

The Together Federation of Schools Pupil Premium Strategy Statement 2019 - 2020

1. Summary information					
School	The Together Federation of Schools – Cantley (C) and Horning (H)				
Academic Year	2019-20	Total PP budget	£63,920	Date of most recent PP Review	Not Known
Total number of pupils	89 & 43	Number of pupils eligible for PP	22 & 8	Date for next internal review of this strategy	Feb 2020

2. Current attainment		
Summer 2019	<i>Pupils eligible for PP (your school)</i>	<i>All Pupils in our School</i>
% of pupils gaining R,W,M at KS2	0% and 25%	0% and 33%
% of pupils gaining R,W,M at KS1	40% and n/a	60% and 43%
% of pupils gaining GLD in EYFS	n/a and 100%	80% and 83%

3. Barriers to future attainment (for pupils eligible for PP including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor literacy skills</i>)	
A.	Pupils have a significant need for SEMH support
B.	Pupils need a high level of engagement in the classroom
C.	Higher attaining pupils need greater challenge
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Absence rates Rural communities and access to enrichment activities Limited transport infrastructure
4. Outcomes	
	<i>Desired outcomes and how they will be measured</i>
	<i>Success criteria</i>
A.	Improved academic attainment for all KS1 and KS2 Pupil Premium pupils
	85% of Pupil Premium pupils make better or expected progress from their starting points. The difference is diminished between disadvantaged and advantaged pupils

B.	Support for Social, Emotional & Mental Health issues through weekly sessions – both class based as well as small group and individual	Regular weekly sessions using Thrive practitioners, access to PATHS work in class, and support from the Federation SENDCo
C.	Pupils attendance improves to at or above 90%	100% of Pupil Premium pupils to reach 90% attendance or better across the school year

5. Planned expenditure

Academic year	2019 - 2020
----------------------	--------------------

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?
Quality First Teaching is evident in all lessons	Targeted CPD sessions; Coaching and Mentoring by Senior Leaders; Established Monitoring, Evaluation and Review cycle	Internal Learning Walks, Book Scrutiny, Moderation and Lesson Observations To meet the individual needs of pupils through the Assess, Plan, Do and Review cycle	SLT monitoring schedule; lesson observations; Learning Walks; Governor monitoring Feedback and discussions in SLT meetings. Budgeted cost: £800 plus £2,500 SENDCo time plus £4,000 of SLT time	SLT	Termly within school Termly by Governors
Individualised Learning/Differentiated planning/AfL is evident in all lessons	Inset sessions/CPD targeting individual pupils' needs for learning Extended learning sessions – reading, writing and spelling	To diminish the differences in attainment between advantaged and disadvantaged pupils in attainment, reading and spelling ages Evidence in books [work/book scrutiny] Observations and progress checks [Pupil Progress Meetings Teacher Assessment and PUMA & PIRA testing]	SLT monitoring; Pupil Progress Meetings Half Termly Data checks Reports to Governors/Standards Committee Extended learning reviews Budgeted cost: £4,000	EHT	Termly within school Termly by Governors

Children have access to TA support to work on closing the gap, both in small groups and at 1:1 level	Additional TA support time allocated to allow children in both schools to be given 1:1 and small group support to develop their core subject abilities	With the mixed nature of the class make-ups it is essential to be able to provide coherent support across the age and ability ranges	Through Pupil Progress Meetings to more quickly identify where pupils have gaps in knowledge. Interventions will continue, with greater focus on Assess, Plan, Do, Review cycle	£11,267 & £3,527	
Total budgeted cost				£26,094	
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?
Support for 100% of pupils with SEMH needs, including those undergoing assessment for Statements/EHCP and those under the auspices of external agencies	Working with the range of support in school , [Thrive, PATHS] and at home with parents to support pupils and their families with strategies to help. Withdrawal for intervention sessions where needed	A number of PP pupils have, amongst others, an SEMH need. The allocation of appropriate and personalised sessions are aimed at providing support for all of them with the view to use the strategies discussed to support the individual pupil to overcome barriers to learning thus promoting progress in their learning.	A database of interventions kept for individuals and groups of pupils monitored by the SENDCo. Discussion at Staff meetings and at SLT level. Updates from the practitioners who deliver the interventions Sessions recorded and strategies for pupil, families and staff identified. Budgeted cost: £6,500	RM/JB	Monthly within school Termly by Governors

