

# **Samuel Lucas JMI School**

## **Pupil Premium Report**



**Strategy Statement 2018 - 2019**

**Review of Expenditure 2017 - 2018**

## Pupil premium strategy statement (primary)

<b>1. Summary information</b>					
<b>School</b>	Samuel Lucas JMI School				
<b>Academic Year</b>	2018 - 19	<b>Total PP Budget</b>	£44,160	<b>Date of most recent PP Review</b>	Autumn 2018
<b>Total number of pupils</b>	391	<b>Number of pupils eligible for PP</b>	31	<b>Date for next PP Strategy Review</b>	Autumn 2019

<b>2. Current attainment</b>		
	Pupils eligible for PP (Samuel Lucas) EYFS – Y6	All children (Samuel Lucas) EYFS- Y6
% achieving ARE or above in reading, writing, and maths (or equivalent)	85	83
% achieving ARE or above in reading	81	86
% achieving ARE or above in writing	88	81
% achieving ARE or above in maths	88	81

<b>3. Barriers to future attainment (for pupils eligible for PP)</b>	
In school barriers (issues to be addressed in school, such as poor oral language skills)	
<b>A.</b>	Levels of resilience for some pupils could be improved: this can lead to an over-reliance on adult support/learned helplessness.
<b>B.</b>	Some children appear to lack confidence in social situations and this can affect their relationship with their peers and adults.
External barriers (issues which also require action outside school, such as low attendance rates)	
<b>C.</b>	Some children do not receive the same level of support in terms of home learning as others.
<b>D.</b>	Some children do not have access to sporting activities.
<b>E.</b>	Some children do not have the good role models at home who model and understand the importance of life-long learning.

<b>4. Outcomes</b>		
	<b>Desired outcomes and how they will be measured</b>	<b>Success criteria</b>
A.	Pupils will adopt a growth mind-set and become more independent learners.	Children will demonstrate a 'have a go' attitude in both whole class and small group teaching.
B.	Children will appear more confident, with greater self-belief.	Improved demonstration of the 5 Rs Resourceful Relationships Resilience Risk taking Reflective
C.	Children will have access to greater levels of support to help with home learning.	Home learning completed on time to the best of the child's ability.
D.	Children will participate in a range of sporting activities.	To continue to participate in the activities provided.
E.	Adults to build relationships with children and act as good role models. PSHE to teach the importance of life-long learning.	Children will be self-motivated and ambitious about their future.

<b>5. Planned expenditure (i and ii)</b>					
<b>Academic Year 2018-19</b>					
How we use pupil premium money to improve classroom pedagogy, provide targeted support and whole school strategies.					
<b>Quality teaching for all</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will be ensure it is implemented well?</b>	<b>Staff lead</b>	<b>Review date of implementation.</b>
Continuing support to promote support in this area.	Our 5 Rs are embedded throughout our curriculum.	Developing the 5 Rs enables pupils to continue learning effectively throughout their lives.	Continued promotion of this approach in all classrooms with teachers frequently referencing back to them. Assemblies with 5 R focus Small group sessions with qualified teachers in maths and English where the 5 Rs are promoted to enhance learning	SLT  All staff take responsibility including a dedicated Booster Group teacher and additional support in Y6	Autumn 2019
Some children appear to lack confidence in social situations.	Social skills groups to promote friendship and self-esteem.  Peer teaching	The Health Related Behaviour Survey (2014) shows that 86% of children in North Hertfordshire have worries linked to emotional health and wellbeing.	Continued support in either groups or 1:1 for children who need social support.  Behavioural support by designated TA during school day.	INC co Class teachers TA's Behavioural support TA	

		By teaching their skills to others this will embed their learning and increase confidence.	Targeted therapy for some children as needed.  Mindfulness to be practised in the classroom	Outside agencies  Headteacher	
High achieving children to be challenged according to their needs.	1:1 or small group support  Teacher to pupil feedback	High-achieving children to be challenged to develop a wider understanding of the World promoting their natural curiosity and willingness to learn.  To ensure that pupils can take ownership of their learning target and be proud of what they have achieved.	Additional challenges to enhance work set in class will be offered according to need or interest.  Children will be encouraged to feedback to either class, year group or KS  Termly feedback between pupil and teacher.	Teachers	

