



SARRATT CE PRIMARY SCHOOL: PUPIL PREMIUM 2019-2020 PROJECTED SPENDING

Laying the Foundations for our children to be confident, respectful and to achieve their full potential.

Our Mission Statement

At Sarratt Church of England School, Christian values are at the heart of everything we do. We deliver our vision through following The Sarratt Way in which we treat others the way we would want to be treated ourselves and strive to do our best to be our best. We enable our children to become resilient and self-assured learners in a nurturing environment where individuals, of all faiths and none, are respected and valued. Our inspiring and broad curriculum engages young minds and promotes enquiry based learning to prepare children for their future in modern Britain.

RATIONALE:

- To close gaps in attainment by accelerating the progress of pupils in receipt of PP funding. Our strategy is to invest in early intervention whenever possible.
- To build on the positive impact of PPG spending last year by further developing and extending provision to meet the identified needs of individual pupils through targeted additional support and intervention.
- To continue to invest in high quality resources and training to further improve 'Quality First' teaching and learning to ensure sustained positive impact for all pupils.
- Focus areas for this group of pupils for our school this year, have been identified as and **Social and emotional skills (PSHE)** in particular.
NB: ARE = Age related expectations.

Objective	Item/Project/Support	Resource/intervention	Success criteria	RAG Impact evaluation
<p>Support emotional and social needs of identified PPG pupils</p>	<ul style="list-style-type: none"> • Targeted protective behaviour/social skills sessions • School counselling sessions to support emotional needs where necessary • In school nurture sessions and lunchtime programmes led by pastoral leader • Training of new staff in school policies and effective practice in dealing with behaviour • Individualised learning programme – differentiated tasks, flexible timetable etc. • Y6 programme with Kings Langley schools and families partnership to support transition • Behaviour rewards and additional responsibilities • C Poms • In house play therapy sessions 	<p>Allocated TA/ pastoral leader to support and lead social skills sessions with identified pupil to target social and emotional needs (designated afternoons)</p> <p>SENCo to lead protective behaviours sessions with identified children as necessary</p> <p>School counsellor (king’s Langley Partnership) available to support identified pupils – 1 session per week as appropriate</p> <p>Allocated TA/ pastoral lead to provide support to identified pupils during break and lunch times (6 hours 15 minutes)to ensure positive play during less structured times</p> <p>Allocated time during September INSET to share and discuss the positive behaviour policy including procedures for rewards and sanctions.</p> <p>Year 6 programme planned and delivered in collaboration with the schools and families partnership to support the transition to secondary school. Further transition activities to be set up following January Review.</p> <p>Weekly Gold Book assembly celebrates the success of pupils, promotes expected behaviour and boosts self-esteem.</p> <p>Additional roles of responsibility are given to PPG children, where appropriate, to develop confidence and promote leadership qualities e.g. play leaders and class ambassadors.</p> <p>C Poms software to provide robust monitoring of behavioural, welfare and pastoral issues in order to identify trends/ hotspots and implement intervention where necessary.</p> <p>Gill Ward (play therapist to be sponsored by the school to lead individual and small group play therapy sessions with identified children.</p>	<p>Improved social interaction within friendship/ peer groups</p> <p>Emotional needs of pupils fully supported enabling them to cope with emotional and behavioural difficulties and achieve well in school</p> <p>All staff well equipped to deal effectively with behaviour incidents</p> <p>Reduction in number of behavioural incidents in class and at break times</p> <p>Year 6 pupils fully supported with secondary transition</p> <p>Improved confidence and self-esteem</p> <p>Systems in place for robust monitoring of issues within school</p>	<p>Peer Befriender programme implemented by Pastoral lead provided support during lunchtime for those children needing help to interact and socialise positively</p> <p>No major behavioural incidents – incidents not able to be dealt with through normal classroom procedures reported.</p> <p>Reduction in number of lunchtime and playtime pastoral and behavioural issues</p> <p>CPoms used effectively to track and monitor incidents</p>

