriers to future attainment (for pupils eligible for PPG)		
A.	Poorly established learning behaviours	
B.	Specific social and emotional needs	
C.	Specific learning difficulties	
4. Desired outcomes		5. Success criteria
A.	Children are able to talk about their feelings in a controlled way and acknowledge problems can be solved.	Children benefit from positive friendships Children need less support in class time to resolve friendship issues
B.	Children make expected or better attainment and are resilient to learning setbacks.	Children set high expectations for themselves and believe they can achieve Parents support children's learning at home
C.	Children with specific learning difficulties receive extra support to meet their learning needs	PP children achieve in line with non PP children
D.	Children are given access to extra-curricular opportunities to develop confidence and self-esteem	Children have financial help with school trips and visits, music lessons and extra-curricular clubs

6. Planned expenditure

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Academic year	2018/19				
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?
Children are able to talk about their feelings in a controlled way and acknowledge problems can be solved.	PHSE lessons and regular Circle Time Drawing therapy, 1:1 pastoral support Elsa support Mentoring	Circle time allows a child to share anything on their mind and seek support or advice from children and adults. It creates an emotionally safe ethos in the classroom and the children will always feel happy to share their thoughts/fears/worries. This will mean the teacher is aware of concerns early on before they become a catalyst for anger. Children open up and learn strategies to cope with unhappy feelings. They find solutions to problems or friendship issues and they can then become more engaged in school work. Working with drawing therapy/Lego therapy, ELSA and mentoring, pupils have access to staff trained to intervene and help work through personal, social and emotional issues, as well as equipping them with strategies to help improve approaches to learning.	Progress of children reviewed during half-termly pupil progress meetings Drop ins to lessons will show the class ethos Training will be offered to staff who are unsure about good quality circle time. Intervention provision map will show the children who need support in this area. Regular liaison with SENDCo and HT to review and evaluate progress of children.	DHT SENDCo	Half-termly
Children make expected or better attainment and are resilient to learning setbacks.	Intervention strategy targeted to specific needs of PPG pupils	Children who are not on track to meet their end of year target will gain support from intervention teaching and specialist support (where applicable)	Intervention sessions for children most in need delivered by qualified teachers, recorded on provision map and reviewed half-termly	DHT SENDCo Class teachers	Half-termly
Children with specific learning difficulties receive extra support to meet their learning needs	Intervention strategy targeted to specific needs of PPG pupils	Children who are not on track to meet their end of year target will gain support from intervention teaching and specialist support (where applicable)	Intervention sessions for children most in need delivered by qualified teachers, recorded on provision map and reviewed half-termly	DHT SENDCo Class teachers	Half-termly
Children are given access to extra-curricular opportunities to develop confidence and self-esteem	Provision for Breakfast Club and funded access to school trips and extra-curricular clubs	Participation in school trips visits, and extra-curricular clubs, allows children to access different and challenging learning opportunities alongside their peers, building confidence, self-esteem and self-awareness.	Termly monitoring of eligible pupils to ensure all children have access to the same opportunities.	DHT SENDCo All staff	Half-termly

7. How will the school measure the impact of the Pupil Premium?

The impact of pupil premium spending will be measured and evaluated in the following ways:

- **Half-termly pupil progress meetings – impact of spend on attainment and progress for those eligible for pupil premium, informing future planning for relevant and appropriate interventions and provision**
- **Pupil premium strategy reviews – Termly review of provisions for eligible pupils, provisions for subsequent terms planned on basis of need**
- **Data analysis – school assessment data and Raise-online data used to review impact of spend and inform future provisions**