



Pupil Premium Strategy – Erpingham Primary School 2018 - 2019

The pupil premium funding is given to schools to support eligible groups of children. Erpingham Primary School receives a Pupil Premium allocation of funding for each child in each school who is entitled to receive Free School Meals or who has been entitled to receive them over the last six years as well as for any Looked After Children, adopted or children of service parents. We are required to publish online information about how we have used the premium as part of our pupil premium strategy. Children who qualify for 3 and 4 year old Early Education may also attract additional funding called Early Years Pupil Premium where their parents/carers are in receipt of certain benefits, were formerly in Local Authority care for at least one day, left care because they were adopted or were subject to a special guardianship or child arrangements order.

The philosophy behind our strategy is that we recognise that some designated pupil premium children may have differences in their experiences and levels of support and therefore we aim to support children whatever their barriers may be; environmental, social, economic or learning.

We aim to provide experiences, support and resources to ensure these children achieve equal progress to other children with similar starting points.

We recognise that with younger children, we need to invest in developing a child's independence in learning, their self-esteem, their speech and communication and supporting them emotionally in order for them to be able to develop as learners and make the progress they deserve.

Summary Information					
Blue Sky Federation: Erpingham Primary School					
Academic Year	2018/19	Total PP budget £11,200 + PPP £1230	£12,430	Date of most recent PP review	September 2018
Total number of pupils in school	60 including Pre- school	Number of pupils eligible for PP	6	Date for next PP strategy review	April 2019
Total number on roll at Pre-School	10	Number of pupils eligible for EYPP	0		

At Erpingham Primary School we have very small cohorts of pupils due to our small intake. Publication of our data would mean that individual pupils would easily be identified. For this reason we express our expectations of pupils achieving age related outcomes by the end of the academic year as a proportion of the pupil premium pupils within the school.

We expect all of our pupil premium pupils to make expected progress or better from their individual starting points by July 2019.



In school barriers to attainment for pupils eligible for PP		Evidence
Social and Emotional skills and self esteem	<p>On entry a number of pupils were struggling with behavioural and social and emotional barriers. Low self-esteem and emotional barriers have impacted our Pupil Premium children's ability to interact with peers successfully and also to fully access the learning available to them in class. In class behavioural difficulties related to emotional and social barriers prevented our Pupil Premium children from reaching their full potential. Some find collaborative working, sharing, following instructions very difficult. In order to meet the needs of these children we have employed a pastoral support TA to facilitate "time to talk" sessions with the children, parental support sessions and lego therapy. School has ensured that she has received the appropriate training to lead these sessions which take place weekly. School has invested in new resources to enable these to take place. Both our SENCO and our pastoral support TA are working closely together and attending the Aylsham Cluster Nurture Network to help develop our nurture support. For our new reception intake we ensure that our induction programme is very 'parent' focused, enabling us to develop a strong working relationship with parents from the start of their involvement with school. We have very strong links with our pre-school setting and ensure good communication prior to transfer to ensure we are prepared for any 'issues' that may arise. We support development of Pupil Premium children through the involvement of a Pastoral Support Assistant, and weekly Forest School. Our Pre-School sessions are held outdoors and follow a "Forest School" ethos. As children progress through the school, we provide additional adult support in class. This enables children who need support or reassurance to receive small group learning, practical tasks which meet their needs.</p>	<p>2 year old checks EY baseline assessments Pupil Asset data / book scrutiny KS2 SATS Boxall profile</p>
Lack of resources or appropriate support at home	<p>Some of the children do not have the resources or support at home to support their learning so need to be provided with these. In some families, parents own barriers to learning can have a significant impact on the confidence and progress of these children. The pastoral support TA assists here by providing advice and support helping to inform parents of appropriate strategies to support their child at home. We ensure that throughout the school provision is made for sharing of books and a love of reading is nurtured through our weekly library sessions and termly learning cafés. Parents are invited to come into school and share learning experiences with their children through these learning café sessions. We fund a variety of after school club and lunch time clubs including games and craft clubs to ensure all pupils are equal access to areas they express and interest in or show an aptitude for. Within school we enrich the curriculum with family learning days involving art lessons as well as Forest School. Teachers run workshops for parents including phonics and numeracy.</p>	<p>Pupil progress data Parental attendance and feedback</p> <p>School Council Minutes</p>
Lack of cultural experiences	<p>As a primary school in rural Norfolk, some of our children have not had access to a range of cultural experiences so find this area difficult to understand. We ensure a rich and varied curriculum developed beyond the classroom with visits and visitors. Each half term we focus on one of our "values" : Love, Respect, Courage and Friendship.</p>	<p>Theatre Visits, visitors, other visits (e.g. museums)</p>