<p>Ensure PPG pupils achieve, as a minimum requirement, age related expectations (ARE) in accordance with national curriculum standards. Where pupils are identified as working below ARE, support is given to enable them to make accelerated progress in order to close the gap.</p>	<ul style="list-style-type: none"> • Provision maps and class planning identifies PPG pupils and strategies to allow for additional support as required • Targeted intervention through small group and 1:1 to accelerate progress in identified areas • Quality first teaching meets the needs of all pupils allowing for appropriate level of challenge • Quality feedback on strengths and next steps in learning allows for pupils to make good progress • Focused language development sessions 	<p>Class teacher to ensure provision mapping clearly identifies the learning needs of PPG pupils and outlines strategies, where necessary, to ensure pupils meet ARE</p> <p>Medium and short term planning shows how learning is differentiated to meet the need of learners and how teaching time is used effectively to target individuals and groups</p> <p>Targeted intervention, managed by the class teacher, SENCo and SLT, is used effectively to address individual learning needs including:</p> <ul style="list-style-type: none"> • Small group weekly handwriting sessions • Code x reading intervention sessions in KS2 (small group and 1:1) • Additional phonics/ reading intervention in KS1 (small group and 1:1) • Targeted maths/ English intervention in Y6 (2 sessions per week) • Precision teaching sessions <p>Quality first teaching is robustly monitored by the SLT through learning walks, observation, book and planning scrutiny and pupil voice to ensure sufficient level of challenge for all pupils. Where teaching is judged less than good, measures are put in place to support and develop.</p> <p>Continue to develop the quality of feedback given to all pupils in order to ensure progress across the curriculum.</p>	<p>All PPG pupils make, as a minimum requirement, expected progress from their baselines, allowing them to achieve ARE. Where pupils' baselines show they are working below ARE, strategies ensure they make greater than expected progress to close the gap.</p>	<p style="text-align: center;">Based on Spring Data:</p> <p style="text-align: center;">All children working at or above ARE with the exception of 1 child for maths and 1 child for writing.</p> <p style="text-align: center;">Progress figures strong:</p> <p style="text-align: center;">Reading</p> <table border="1" data-bbox="1749 707 2119 775"> <thead> <tr> <th rowspan="2"></th> <th rowspan="2">Cohort</th> <th colspan="2">Min Suff +</th> <th colspan="2">Good +</th> <th colspan="2">Very Strong</th> </tr> <tr> <th>No.</th> <th>%</th> <th>No.</th> <th>%</th> <th>No.</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>Total</td> <td>8</td> <td>8</td> <td>100.0</td> <td>7</td> <td>87.5</td> <td>3</td> <td>37.5</td> </tr> </tbody> </table> <p style="text-align: center;">Writing</p> <table border="1" data-bbox="1749 823 2119 892"> <thead> <tr> <th rowspan="2"></th> <th rowspan="2">Cohort</th> <th colspan="2">Min Suff +</th> <th colspan="2">Good +</th> <th colspan="2">Very Strong</th> </tr> <tr> <th>No.</th> <th>%</th> <th>No.</th> <th>%</th> <th>No.</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>Total</td> <td>8</td> <td>8</td> <td>100.0</td> <td>6</td> <td>75.0</td> <td>2</td> <td>25.0</td> </tr> </tbody> </table> <p style="text-align: center;">Maths</p> <table border="1" data-bbox="1749 940 2119 1008"> <thead> <tr> <th rowspan="2"></th> <th rowspan="2">Cohort</th> <th colspan="2">Min Suff +</th> <th colspan="2">Good +</th> <th colspan="2">Very Strong</th> </tr> <tr> <th>No.</th> <th>%</th> <th>No.</th> <th>%</th> <th>No.</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>Total</td> <td>8</td> <td>8</td> <td>100.0</td> <td>7</td> <td>87.5</td> <td>1</td> <td>12.5</td> </tr> </tbody> </table>		Cohort	Min Suff +		Good +		Very Strong		No.	%	No.	%	No.	%	Total	8	8	100.0	7	87.5	3	37.5		Cohort	Min Suff +		Good +		Very Strong		No.	%	No.	%	No.	%	Total	8	8	100.0	6	75.0	2	25.0		Cohort	Min Suff +		Good +		Very Strong		No.	%	No.	%	No.	%	Total	8	8	100.0	7	87.5	1	12.5
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<p>Ensure pupils have access to a high quality curriculum which provides opportunities to broaden educational experiences</p> <p>Ensure pupils have equal access to resources and experiences</p>	<ul style="list-style-type: none"> • Cornerstones curriculum • Gardening club • Sports partnership • Educational visits • Extra-curricular opportunities/ clubs • Computing resources • Subsidising resources for school and uniform where necessary 	<p>Cornerstones curriculum allows for increased engagement in curriculum learning projects. Money is allocated for additional resources and experiences.</p> <p>Weekly gardening club provides opportunities for pupils to develop skills and understanding when working with plants, applying science knowledge in a meaningful context.</p> <p>High quality sports provision provided through specialist PE teacher and enriched through membership to Sports partnership activities and experiences.</p> <p>Educational visits (funded/ subsidised as necessary) allow for children to extend curriculum learning outside of the classroom.</p> <p>Opportunities to take part in a range of additional activities are provided (funded/ subsidised as necessary) including sports clubs, after school activities and music lessons.</p> <p>Investment in new hardware and software to enable all children to access high quality digital learning.</p> <p>Subsidising of uniform where necessary.</p>	<p>Engagement and enjoyment in curriculum learning is improved impacting on attainment and progress.</p> <p>Pupils are enabled to have a broader educational experience, provided opportunities to learn outside of the classroom.</p> <p>Pupils are equipped and have access to resources to enable them to fully access all areas of school life.</p>	<p>Access to subsidies for uniform and experiences in place</p> <p>Children without access to electrical device provided with Laptop during school closure</p> <p>Gardening club ended December 2019 due to staff change – additional creative clubs added to extracurricular programme</p>
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Total Pupil Premium grant funding: **£13200**: 10 x PP funded children £1,320 = £13,200

Total funding for children who have ceased to be looked after by the local authority **£4,600**: 2 pupils x £2,300

Projected estimated costing **£17, 800**

TA hours for intervention across school (14.5 hours per week x 39 weeks) £6,220.5

Additional Pastoral support during lunchtime (5.25 hours per week x 39) £2,252.25

SENCo time (1 day per half term) £733

Costs for subsidised trips, clubs, music lessons and activities estimated at £3,000

Additional resources to support intervention and curriculum estimated at £1,000

Play therapy contribution £500

Kings Langley Partnership Schools and Families contribution £1,500

Staff training and INSET costs to be reviewed and added throughout the year

Additional resourcing to be reviewed throughout the year (approx. £2,500 after costing above)