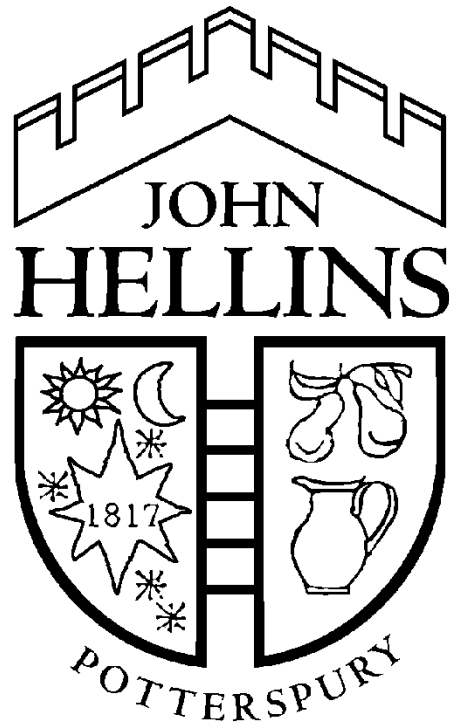


John Hellins Primary School



Pupil Premium Strategy 2018/19

Introduction

Under the Government guidance “Pupil Premium: Funding and Accountability for Schools”, all schools must publish line information regarding their planned expenditure of Pupil Premium Funding. Funding is allocated at the rate of £1320 per pupil eligible for Free School Meals (FSM) at any point in the past.

For the period September 2018 – April 2019 we will receive £19800 grant allocation for our Pupil Premium group. The full allocation for the academic year 2018/19 will be updated when the final installment for the year is published.

The number of eligible pupils on roll in September 2018 is ten (plus four Ever Six pupils).

At the end of the academic year 2018/19 we will publish how we have spent the funding and the outcomes achieved against the targets we have set.

Purpose

The purpose of this strategy is to:

- Identify the needs of the Pupil Premium children within our school and their barriers to learning and possible progress
- Address the needs of our Pupil Premium children through specific, realistic targets with appropriate timeframes
- Ensure that we target funding and resources in the most efficient way to accomplish these targets and make a positive impact upon the lives of our Pupil Premium children
- Continuously monitor our progress against these set targets
- Significantly reduce the gap in terms of progress and achievement between disadvantaged and non-disadvantaged pupils

Barriers to Progress and Attainment

Based upon our own experience and additional research, these are the barriers to learning and attainment that our Pupil Premium children face:

- Poor home learning environments
- Poor parental involvement and/or skills
- Issues relating to low self-esteem, confidence and resilience
- Special educational needs/low ability
- Low attendance
- Low aspirations and limited access to positive role models
- Social, emotional or wellbeing difficulty
- Behavioural difficulties

- Access to resources at home (books, libraries, life (social/cultural) experiences, IT)
- Lack of regular routines – homework, reading, spellings
- Not having correct kit in school (e.g. PE kit)
- Poor parental engagement and perception of education, learning and achievement

Planned Support for the Academic Year 2018/19

Pastoral Care and Family Support (Budgeted Cost Approx: £11k)

- Break Time ‘Family Breakfast’
- Provision of Food Bank vouchers when needed
- Support for Social, Emotional and Behavioural problems (for example: JOGO sessions, SENCo support, implementing and monitoring Behaviour Plans)
- Nurture interventions
- Therapy Dog sessions
- Uniform Bank/Provision of equipment and resources (e.g. costumes)
- Drawing and Talking Interventions
- Therapeutic art Interventions
- Family Support and Engagement
- Parenting Workshops (for example: Magic 123 Parenting, Coffee Mornings with external visitors, adult learning courses)
- Liaison with external agencies - on behalf of parents (for example: Early Help, Social Services, Benefits and Housing agencies, School Admissions)
- School system and administration parent support (e.g. lunch, clubs, tickets and parents evening bookings)
- Support with transition to Secondary School
- EHA, TAF and CIN input/management where required

Academic Interventions (Budgeted Cost Approx: £10K)

- One to one or small group teaching
- Switch On Reading and Catch Up Literacy programmes

Access to Extra-Curricular Activities (Budgeted Cost Approx: £1400)

- Facilitating access to school trips and after school clubs

External Agencies (Budgeted Cost Approx: £4k)

Professionals such as Educational Psychologist, Jogo Behaviour Support

Targets

Action: Increase self-esteem of children within the group

Intended Outcome: Improved feelings of self-worth, confidence in abilities and pride in oneself

Success Criteria: Improved score in self-esteem survey to be conducted at start and end of year

Action: Improve attendance of children within the group

Intended Outcome: %v attendance of children within the group increases, reducing the social and academic impact of erratic or poor attendance.

Success Criteria: All children within the group to achieve attendance at or above 95%

Action: Improve engagement of parents of children within the group

Intended Outcome: Improved relationship with parents to facilitate a positive impact upon the children's view of school, improved support/input at home and removal of associated barriers to learning

Success Criteria: 100% of parents of children within the group to have contact with the Pupil and Family Wellbeing Leader and to attend Parents Evening

Action: Improve engagement with extra-curricular activities

Intended Outcome: Extended opportunities and experiences outside the curriculum for children within the group

Success Criteria: 100% of Pupil Premium children offered a free place at an after school club

Action: Improve % of children within the group completing their homework and handing it in on time

Intended Outcome: Improved engagement with homework activities and approach to independent learning in preparation for Secondary school

Success Criteria: 100% of children within the group hand their homework in on time

Action: Improve the academic attainment of all children within the group

Intended Outcome: To close the gap between Pupil Premium children and their peers by the end of KS2.

Success Criteria: 100% of children within the group to make expected or better progress by the end of the academic year

Additional Monitoring

- Visits from Governors will be carried out during the academic year to look at the use of Pupil Premium funding.
- Pupil Premium funding use will be reviewed as a standing agenda item on the Learning and Wellbeing Governors Sub-Committee.