

# Pupil premium strategy statement (primary)

1. Summary information					
<b>School</b>	Camp Primary and Nursery School				
<b>Academic Year</b>	2018-19	<b>Total PP budget</b>	£46,340 +£200 <i>EYPPG+ for Spr/su 2019</i>	<b>Date of most recent PP Review</b>	July 2018
<b>Total number of pupils</b>	243	<b>Number of pupils eligible for PP</b>	30 + 6 EYPP + 1 CLA in N. <i>from Jan 2019</i>	<b>Date for next internal review of this strategy</b>	July 2019 <i>Updated Spr 2019</i>
<b>Review of previous year's strategy and spending</b>	<p>Pupil premium children are individually tracked each term and highlighted on all data analysis. They are discussed in detail at Pupil progress meetings so support, including emotional needs, can be met and reviewed on an individualised tailored approach. They are a key focus in class during teaching and independent learning and will be targeted for progress as part of the performance management process. They are prioritised for intervention support, including 1:1 and booster sessions from teaching staff.</p> <p>The spending for 2017-18 is detailed on the strategy document available on the website.</p> <p>Each year the strategies to support the children are reviewed and plans adjusted for the use of funding for the year ahead. We use the EEF research to identify the most effective ways to support children. Interventions to support progress in maths and English have been adapted for the year ahead so they are managed by the teachers in class and can therefore be more responsive to identified needs. We have also kept some EMAG support in classes so team teaching can support academic progress. Others strategies to support SEMH continue such as movement therapy, mentoring, counselling and family support workers.</p> <p>The school remains committed to adopting an SLT led 'above and beyond' approach which offers tailored care and support to individuals and their families when they need it.</p>				

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP</i>
% achieving in reading, writing and maths	2/4 50%	75 % (national non)
<b>Progress in reading</b>	EXS 75% -0.63 progress	+0.3
<b>Progress in writing</b>	EXS 75% -2.54	+0.2
<b>Progress in maths</b>	EXS 50%	+0.3

### 3. Barriers to future attainment (for pupils eligible for PP, including high ability)

#### In-school barriers

<b>A.</b>	Poor attendance / lateness for some PPG children leading to missed learning/ gaps and unsettled start to the school day
<b>B.</b>	Social, emotional and mental health issues for a significant number of PPG children
<b>C.</b>	Safeguarding issues and concerns for a significant number of PPG children
<b>D.</b>	Children not fulfilling academic potential

#### External barriers

<b>E.</b>	Confidence of parents to provide academic and social/emotional support
-----------	--

### 4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>
<b>A.</b>	Improved attendance for individuals where this has been highlighted as an issue
<b>B.</b>	Children have raised resilience, confidence and self-esteem which enables them to be ready to learn. A reduction in anxiety levels for children identified as needing individual risk reduction plans
<b>C.</b>	Children and families are supported as appropriate to address needs and feel safe
<b>D.</b>	To raise attainment in English and Maths
<b>E.</b>	Parents working in partnership with school to meet academic and social/emotional needs

### 5. Planned expenditure

mic year | 18 – 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	Staff lead	When will you review implementation?
To raise attainment in English and Maths	In-school staff training for all teachers through Staff Development Meeting time and INSET days/twilight training focussed on improving quality first teaching of English and maths with a particular focus on planning and assessment. (see SDP) (10% of £9000 = £900)	EYFS leader, English Lead	End of financial year

