



Part of Synergy Multi-Academy Trust

# Pupil Premium Strategy Statement for 2017-18 (updated 10.11.17)

1. Summary Information					
School	Mattishall Primary School				
Academic Year	2017-18	Total PP Budget	£47,420	Date of most recent PP review	23 <sup>rd</sup> February 2017, challenged by Joan Low
NOR	205	Number of pupils eligible for PPG	42 (27 FSM)	Date for next internal review	TBA

2. Current attainment - Baseline Data of current year 6 cohort of children (32) <i>This data will be updated throughout the year.</i>			
<i>Children currently on track to achieve ARE</i>	<i>Pupils eligible for PPG (our school)</i> - 31.10.17	<i>Pupils not eligible for PPG / 25 (our school)</i>	<i>Pupils not eligible for PPG (national average)</i>
% achieving in reading, writing and maths	1/7 = 14.28%	15 / 25 = 60%	?
% making progress in Reading	2/7 = 28.57%	19/ 25 = 76%	?
% making progress in Writing	2/7 = 28.57%	18/ 25 = 72%	?
% making progress in Maths	4/7 = 57.14%	18/ 25 = 72%	?

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers	
A	<i>Speaking &amp; Listening on entry to school, leading to slow phonic acquisition - historically we have had a large proportion of children scoring low on their entry to school (baseline data) in speaking and listening. Consequently we have had a number of children not reach expected outcomes at the end of year one.</i>
B	<i>Spelling and technical accuracy (SPAG)</i>
C	<i>Reading - making inference from text and explaining this using evidence from text. This is also hindered by poor stamina and a restricted vocabulary.</i>
D	<i>Maths - ensuring stretch and challenge for our more able pupils</i>
E	<i>Rigorous monitoring of intervention for PPG children for evidence of impact and success.</i>
F	<i>Attendance - rigorous monitoring of PPG children and all children in school, identifying patterns of absence and investigating these, addressing any concerns with parents and the Local Authority.</i>
External barriers	
A	<i>Parental engagement and support, particularly for our older PPG pupils. We send home weekly homework and news of what each class has been learning and we also scaffold homework, using CGP books, with answers to support parents in supporting their children.</i>
B	<i>High aspirations and expectations transfer from teachers to pupils and parents. - We are encouraging children to look wider than the village of Mattishall, the town of Dereham and indeed Norfolk by celebrating the exploits of past pupils, inviting visitors in to talk about their professions and giving children opportunities to perform in both a sporting and theatrical environment.</i>
C	<i>Social and emotional barriers to learning (variety) BSED - We identify these for all children in all year groups (<b>Barriers to learning</b>) and then target needs accordingly. It may be that we have trained staff in school to facilitate or that we need to liaise with other agencies and introduce mechanisms to support various children.</i>
D	<i>Child participation in enrichment beyond the curriculum - We celebrate children's OOHL achievement and encourage children share on the 'Sharing Chair' in Monday assemblies. We also encourage children to have new experiences by offering a variety of trips and residential visits throughout the year.</i>

4. Desired Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A	<i>That we will diminish the difference between PPG and non-PPG national in Reading, Writing and Maths, recording achievement and progress using our Pupil Asset system.</i>	<i>Analysis of data - difference is diminishing</i>
B	<i>That the needs of our higher PPG children are being met - in a triangulation of observation, book scrutiny and gathering pupil voice</i>	<i>Analysis of data - some PPG children are performing at mastery level</i>
C	<i>That interventions show impact of moving children on in their learning at an accelerated rate - we have intervention data that is not recorded on pupil asset but measure the 'small steps' that children make in a short period of time.</i>	<i>Analysis of data - rigorous tracking</i>
D	<i>That attendance issues are addressed with families causing concern, so that there is little difference between PPG children and non-PPG children national.</i>	<i>Analysis of attendance data - difference is diminishing</i>

