

Pupil Premium Strategy Statement

1. Summary information					
School	Capenhurst CE Primary School				
Academic Year	2019-20	Total PP budget 2019-20	£13370	Date of most recent PP Review.	September 2019
Total number of pupils	83	Number of pupils eligible for PP 2019-20	8	Date for next review of this strategy	June 2020

2a. KS1 Attainment 2018/19 – no disadvantaged pupils in this cohort		
	<i>DISADVANTAGED / ALL</i>	<i>National Average Expected</i>
% achieving in reading	n/a / 40%	75%
% achieving in writing	n/a / 30%	70%
% achieving in maths	n/a / 40%	76%
2b. KS2 Attainment 2018/19		
	<i>DISADVANTAGED / ALL</i>	<i>National Average Expected</i>
% achieving in reading	100% / 73%	75%
% achieving in writing	100% / 78%	78%
% achieving in maths	100% / 79%	76%

Barriers to future attainment (It is important to remember that our school has a small proportion of disadvantaged pupils; it can help to drill down to an individual level to measure impact.)

In-school barriers	
A.	Some of our pupils have social and emotional needs which impact upon on their readiness to learn
B.	A high proportion of our disadvantaged pupils are also affected by their Special Educational Needs or Disabilities.
External barriers	
C.	Some pupils are not always punctual to school
D.	Vulnerable family situations impact on good learner skills and academic progress for some of our pupils.

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Children will be supported to improve their social and emotional well-being. They will be better able to express their needs, acknowledge when they are feeling 'low' and begin to understand the impact this has on their readiness to learn.	Children are able to explain when they are feeling 'low' and have access to resources to help them improve their mood and readiness to learn.
B.	Children's SEND needs will be accurately identified and children will be supported accordingly. SEND profiles will be updated termly and accurately reflect the support and impact of the support	Children will make progress in all areas that is at least in line with their peers.
C.	Punctuality continues to improve with reduced late marks on registers.	Lateness will be reduced and children will be in school on time and ready to learn.
D.	Support for vulnerable families is effectively focussed on the child/children's needs to ensure they are attending school, developing socially and emotionally and engaging with academic learning.	Children will be better able to express their emotional needs. Families will be supported in accessing help from external agencies as required.

4. Planned expenditure					
Academic year		2019/20			
Support and interventions					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff leads and cost	When will you review implementation?
Children will be supported to improve their social and emotional well-being. They will be better able	Access to support from ELSA trained and 'Next Steps' trained staff. Books and resources purchased for staff and	Positive impact of use in previous years. Social/emotional support has been shown by the EEF (Education Endowment Foundation)	TA's complete associate paperwork which identifies the impact of their work with the pupil. Paperwork is reviewed by senior leaders.	LMc/NF £1899	June 2020

to express their needs, acknowledge when they are feeling 'low' and begin to understand the impact this has on their readiness to learn.	pupils to use in these sessions.	to have moderate impact for moderate cost and measures the impact at +4 months			
Children's SEND needs will be accurately identified and children will be supported accordingly. SEND profiles will be updated termly and accurately reflect the support and impact of the support	Staff employed to support pupils with SEND within class. Training for staff will be updated each year so that children have access to most recent information.	Positive impact of use in previous years. EEF demonstrate that strategies such as one-to-one tuition, feedback and individualised instructions in small classes generally have moderate/high impact for moderate /high costs and measures the impact as +3 to +8 months. These types of support are used with SEND children across school.	SENDCo will review work of staff and the implementation/review of SEND profiles. SENDCo will undertake appraisal of staff involved with pupils.	LMc/NF £8545	June 2020
Punctuality continues to improve with reduced late marks on registers.	Monitoring of registers by admin staff. Letters home to pupils when required.	Positive impact of previous years. EEF show that positive parental engagement has moderate impact for moderate costs with an average of +3 months progress on the pupil.	Senior leader and admin staff will liaise about attendance regularly.	Met by school budget	June 2020
Support for vulnerable families is effectively focussed on the child/children's needs to ensure they are attending school, developing socially and emotionally and engaging with academic learning.	Use TAF as required. Continue to use volunteers from Passion 4 Learning to support vulnerable pupils. Subsidise trips and other extra-curricular activities to enrich school life for these pupils.	Previous work with Passion 4 Learning has led to improving engagement by supported pupils. Previous use of TAF (Team Around the Family) has proved successful in supporting vulnerable families. EEF show that positive parental engagement has moderate impact for moderate costs with an average of +3 months progress on the pupil.	Senior leaders will review the volunteer sessions and look through the session planning book they use. Senior leaders drop in on the sessions.	CG/Passion 4 Learning volunteer £300 Enrichment activities/trips £2551	June 2020
Total budgeted cost					£13295

Reviewed expenditure 2018/19				
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
Children will be supported to improve their social and emotional well-being. They will be better able to express their needs, acknowledge when they are feeling 'low' and begin to understand the impact this has on their readiness to learn. A D	ELSA and Next Step support for vulnerable children Staff use their training and resources to support pupils as and when needed. Teaching staff identify those pupils in need of this support and complete initial paperwork. Sessions take place at a timescale to address the needs of the pupil. Use of volunteers from Passion 4 Learning to support vulnerable pupils in school. Use of 'dog therapy' sessions to enable children to be more open about their feelings. Use of the TAF process to support vulnerable families when required.	The proportion of pupils requiring support fluctuates through the year in our school. A team approach to this support ensures we are able to monitor and evaluate our work and support the changing number of pupils that require this support. There has been positive engagement with the TAF process by families that have been approached.	ELSA and Next Steps is to be continued and be supported by CPD to ensure effective tools can be used by more than one adult in school. Passion 4 Learning to continue. Use of TAF to continue as required.	£13295
Children are provided with additional opportunities to enrich and enhance their experiences at school. A B	Subsidised trips to ensure pupils attend and fully benefit from the range of additional activities on offer at school. Enrichment and extra-curricular activities are fully paid for by school to provide broad and enriching experiences whilst at school.	All pupils have been able to access trips and enrichment activities which has had a positive impact on their well-being. Further work is needed to evaluate the level of impact on their readiness to learn.	To continue.	
Improve attendance and punctuality C	Half termly monitoring of attendance rates. Letters home to those pupils who have poor attendance and/or lateness. Meetings (if required) with parents and families.	School leaders can monitor and evaluate effectively and therefore provide challenge and support. Some improvements in reducing lateness have been seen.	To continue.	
5. Additional detail				
<ul style="list-style-type: none"> Quality first teaching and early intervention underpin all that we do. Our children value the opportunities we give them to learn outside the classroom and this enhances their experiences of life outside school. By organising a good range of trips, visits and visitors to school we are able to enhance our broad and balanced curriculum effectively for our pupils. Parents value the subsidy of the residential trips in Year 1 to 6. A high proportion of our disadvantaged pupils are also on the SEND register so we need to ensure we are measuring ourselves against realistic targets for progress and attainment. 				