<b>i) Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What the evidence is and rationale for this choice</b>	<b>How we will ensure it is implemented well</b>	<b>Staff lead</b>	<b>Review date of implementation</b>
Levels of resilience for some pupils could be improved.	Qualified teacher to be employed to teach PP children in small groups or individually.	We want to provide extra support to improve middle and higher attainment. Small group or 1:1 boosters with highly qualified staff have been shown to be effective, as discussed in reliable evidence sources such as the Education Endowment Foundation (EEF).	Time out of the class for the children (timetabled with class teachers every week.)	SLT  All staff take responsibility including a dedicated Booster Group teacher	Autumn 2019
Some children appear to lack confidence in social situations.	The children will be grouped by need and be encouraged to participate in a nurturing environment focusing on developing their growth mind-set. We hope that this in turn will help them become more independent in whole class teaching, thus allowing them to flourish.		Close liaison with class teachers to identify children's needs.  Engaging with parents and addressing any concerns that they might have on a regular basis.		
Some children do not receive the same level of support in	To have computers available for children who need access.	Some children do not have access to necessary resources in	Homework club run by qualified teachers and targeting children who need	KS1 and KS2 teaching staff	

terms of home learning as others.	Following on from the success of this last year, new stationery to be given to all PP children to help them with their homework. Homework club	the home e.g internet access.  Some children do not have a suitable working environment outside school.	academic, emotional or practical support to complete tasks.  Feedback from teachers as to whether work has now been completed.		
<b>ii) Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What the evidence is and rationale for this choice</b>	<b>How we will ensure it is implemented well</b>	<b>Staff lead</b>	<b>Review date of implementation</b>
To ensure that children receive support to cope with social situations at lunchtimes.	Targeted children have access to facilities as needed to help them with social skills.	Some children do not cope well in large groups, finding it overwhelming. A quiet space is provided.	Lunch time club is run on a daily basis and children are directed there as required.	Behavioural support TA	Autumn 2019
To enhance children's learning experience and social skills through extra-curricular activities.	Children are invited to attend clubs during and after the school day.	These clubs offer enrichment opportunities to those children who may not otherwise have a chance to participate.	Children are invited to join these clubs as appropriate to their needs. Pupil voice obtained to assess impact.	School staff and outside agencies.	Autumn 2019
To ensure that all children receive the same opportunities in school.	Financial support for curriculum and extra curriculum activities as needed.	All children should have the chance to participate in all areas of school life without economic restrictions.	This support will be offered by the school as and when needed by the Head teacher.	Head teacher and teaching staff	Autumn 2019

<p>To ensure that all children have the access to learning resources as needed.</p>	<p>Additional resources to be bought to support home learning.</p>	<p>Some child do not have the necessary resources to complete work at home. Some would benefit from various resources in order to help them access their learning at home.</p>	<p>Individual resources will be allocated to children by the teacher on need basis.</p>	<p>Teaching staff</p>	<p>Autumn 2019</p>
<p>To attract less active young people to participate in sport.</p>	<p>To promote active sport opportunities in school.</p>	<p>To engage children of all ages in PE and sporting opportunities and promote a healthy lifestyle.</p> <p>Being active each day can help boost the capacity for learning and mental wellbeing.</p> <p>Some children wouldn't always have access to further opportunities for sport.</p> <p>To engage with our pupils and keep up to date with their needs</p>	<p>To work towards the Schools Games Mark as part of the NH School Sports Partnership.</p> <p>To introduce the daily mile to improve fitness and wellbeing.</p> <p>Opportunities to participate in extracurricular clubs including Football, Netball, Hockey, Athletics, Cricket and running.</p> <p>Pupil voice conducted to identify children who would</p>	<p>Head teacher Sports Coach Teaching Staff</p>	<p>Autumn 19</p>