5. Planned Expenditure 2017-18						
1. Quality of teaching for all - addressing social and emotional barriers to learning, affecting engagement in learning						
<i>Desired outcome</i>	<i>Chosen action / approach</i>	<i>What is the evidence and rationale for this choice?</i>	<i>How will we ensure it is implemented well?</i>	<i>Staff lead</i>	<i>When will we review implementation?</i>	<i>Impact</i>
<i>Children's emotional needs are being met</i>	<i>Therapeutic Intervention</i>	<i>Barriers for learning audit</i>	<i>Weekly discussion by SMT, then with parents / DL and discussions with class teacher when necessary</i>	<i>SMT (DL)</i>	<i>Half termly</i>	
<i>Children's emotional needs are being met and they have an outlet</i>	<i>Drawing and Talking</i>	<i>Some children in need of emotional support and time to talk</i>	<i>JB &amp; JH have had the necessary training and will advise class teacher if this is not working for the children</i>	<i>JB &amp; JH</i>	<i>On-going</i>	
<i>Children's emotional needs are being met and they have an outlet</i>	<i>Nelson's Journey</i>	<i>Some children in need of emotional support and time to talk</i>	<i>Lorna Vyse from NJ occasionally works with children in school</i>	<i>SMT</i>	<i>When necessary</i>	
<i>Children's social and communication need met</i>	<i>Lego Therapy</i>	<i>Children work in groups of 3 to follow instructions and build</i>	<i>4 groups of 3 children throughout a week - targeted</i>	<i>GS</i>	<i>Half termly</i>	
<i>Children behave well and produce quality work</i>	<i>Rewards &amp; Incentives</i>	<i>Children are incentivised to produce their best work and be recognised</i>	<i>Weekly monitoring - achievement assembly</i>	<i>HT and all staff</i>	<i>On-going</i>	

Approximate total budgeted cost £6,500

**2. Targeted Support - learning in the curriculum - focussed intervention**

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will we ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will we review implementation?</b>	<b>Impact</b>
Children are engaged in learning and feel supported, making progress towards ARE	TA provision in Year 6 to support precision teaching (pm)	There are currently 7 PPG children in Year 6	Overseen by class teacher and SMT	AB / JB	Half termly	
Children are engaged in learning and feel supported, making progress towards ARE	TA provision in Year 4 to support the 14 PPG children - intervention work	There are currently 14 PPG children in year 4 and lots of social, emotional and learning needs.	Overseen by class teacher and SMT	AG + LB, ZM, SS, VP	Half termly	
Children are engaged in learning and feel supported, making progress towards ARE	TA provision in EYFS - secure start to schooling	Children need a secure start to their schooling and although there are currently 5 PPG children in this year group, they need a lot of support	Overseen by class teacher and SMT	CF	Half termly	
Children are engaged in learning and feel supported, making progress towards ARE	Third Space Maths (1:1 computer based tutoring)	To up-skill children and make them feel more confident in tackling challenging problems	Overseen by AG ( Maths Lead)	AG & JH	Termly	
Approximate total budgeted cost					£32,000	

Other Interventions taking place: Phonics support, Speech and language support, Numicon & Number, Fine motor skill development, Reading 1:1, Nessy (Reading and spelling), Catch-up, Handwriting

