

Pupil Premium Strategy (including Evaluation of Impact – to be completed at review stage)

Summary information					
School	Himbleton CE First School and Nursery				
Academic Year	2019/2020	Total Pupil Premium budget	£6,260	Date of most recent PP Review	September 2019
Total number of pupils	60	Number of pupils eligible for PP	3 (1 in school)	Date for next internal review of this strategy	September 2020

End of Year Attainment 2018 – 2019	Pupils eligible for Pupil Premium	Pupils not eligible for Pupil Premium
% achieving age related expectations in reading, writing and maths	20%	72%
% achieving age related expectations in reading	20%	76%
% achieving age related expectations in writing	20%	72%
% achieving age related expectations in maths	20%	82%

1. Barriers to future attainment (for pupils eligible for PP)

In-school barriers

A.	Improve the % of PP children that achieve National Age Related Expectation in combined reading, writing and maths.
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B.	Improve progress of PP children in reading, writing and maths.	
C.	A percentage of Pupil Premium children also are identified as having SEND.	
External barriers		
C.	Social differences for those children who are not exposed to rich and varied life experiences.	
2. Desired outcomes 2019		Success criteria
A.	Improve the % of PP children that achieve National Age Related Expectation in combined reading, writing and maths.	A higher percentage of PP children to achieve National Age Related Expectation in Reading, Writing and Maths.
B.	Support pupils to manage anxiety and boost self-esteem towards their learning. This will increase the % of PP children that achieve National Age Related Expectation in combined reading, writing and maths.	A higher percentage of PP children to achieve National Age Related Expectation in Reading, Writing and Maths. A higher percentage of pupils feel confident about their learning.
C.	Improve the % of PP and SEND children that achieve National Age Related Expectation in combined reading, writing and maths.	A higher percentage of PP and SEND children to achieve National Age Related Expectation in Reading, Writing and Maths.
D.	To reduce the social gap for children who are not exposed to rich and varied life experiences.	Pupil Premium children to attend extra-curricular activities across the school year to enhance varied life experiences.

Planned expenditure

Academic year 2019/2020

The three headings below enable schools to demonstrate how the school is 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	What is the evidence and rationale for this choice?	Monitoring <i>Who? When? How?</i>	Expenditure	Evaluation of Impact
<p>Improve the % of PP children that achieve National Age Related Expectation in combined reading, writing and maths.</p>	<p>Ensure QFT. Termly Pupil Progress meeting to check whether a child is on track to be at the expected level by the end of the year. Learning walks and peer training. Intervention support. Outside agency support.</p>	<p>QFT is an entitlement of all. If a child is not on track to make expected progress it will be identified and targeted classroom support put in place. Added intervention will also be put in place for those who need further input.</p>	<p>SLT SENCO Class teachers – termly release, learning walks, feedback, training. Ongoing assessment and termly progress meetings</p>	<p>£1,000 (staffing for intervention) £1000 (CPD)</p>	

ii. Targeted support					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	Monitoring <i>Who?</i> <i>When? How?</i>	Expenditure	Evaluation of Impact
Support pupils to manage anxiety and boost self-esteem towards their learning.	Daily review of emotional state. 1:1 and class teacher to plan and deliver support as and when needed.	Intervention put in place for those who need further input to support their Social, Emotional and Mental health. This will make moderate impact based on the EEF toolkit. We aim to continue a positive ethos around school and seek to improve behaviour to learning within the classroom where needed.	Day to day by all staff. TAs - LWS	£1000 (staffing and resources) £1300 (CPD – Lego Therapy, MHFA)	
	FSW to deliver self-esteem and anxiety workshops across the school.	Children will feel empowered to learn and to raise self-esteem, which will boost attitude to learning.	LA, GM	£100 (resources)	

Improve the % of PP and SEND children that achieve National Age Related Expectation in combined reading, writing and maths.	In class intervention through ordinarily available. Targeted small group intervention.	Targeted and small group tuition for those Pupil Premium children who need extra academic support	All staff	£800 (staffing)	
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iii. Other approaches

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	Monitoring <i>Who? When? How?</i>	Expenditure	Evaluation of Impact
To reduce the social and cultural gap for children who are not exposed to rich and varied life experiences.	To ensure all PP children have access to extra-curricular activities and funded essential learning experiences including residential visits, music tuition, other trips and visits.	Social activities enhance learning and boost self-esteem and self-confidence.	GM – On-going to ensure all PP children are taking part in all aspects of school life.	£1000	