

Sunnybrow Primary School Pupil Premium Strategy 2018 - 2019

<p>Area for Development Barrier Proposed Impact</p>	<p>Strategy (including rationale)</p>	<p>Cost</p>	<p>Evaluation</p>	<p>Impact</p>
<p>The proportions of disadvantaged pupils reaching greater depth in reading, writing and maths was lower than that of non-disadvantaged pupils in Year 2, Year 3 and Year 5 in 2017 – 2018</p> <p>Pupil emotional well-being and behavioural difficulties for a number of pupils led to a reduction in the amount of progress made by many pupils. A high proportion of disadvantaged pupils are also SEND pupils.</p> <p><u>Year 3</u> Reading – 24% of disadvantaged pupils will reach greater depth Writing, GPS and maths – 12% of disadvantaged pupils will reach greater depth.</p> <p><u>Year 4</u> Reading – 42% of disadvantaged pupils will reach greater depth Writing, GPS and maths – 28% of disadvantaged pupils will reach greater depth.</p> <p><u>Year 6</u> 32% of disadvantaged pupils will reach greater depth in all subjects.</p>	<p>Additional TAs will be appointed to support in class and deliver precisely targeted interventions</p>	<p>£36,000</p> <p>Total spend £36,000</p>		

Area for Development Barrier Proposed Impact	Strategy (including rationale)	Cost	Evaluation	Impact
---	---------------------------------------	-------------	-------------------	---------------

<p>The proportions of disadvantaged children in Year 5 reaching the expected standard in all subjects is low.</p> <p>Pupil emotional well-being and behavioural difficulties for a number of pupils led to a reduction in the amount of progress made by many pupils. A high proportion of disadvantaged pupils are also SEND pupils.</p> <p>A minimum of 75% of disadvantaged pupils will reach the expected standard in reading, writing, GPS and maths in the end of KS2 SATs tests.</p>	<p>The class will be split into ability groups for literacy and numeracy each morning. A TA will support each class.</p> <p>One TA will run precisely targeted interventions in the afternoon while the other TA provides support in class.</p>	<p>£19,000</p> <p>Total spend £19,000, the majority of which (£11,680) is coming from the reserve budget</p>		
---	---	--	--	--

Area for Development Barrier Proposed Impact	Strategy (including rationale)	Cost	Evaluation	Impact
<p>To improve the provision in school for Social, Emotional and Mental Health.</p> <p>An increasing number of pupils are presenting with SEMH difficulties which stem from challenging home lives, parental mental health concerns, parental, substance misuse and living in poverty. This is impacting upon their ability to cope with school which is affecting their attainment and progress. For some children, it is also having a negative impact on their behaviour in school with increasing numbers of detentions and exclusions. Provision for SEMH is limited for primary age pupils.</p> <p>Pupils will feel more-able to meet the academic challenges of school and will make at least expected levels of progress. Children's SEMH needs will be met and children will be less likely to receive detentions and exclusions.</p>	<p>PSA to support pupils and parents with ongoing needs and access support for families</p> <p>Relax Kids training for staff so that sessions can be delivered to children.</p> <p>Demountable classroom to be built so that there is an appropriate space in school to deliver therapeutic interventions</p> <p>Resources for therapeutic interventions (e.g. Lego Therapy, Connecting with Children etc) and TA time to deliver the sessions.</p>	<p>£9,000</p> <p>Cost to be confirmed</p> <p>Contribution to overall cost £10,000</p> <p>£5,000</p> <p>Total spend £24,000 plus cost of Relax Kids training</p>		