		and requirements to assist with them being physically active.	benefit from a change 4 life lunch time club.		
To ensure that children have the mental health support needed.	Individual targeted therapy will take place for those children where it is deemed necessary.	To support each child mentally, physically and emotionally to allow them to grow as a person and achieve in their learning.	Outside specialist therapist will come into school.	Outside therapists	Autumn 19
<b>6. Review of expenditure</b>					
<b>Previous Academic Year 2017 – 18 Total funding received £32,260</b>					
<b>Academic Year 2017-18</b>					
How we use pupil premium money to improve classroom pedagogy, provide targeted support and whole school strategies.					
<b>Quality teaching for all</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact</b>	<b>Lessons Learned</b>	<b>Cost</b>	
Levels of resilience for some pupils could be improved.	Our 5 Rs are embedded throughout our curriculum.	Children much more aware of the 5 R's than before. They can refer to them when carrying out their daily learning. By focusing on these key skills and embedding them it is allowing them to become more effective learners.	That we need to continue to be implicit in our teaching of these skills to focus the children and allow them to become more effective learners.	<b>None</b>	

<p>Some children appear to lack confidence in social situations.</p>	<p>New PSE curriculum to be in place this academic year.</p> <p>All staff to be STEPS trained.</p>	<p>STEPS training has allowed staff better understand the different experiences children have had and how this impacts on them, their behaviour and their learning. This understanding will staff to support children better.</p>	<p>That we need to treat children according to their experience and support some children in a more nurturing way.</p>	<p>£1600</p>
<p>Children to be challenged according to their needs.</p>	<p>1:1 or small group support</p> <p>Support staff intervention group 1 hour per week x 39 weeks</p> <p>Teacher to pupil feedback</p>	<p>Allowing children's individual needs to be supports has helped target the spending of money more effectively. It has ensured that each child is challenged to achieve their full potential and develop their skills as a learner.</p> <p>The children are aware of what we are trying to achieve in their PP sessions and their goals.</p>	<p>Extra PP resources should be focussed. Needs might not necessarily be academic but rather social, mental health or enrichment opportunities.</p> <p>With a clear aim it helps both the teacher and the pupil to achieve the target.</p>	<p>£560</p>

<b>iii) Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact</b>	<b>Lessons learned</b>	<b>Cost</b>
<p>Levels of resilience for some pupils could be improved.</p> <p>Some children appear to lack confidence in social situations.</p>	<p>Qualified teacher to be employed to teach PP children in small groups or individually. Part time teacher 0.6 contract non classed based</p> <p>The children will be grouped by need and be encouraged to participate in a nurturing environment focusing on developing their growth mind-set. We hope that this in turn will help them become more independent in whole class teaching, thus allowing them to flourish.</p>	<p>The extra support to improve middle and higher attainment in the PP ensured that children were challenged to reach their full potential.</p> <p>The skills that the children are practising in these sessions are having a positive impact on their class based learning.</p> <p>All Y6 children achieved ARE in all areas.</p>	<p>Regular focussed time out of the class for the children (timetabled with class teachers every week.) Allows the children to be either pre taught a skill or over taught what they have covered in class. This allows them to achieve in the classroom environment, boosting their self-esteem and encouraging them to challenge themselves further.</p> <p>The continuing close liaison with class teachers to identify children's needs is essential to maximise the benefit of these sessions.</p> <p>Engaging with parents addressing any concerns that they might have on a regular basis and encouraging them to play an active role in their child's learning has a positive impact.</p>	<p>£23,500</p>