### 3. Other approaches - enrichment beyond the curriculum

<i>Desired outcome</i>	<i>Chosen action / approach</i>	<i>What is the evidence and rationale for this choice?</i>	<i>How will we ensure it is implemented well?</i>	<i>Staff lead</i>	<i>When will we review implementation? termly</i>	<i>Impact</i>
<i>Children's social needs being met</i>	<i>Access to Breakfast and Tea-Time club</i>	<i>Some children do not have breakfast in the morning and come into school not ready to learn. Supporting parents who are trying to go back to work with child care</i>	<i>By ensuring that all parents and children have very clear expectations</i>	<i>JH/AK  CL/JB</i>	<i>On-going</i>	
<i>Children to have new experiences</i>	<i>Providing a variety of after school clubs</i>	<i>Exposing children to new experiences, finding that they acquire new skills and knowledge that they may be able to apply to learning elsewhere</i>	<i>Parents and children are given information about clubs available every half term and this is on our school website.</i>	<i>JT to organise, supported by GS</i>	<i>On-going</i>	
<i>Children to become engaged in learning</i>	<i>Music Tuition</i>	<i>PPG children able to access this service despite there being and additional cost</i>	<i>Regular follow-up with child, family and peri to ensure that this input is having a positive effect</i>	<i>Peripatetic teacher</i>	<i>On-going</i>	
<i>Children exposed to new experiences, developing confidence</i>	<i>Residential Trips</i>	<i>Children to become more mature and develop independence</i>	<i>2 residential trips per year for junior children - this year Kingswood (Norfolk) and France</i>	<i>KS2 team - identifying children who may benefit from this - targeted support</i>	<i>On-going</i>	
<i>Parents' confident to ask for help and feeling supported</i>	<i>Parental workshops</i>	<i>Parents have asked for support in teaching reading, writing, phonics and maths methods</i>	<i>By ensuring that it is a regular agenda item at staff meetings and built into our SIDP. Feedback from parents</i>	<i>All teaching staff</i>	<i>On-going</i>	
<i>Attendance shows an improving picture</i>	<i>Monitoring attendance</i>	<i>Some PPG children have more absence than non-PPG children</i>	<i>Daily monitoring of attendance for all children. LAC children - Welfare Call</i>	<i>AB/TC &amp; class teachers</i>	<i>On-going</i>	
<i>Approximate total budgeted cost</i>					<i>£3,500</i>	

## 6. Review of expenditure

Previous academic year (2016/17) £50,480 - based on 37 children

### 1. Quality of teaching - learning within the curriculum

Desired outcome	Chosen action / approach	Estimated impact	Lessons learned	Total Cost
				£42,000
Children engaged in learning and feeling supported	Use of additional adults in the classroom, in particular Yr2 & Yr5, supporting with interventions to aid learning.	This could have been much more effective on an academic level. Although support helped manage the behaviour aspect and learning engagement in a pastoral sense, it did not have the academic impact we would have liked to see.	More focussed intervention for shorter periods of time, with rigorous tracking, measuring small steps	

### 2. Targeted Support - intervention and addressing social and emotional aspects

Desired outcome	Chosen action / approach	Estimated impact	Lessons learned	Total Cost
				£3,200
Children's emotional needs are being met	Employment of a part-time therapeutic worker	Children being able to off load their barriers to learning and feel safe and secure and confident to engage in learning within the classroom	This has worked well when the whole family has engaged in the support	

### 3. Other approaches - enrichment beyond the curriculum, including families and the community

Desired outcome	Chosen action / approach	Estimated impact	Lessons learned	Total Cost
				£3,000
Children exposed to new experiences, developing confidence	100% of PPG children attended trips linked to their curriculum topics.	Children more engaged in learning and open to new experiences	These trips are so valuable and hook the children into their learning	
Children exposed to new experiences, developing confidence	20% of PPG attended residential visits	Children more engaged in learning and open to new experiences	Need to encourage more parents to allow their children to participate	
Parents' confident to ask for help and feeling supported	Parental workshops	Parents supporting the learning in school and feeling up-skilled and knowledgeable about what their child is learning in school	Think about the amount of notice given to parents in order for them to attend. Also follow up materials to put on website	
Children well-nourished and ready to learn	PPG Children to access Breakfast Club	Children being settled and ready to learn in the classroom	Not all children who we would have liked to target attended regularly.	

## 7. Additional detail

Any other information about PPG can be found on our school website at [www.mattishall.norfolk.sch.uk](http://www.mattishall.norfolk.sch.uk) , see:

- *Impact Report*
- *Proposed Expenditure*
- *Attendance Data*