Reduction of Significant Incidents and Fixed Term Exclusions through the rewards system	Incremental rewards, activities and reward trips based on positive behaviour choices Lunchtime activities revised	The need to improve certain behaviours linked to making positive choices Lunchtime choices need better structure to manage behaviour Continuing THRIVE practice across the schools	Monitoring through Zone Boards and Behaviour Logs on PA Pupils offered a range of activities to complement lunchtime activities Budgeted cost: £3,500	All teaching Staff MDSA Teams	Daily/Weekly within school Termly by Governors
Improve attendance for all pupils to be at or above the school expectation of 90%	Daily monitoring and phone contact with parents/carers. Reward system for regular attendance [Certificates & reward trips] Fast tracking and clear communication for pupils who need support	The need to improve attendance for all PP pupils to the at or above expected percentage in school	Weekly attendance checks; Half termly monitoring by EHT Regular weekly discussion at SLT meetings Budgeted cost: £1,800	Secretaries EHT	Weekly within school Termly by Governors
EP referral for pupils with SEMH needs who are undergoing assessment for EHCP	Employment of Educational Psychologist [EPSS] through Cluster	Professionals report needed for EHCP applications	Successful EHCP applications supported by an EP report Budgeted cost: £1,500		
Total budgeted cost					£13,300
iii. Other approaches					
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?
Pupils at the end of KS1 and KS2 will aim to reach the National	Class Teachers to use teacher assessment, Pupil Progress Meetings and PUMA	For the majority of pupils PP or non-PP to reach the expected standard	English and Maths Leads oversee delivery and content.	Subject Leaders	Monthly within school Termly by Governors

Expected Outcomes	and PIRA tests to monitor progress		EHT monitors and quality assures work, as well as overseeing progress data Training for key subject leads Budgeted cost: £4,500		
A settled start to pupils' day and with a readiness to learn	Provide early morning sustenance for pupils. Developing social skills	A percentage of pupils arrive for school not having had any breakfast Pupils will have access to a Breakfast Club where necessary. Social games for general participation	Reduction of Fixed term exclusions. Reductions of Significant Incident reports. Budgeted cost: £2,000	Club Staff	Daily
Total budgeted cost					£6,500
Total Committed					£45,894

6. Review of expenditure				
Previous Academic Year		2018 - 2019		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Children have access to TA support to work on closing the gap, both in small groups and at 1:1 level	Additional TA support time allocated to allow children in both schools to be given 1:1 and small group support to develop their core subject abilities	Impact measured as part of whole school performance. More successful in KS1 than KS2	Reinvigorate Pupil Progress Meetings to more quickly identify where pupils have gaps in knowledge. Interventions will continue, but with greater focus on Assess, Plan, Do, Review cycle	£11,267 & £3,527
All pupils have access to Music tuition which improves motor skills, teamwork and social skills	County Music Service purchased to deliver in school instruction for a range of pupils on musical instruments	Improved social skills and motor skills. Broadening of opportunities for all children	Not all pupils wanted to engage; where those who did want to engage, they were not always able to follow this up the following term or even year.	£3,000
ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Additional time given for pupils to access THRIVE through an in-school practitioner	THRIVE support given through trained TA in both schools to allow children to access THRIVE sessions	Development of social and emotional maturity seen in those pupils who accessed the support, reflecting on an impact for their general education. Impact measured by THRIVE screening process for whole classes.	Beneficial to a number of pupils. Can be scaled down to meet the needs of pupils.	£4,584 & £5,082

Have the correct resources in place to support THRIVE work	Purchase resources necessary to support pupils	Pupils accessed resources and consumables at both schools. The impact was seen through the overall improvement in their SEMH.	Continue and add in further training for staff for 2019-20	£1,000
Improve resources in other supportive aspects for PP pupils across the two schools	Resources purchased for Read, Write, Inc., TalkBoost, and THRIVE.	Additional core subjects training to support better intervention provision across both schools	Review and continue	£2,000
iii. Other approaches				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Pupils have access to a range of well-being games and activities to support their physical and emotional health during lunchtimes	Access to a range of outdoor and indoor activities for a range of pupils who struggle with non-structured time. Organised by trained MDSAs	Pupils access opportunities to play with other peers in an organised and structured environment. They can also access quieter areas with alternative activities to support their well-being	Invest in more Lego – type equipment and possibly further training	£2,000 & £2,000

All PP pupils can access trips and visits to open up opportunities and expand their knowledge of the outside world	Payment contributions to be made to all trips for PP pupils, including uniform if needed.	All pupils can access all aspects of the curriculum both in and out of school, widening horizons in rural-setting schools	Continue as needed – particularly with the new curriculum in place	£500 & £500
All PP pupils given access to extra-curricular activities, including Breakfast, After School and sporting clubs	PP pupils can attend extra-curricular activities on offer to develop their social and emotional skills	PP pupils access the same activities as their non-PP peers	Continue as available Look for further opportunities for different range of activities	
Total Spent to date				£35,460
Additional Funds Unallocated and rolled over				£

7. Additional detail