	<p>We ensure our assemblies promote a multi-faith and multi-culture understanding. We visit the different places of worship including a synagogue and Cathedral to increase awareness and understanding of other faiths and cultures. Our assemblies will include a visit from a STEM ambassador, with extended learning provided from STEM engineers.</p>	
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External barriers to attainment for pupils eligible for PP	
Lack of extra-curricular activities and experiences	See above – we fund after school activities and lunchtime clubs for our PP children to ensure they have similar opportunities to their peers.
Parents needing additional support e.g. housing issues, with children behaviour at home	Our Pastoral Support Assistant is trained in supporting parents and pupils with emotional and social issues. This level of support enables us to reach out to our disadvantaged families. She is widely known amongst the parents and has worked hard to establish herself as someone who can be trusted. Some parents of Pupil Premium children are isolated, or have a lack of understanding on how to support their child with behaviour, or through traumatic or significant family difficulties. Some of our children have faced the prospect of eviction for example which impacts on their ability to access the learning in school.

Outcomes			
	Desired outcomes	What will we do to make this happen?	Success criteria (How we will know this is working)
1. Social and emotional development of children across the school	<ul style="list-style-type: none"> - for children to develop good behaviours for learning - For children to work collaboratively - For children to follow simple adult instructions - For children to develop strategies to manage the way they feel 	<p>Pastoral TA in post – trained in supporting children's social and emotional needs and lego therapy Pastoral TA to lead Nurture interventions (lego therapy) All pupils to experience Forest School at least once a week, all year. Consistent adults in classes to support all aspects of learning PSHE sessions supporting social and emotional development All children to access after school activities.</p>	<ul style="list-style-type: none"> - Reduction in behaviour incidents in school - Assessment such as Boxall profiles shows impact of S & E interventions for some pupils - PP children access to clubs, after school activities - All PP children attend trips - Forest School assessments



	- For children develop successful relationships and friendships outside of school		show the impact of experiences of children across the year - SLT monitoring shows increasing level of pupil engagement in lessons
2. Family support	- for parents to see the school as a support network	Parents freely share information with the school when things are difficult or change at home – school can actively seek support from the Aylsham Cluster PSA or parents can have an 'informal chat' with our pastoral TA. School has an open door policy so parents ask for financial support for trips, holiday activities, etc. Parents are invited to regular open afternoons, leaning cafes and family learning days to encourage engagement in their children's learning and a good relationship with school.	- High parental engagement in school; happy to share their worries with school, so they can be sorted/supported quickly - High parental involvement in family learning activities – encourage parents to engage with learning
3. In class support	- for children to learn in small groups if possible - for children to develop strong relationships with adults who support them - For children to achieve their full academic potential – meet targets set – across the school	TA support is planned by class teacher. Pastoral TA to support pupils identified during Pupil Progress meetings with focus on PP pupils. Forest Schools TA to support Adults to support and challenge children effectively. Staff training for behaviour management (Step Up) KS2 SATs support – Additional teacher employed to provide SATs booster sessions to ensure targets are met by pupils.	- Children achieve their targets set - HT monitoring shows planning identifies high quality support - HT monitoring identifies high quality teaching and learning - KS2 SATs targets met - KS1 SATs targets met - Yr1 phonics predictions met - GLD targets met (All to be above National)



Planned Expenditure : Erpingham £12,430				
Academic Year				
Chosen action/approach	Desired Expenditure	What does this look like?	We will ensure actions are implemented well, through regular monitoring; SLT and external support.	We will review the implementation termly – through the monitoring records for SLT, external support and Governors
TA support for classes – group learning and interventions, including S & L for younger children	TA Support £750	S & L sessions with TA – identified on intervention timetable - individual as suggested by S & L therapist		
Forest School	Training: £1,750 (Salary £19,102)	Every child to receive Forest School sessions weekly. Offer weekly Forest Fun for parents		
Pastoral Support	Salary £4,888	Pastoral TA in post to support children and parents – well trained and known to families		
Enhance Activity Involvement	£300.50 £2730	Subsidy for trips Yoga / mindfulness club.		
After School Clubs	Salary £289	Provide a range of after school activities for pupils		
SATs Booster Session	£10.5 per hour 1 hour per week for 13 weeks £136.50	Provide booster sessions after school so that pupils make expected progress and feel confident about sitting the SATs		
Resources	£240 £1,200 £146 (proportion of actual cost)	Nessy (dyslexia software) Alpha Inclusion Numicon resources		