	<p>Staff who are new to Year groups to attend training about teaching and assessment in those year groups (£300)</p> <p>This year we have planned for all classes to have at least one Teaching Assistant with them every morning to provide flexibility to the running of interventions and allow for interventions to be immediate and in response to misconceptions and gaps as they are identified. (15% of TA time attributable to PPG children £14,850 in Y1-6)</p> <p>Professional development for teachers will be provided by using experienced teachers to team teach with less experienced teachers. 0.1 in KS1 and 0.2 in KS2. This support may be moved around if and when identified as necessary throughout the year. (£15,000)</p> <p>Equipment and resources for the EYFS outdoor areas to provide further CIL opportunities for inspiring children to write. (£2000)</p>	and Maths Leads.	
To support children's emotional and mental health in order to enable them to be ready to learn – building resilience, confidence and self-esteem	<p>Introduction of our new behaviour policy through SDMs and INSET day in September to clarify expectations and outline how we will work in an increasingly therapeutic way to support the needs of all children in the school. (£500)</p> <p>Most staff were trained in the STEPs approach last year, but ongoing support and refresher training will be needed to this year to ensure that the principles are fully understood and can be applied. We also plan to hold information sessions for parents to outline this approach to them. Using this approach should better enable staff to plan to prevent difficult behaviours from escalating and becoming harmful or highly disruptive to lessons. (£1600)</p> <p>Zones of Regulation training: This year we will also have training in using the 'zones of regulation' approach which will then become the key SEMH intervention for individuals and small groups in each class led by Teaching Assistants. This approach should help support children to develop better self-regulation skills. (£500)</p>	Deputy Headteacher and Assistant headteacher  SENCo – will oversee the introduction of Zones of regulation.	End of financial year
Children and families are supported as appropriate to address needs and feel safe	Training and resources over the last two years to enable all teachers to deliver Protective Behaviours teaching to all classes still needs to be continued to ensure that this is embedded in teaching practice consistently. This will also be woven into our new PSHCE scheme of work being developed in school by the PSHCe coordinator and Deputy headteacher. All parents will be provided with information booklets about PBs and all classes will be taught a series of 8-10 PBs sessions. (£1,000)	Deputy headteacher	
<b>Total budgeted cost</b>			£36,650
<b>ii. Targeted support</b>			
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>

To raise attainment in English and Maths	Interventions led by teaching assistants (pms): Maths and English interventions to offer targeted support for pupils where progress and/or attainment is a concern. (proportionally 13 hours a week of maths and English intervention time is given to PPG children: £6,916 a year)  Monitoring progress of PPG pupils: A significant part of the Deputy head teacher's time is to focus on the progress and attainment of the PPG children and ensure that their provision is working well to address their needs and any gaps in their learning. (termly monitoring 3 x £250 =£750)  Booster sessions in maths and English for Years 5 and 6 (£1,200)	Deputy headteacher	
To support children's emotional and mental health in order to enable them to be ready to learn – building resilience, confidence and self-esteem	<ul style="list-style-type: none"> <li>Interventions for SEMH and SEAL including Zones of regulation sessions (1 hour a week attributable to PPG children = £532)</li> <li>Counselling sessions £1,280</li> <li>Learning Mentor – part of membership of St Albans Plus (50 % of membership =, £933)</li> <li>Learning through movement led by a qualified movement therapist (£4,800 total. 50% for PPG pupils is £2400)</li> <li>Sensory room sessions (30 mins a week attributable to PPG children who don't access it via ongoing 1:1 support = £266)</li> </ul>	Deputy Headteacher	
A reduction in anxiety levels for children identified as needing individual risk reduction plans	<ul style="list-style-type: none"> <li>1:1 support in class to provide individualised timetable and activities and following their individual risk reduction plans (for 2 PPG children) (2 x £8,250 = 16,500)</li> <li></li> </ul>	Deputy headteacher and SENCo	
	<ul style="list-style-type: none"> <li><i>Support for CLA from January 2019 as in line with targets identified in the ePEP.</i></li> </ul>	DT for CLA	
<b>Total budgeted cost</b>			£30,777 (+£300 EYPPG+)
<b>iii. Other approaches</b>			
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Improved attendance	Individual approach – developing good relationships with families to help uncover barriers to attendance. Individual follow up calls daily (office staff) (£350)	Head teacher	End of financial year
Children and families are supported as appropriate to address needs and feel safe	A significant number of our PPG children have safeguarding related issues and therefore we ensure all 4 SLT members are fully trained as DSPs for safeguarding and child protection. Open door policy – Headteacher or other member of SLT touches base 2 x day with parents where there are concerns about potential exclusion linked to behaviour ( <i>currently 2 PPG pupils</i> ). (£3,500)	Head teacher	End of financial year
All children are able to access the opportunities given as part of school trips and swimming.	Subsidised clubs, swimming, trips and school journey (£1,500)	Head teacher	End of financial year
<b>Total budgeted cost</b>			£5,350