<p>Some children do not receive the same level of support in terms of home learning as others.</p>	<p>To have computers available for children who need access.</p> <p>Stationery readily accessible as needed.</p> <p>Homework club</p>	<p>The children really enjoyed having their own stationery to do their homework with. Increase in the regularity and quality of homework produced.</p> <p>Parental feedback said that 'They now can't wait to use their homework pack'.</p> <p>Homework club supports those children who don't have computer access or structured support at home.</p>	<p>Still need to work on engaging all parents to support home learning. Although homework club can help with some of the practical side it does not leave enough time for the children to do their work to the best of their ability.</p> <p>Ongoing efforts need to be carried out to promote the importance of home learning for these children at home.</p>	
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<b>iv) Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact</b>	<b>Lessons learned</b>	<b>Cost</b>
<p>To ensure that children receive support to cope with social situations at lunchtimes.</p>	<p>Targeted children have access to facilities as needed to help them with social skills.</p> <p>Sports coach time 30 minutes per week &amp; Lunch club staffing 30 minutes per day</p>	<p>Children are set up to succeed by supporting their social interaction in a smaller, more structured setting.</p>	<p>A range of children need opportunities away for the busy playground; some need quiet activities, some thrive on more active ones (e.g. as provided by the sports coach)</p>	<p>£850</p>

<p>To enhance children's learning experience and social skills through extra-curricular activities.</p>	<p>Children are invited to attend clubs during and after the school day.</p> <p>Cookery Eatery Athletics club Gymnastics club Football club Home learning club Science projects Music lessons</p>	<p>This has helped widen the children's life skills, building their self-esteem and increasing their confidence in trying new ideas and skills. This willingness to risk take and corresponding increase in resilience then has a positive effect on their learning in the classroom environment.</p>	<p>Activities need to be highly tailored to each child's need.</p>	<p>£350</p>
<p>To ensure that all children receive the same opportunities in school.</p>	<p>Financial support for curriculum and extra curriculum activities as needed.</p> <p>Isle of Wight subsidy and swimming subsidy</p>	<p>Children took part in various extracurricular activities and trips partially funded by PP money. These included swimming, residential trips, after school clubs and those run in holiday times. We also funded music lessons for some children.</p>	<p>Funding allowed child to develop new skills and take part in different activities thus enhancing their life skills.</p>	<p>£352</p>
<p>To ensure that all children have the access to learning resources as needed.</p>	<p>Additional resources to be bought to support home learning.</p>	<p>In addition to the home learning packs, some children were provided additional resources. These were then used at home to support their home learning.</p>	<p>Children benefit from different support depending on their needs. Sometimes additional resources need to be given to support their learning. Teachers worked to identify these needs.</p>	<p>£1,091</p>

<p>To attract less active young people to participate in sport.</p>	<p>To promote active sport opportunities in school.</p> <p>To work towards the Schools Games Mark as part of the NH School Sports Partnership.</p> <p>To introduce the daily mile to improve fitness and wellbeing.</p> <p>Opportunities to participate in extracurricular clubs including Football, Netball, Athletics, Cricket and running.</p> <p>Pupil voice conducted to identify children who would benefit from a change 4 life lunch time club.</p>	<p>Children are aware of what opportunities are available to them and of the benefits of a healthy and active lifestyle.</p> <p>Awarded the Bronze award for commitment and development to school sport and physical activity.</p> <p>Children to improve their fitness and mental wellbeing through the daily mile. Will also assist with their capacity to learn.</p> <p>Children to develop their sports skills along with social, leading, team work and behavioural skills with the possibility of representing the school teams.</p> <p>Kung Fu Panda (change 4 life) club for less active children who don't necessarily attend clubs in school.</p>	<p>Ensure that children are communicated to in a variety of ways to ensure awareness of opportunities available.</p> <p>Improve and develop our commitment to school sport, PE and physical activity.</p> <p>To ensure that the daily mile is sustained as children are benefiting from being out of class and being physically active for 10-15 minutes.</p> <p>Develop a range of sports/clubs that are available to cater for as many interests as possible.</p> <p>Continue to engage with children regarding their interests and the clubs they are attending.</p>	<p>£1,200</p>
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<p>To ensure that children receive individual targeted support in all areas not just academic</p>	<p>If a child has an identified need then an external therapist can be employed to help.</p> <p>Where the need is more general, a whole class approach may be taken.</p>	<p>To support each child mentally, physically and emotionally to allow them to grow as a person and achieve in their learning.</p>	<p>Therapy both within the class and individually has helped support the children concerned.</p> <p>ELKAN SALT support staff training Speech Therapist Art Therapist Anti-bullying / positive relationships workshop</p>	<p>£2960</p>
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