

# Pupil premium strategy statement (primary)

1. Summary information					
School	Naseby CE Primary Academy				
Academic Year	2018-19	Total PP budget	£14,480	Date of most recent PP Review	July 2018
Total number of pupils	79	Number of pupils eligible for PP	8	Date for next internal review of this strategy	January 2019

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving SAS 100+ in reading, writing and maths at Key Stage 2	100%	%
% making progress in reading at Key Stage 2	100%	%
% making progress in writing at Key Stage 2	100%	%
% making progress in maths at Key Stage 2	100%	%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
<b>A.</b>	Early childhood learning experience
<b>B.</b>	Socio-economic background
<b>C.</b>	Behaviour - attachment difficulties
<b>D.</b>	SEND

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	To reach end of year targets in all curriculum areas.	8 out of 8 children will meet their end of year targets
<b>B.</b>	Improve emotional and social understanding so that pupils are mentally well and ready to learn.	Pupils eligible for PP access learning. Pupils have a better understanding of the strategies they can use to ensure mental wellbeing, and parents how they can support their child. Learning walks/pupil voice discussions to have focus on PP children show that pupils are positive about school and have a love of learning.
<b>C.</b>	Pupils have wider opportunities for out of school learning and experiences	Pupils access wider opportunities to enjoy/participate in sports, music, trips. Pupils eligible for PP have access to good quality first teaching.

5. Planned expenditure					
Academic year	2018-19				
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	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improve academic outcomes for all children.	1:1 work with Class teacher (English and Maths) Adult support in lessons and to deliver planned interventions	Learning is consolidated and skills developed through this approach. It will enable learning to be revisited and reinforced.	Class teacher to liaise with Head of School to discuss targets/ next steps/progress. Class teacher to plan effectively for this support with clear next steps and targets. Regular feedback to parents.	Head of School	January 2019
	RSC Associate Schools Programme	Research shows that rehearsal based techniques feed positively into written work.	Lead RSC teacher to work alongside class teachers. Opportunities for training taken with Lead School and cascaded.	Lead RSC teacher	January 2019
<b>Total budgeted cost</b>					£5,259
ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

<p>Improve emotional and social understanding so that pupils are mentally well and ready to learn.</p> <p>Self-esteem of PP children is raised.</p>	<p>Some PP pupils to work with Protective Behaviours Practitioner (HLTA). Staff to access mental health and JOGO behaviour INSET. Working in close partnership with parents of these children. Extension of Nurture room into outdoor area.</p>	<p>Some of our PP children have emotional issues which need to be addressed in order for them to access learning and make the best possible progress.</p>	<p>HLTA to liaise with Head of School and teaching staff to share info including strategies to support. All work to be recorded and minutes taken of any meetings with parents to show progress. PP achievement to be reviewed closely at each pupil progress meeting.</p>	<p>Head of School</p>	<p>January 2019</p>
	<p>Forest Schools ( training and resources)</p>	<p>Research shows children are stimulated by the outdoors and typically experience an increase in their confidence, self-belief, emotional well-being and learning capacity over time.</p>	<p>HW to complete accredited course. Forest School sessions to be planned and led by HW. Regular updates to Head of School.</p>	<p>Hannah Warner</p>	<p>January 2019</p>
	<p>RSC Associate Schools programme</p>	<p>Research shows that active rehearsal based techniques assist children in developing confidence and positive self-esteem.</p>	<p>Lead RSC teacher to work alongside class teachers. Opportunities for training taken with Lead School and cascaded.</p>	<p>Lead RSC teacher</p>	<p>January 2019</p>
	<p>PE coach – lunchtime games</p>	<p>Opportunities to lead games will help to further develop self-esteem.</p>	<p>PE subject leader to direct sports coach and liaise closely with them.</p>	<p>PE subject leader</p>	<p>January 2019</p>
<b>Total budgeted cost</b>					<p>£5,790</p>
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
<p>Wider opportunities for out of school learning and experiences</p>	<p>Ensure all children receive equal access to trips and extra-curricular activities in and out of school time. Ensure PP pupils have access to music lessons etc if required.</p>	<p>All children at Naseby C of E Primary Academy should have equal access to all activities. Some PP pupils would not be able to take part in extra-curricular activities or enjoy learning to play an instrument with the funding. Equal access to extra-curricular activities as well as learning a new skill will help in building self-esteem.</p>	<p>All children have equal access to all activities and resources. Regular, informal chats with parents to ensure they know the support is available. PP (Non) Payment system for parents is clear and non-obtrusive.</p>	<p>Head of School</p>	<p>January 2019</p>
	<p>Ensure PP children get specific help from outside agencies linked with SEN</p>	<p>PP children who have other additional needs may need support from outside agencies.</p>	<p>Head of School to liaise with SENCO and arrange necessary support.</p>	<p>Head of School</p>	<p>January 2019</p>
<b>Total budgeted cost</b>					<p>£3,431</p>

