

Sunnybrow Primary School Pupil Premium Strategy 2017 - 2018

Area for Development Barrier Proposed Impact	Strategy (including rationale)	Cost	Evaluation	Impact
<p>Children are increasingly struggling with complex social and emotional needs which is impacting upon behaviour. This then affects attainment and progress.</p> <p>Fewer children are accessing CAMHS following referrals. Difficult home lives mean that children are increasingly stressed and anxious. There are limited support services available to support emotional wellbeing, stress and anxiety in primary age children.</p> <p>Children will be effectively supported socially and emotionally. They will be equipped to effectively manage feelings and behaviour. There will be a reduction in detentions and exclusions. There will be a high standard of behaviour in class and around school. Children will be happier, calmer and more confident.</p>	<p>PSA to support families who are experiencing difficulties. This will include support for parents at home and include work with the children in school.</p>	£9000	<p>PSA has supported 7 families throughout the year and has accessed various support strategies for these families.</p>	<p>Behaviour in lessons is generally good across the school with only a limited number of children (predominantly in KS2) still displaying some low level disruption.</p> <p>Exclusion levels remain the same as in the previous year but are now attributed to different children to those which have accessed additional support.</p> <p>Behaviour at lunchtimes (outside) remains a small concern. However, behaviour in the dinner hall has significantly improved.</p> <p>Detentions have become ineffective for a number of children. The school is moving towards using a more Restorative Approach.</p>
	<p>Getting Along Programme. 3 blocks of sessions across the year.</p>	£3000	<p>Getting Along Programme was delivered with a targeted group of children.</p>	
	<p>Resilient classroom, kindness and careers resources.</p>	£1000	<p>All classrooms have resilience resources in place.</p>	
	<p>Part time/temporary LSA to run intervention sessions to support social and emotional wellbeing.</p>	£9000	<p>A temporary TA was employed to deliver some interventions.</p>	
	<p>Counsellor</p>	Costs will vary case by case.	<p>2 children accessed counselling services though this was funded by the Virtual School. 1 child accessed The Space Project for which there was no fee other than for transport.</p>	
		Total cost £22000 plus costs for counsellor	£22300	

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<p>The proportions of disadvantaged pupils meeting age related expectations in reading, writing and maths was insufficient at the end of Y3, Y4 and Y5.</p> <p>Issues with the quality of teaching and learning (now resolved) led to a reduction in the amount of progress made. High levels of complex and significant SEND in these classes resulted in a vast spread of ability.</p> <p>All children will make at least expected progress (SEND pupils will be assessed using PIVATS). A number of targeted children will make more than expected progress.</p> <p>Y4 – At least 60% of disadvantaged pupils will reach or exceed ARE in reading, writing and maths Y5 – At least 56% of disadvantaged pupils will reach or exceed ARE in reading, writing and maths. Y6 – At least 83% of pupils will reach or exceed ARE in reading, writing and maths.</p>	<p>2 additional LSAs to support in class and delivered precisely targeted interventions.</p>	<p>£36000</p>	<p>2 additional TAs have been employed. They have delivered interventions to targeted children throughout the year.</p> <p>Interventions are carefully planned to meet the needs of the children (including those identified on support plans) and to plug gaps in skills and knowledge.</p> <p>Observation and evaluation of interventions (evaluated by the SENCo), show that interventions are of good quality across the school and that TAs are skilled at delivering interventions.</p>	<p><u>Year 4</u> Reading, writing and GPS – 17% of disadvantaged pupils met the expected standard Maths – 33% of disadvantaged pupils met the expected standard. Disadvantaged pupils did make expected progress across the year.</p> <p><u>Year 5</u> Reading, writing and GPS – 58% of pupils met the expected standard. Maths – 50% of pupils met the expected standard. The target for reading, writing and GPS was met but not for maths so this will remain a priority for next year.</p> <p><u>Year 6</u> 100% of disadvantaged pupils met the expected standard in all subjects at the end of KS2.</p>

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<p>Too few disadvantaged pupils are reaching Greater Depth/higher standard in reading, writing, maths and GPS at the end of Key Stage 2.</p> <p>Relatively low levels of attainment on entry into school means that significantly higher levels of progress need to be made in EYFS and KS1 for children to exceed ARE at the end of KS1. In KS2, there are large classes with high levels of complex SEND and a wide spread of ability. Previous issues with the quality of teaching and learning (now resolved) meant that children were not within reach of greater depth/higher standard when joining Year 6.</p> <p>22% of disadvantaged Year 6 pupils will reach greater depth/higher standard in reading, writing GPS and maths.</p>	<p>SLA hours for staff training and provision development</p> <p>Resources</p> <p>Interventions</p>	<p>£500</p> <p>£500</p>	<p>Interventions sessions and after school boosters have been implemented and run throughout the year.</p> <p>Whole staff training and development sessions with individual staff members was delivered throughout the year.</p> <p>Planning for greater depth was developed with a specialist advisor from the LA. SLA hours were used to fund this.</p> <p>New resources were purchased to support teaching and learning for more-able pupils.</p> <p>Total - £1000</p>	<p>16% of disadvantaged pupils reached greater depth in reading and maths.</p> <p>50% of disadvantaged pupils reached greater depth in reading and grammar.</p>