



The Midsomer Norton Schools Partnership  
High Littleton Church of England Primary School  
Pupil Premium Report 2019-20

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September 2019

# Pupil Premium strategy statement

1. Summary information					
School	HIGH LITTLETON CHURCH OF ENGLAND PRIMARY SCHOOL				
Academic Year	2019/2020	Total PP budget	£34160	Date of most recent PP Review	September 2019
Total number of pupils	175	Number of pupils eligible for PP	25	Date for next internal review of this strategy	July 2020

2. Current attainment					
	Sch	Nat other pupils		Sch	Nat Other
% achieving in reading, writing and maths			% Achieving a Good level of development in Early Years		
KS2 Progress measure in reading			Key Stage 1 attainment measure in reading		
KS2 Progress measure in writing			Key Stage 1 attainment measure in reading		
KS2 Progress measure in maths			Key Stage 1 attainment measure in mathematics		

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 oral language skills)</i>		
A.	Children starting school with identified/unidentified special educational needs	
B.	Children with poor emotional and social development	
C.	Children with gaps in their phonic knowledge	
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>		
D.	Children with poor attendance and punctuality	
E.	Children not having access to high-quality reading books	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria/Evidence</i>
A.	Children make expected or better progress so that their attainment is in line with children from similar starting points.	Children make measurable and quantifiable progress in reading, writing and maths across the year based on summative tests.
B.	Attainment in maths and writing of PP children is close to or better than national levels.	The gap between PP children and non PP children is diminished as a result of accelerated progress. PP children achieve well in literacy skills.
C.	PP pupils develop greater self-awareness of their emotional well-being and how this impacts on how well they learn. As a result, PP pupils develop greater resilience and an ability to overcome difficulties.	Children make progress in their social development as measured using Thrive. This impacts on their attitudes towards academic challenges.
D.	PP pupils are in school every day and on time ready to learn.	PP attendance is at least 97%.
E.	PP have access and read high-quality books to develop their language and vocabulary.	Summative assessments and progress of children is above national averages.

5. Planned expenditure					
Academic year	2019-2020				
Desired outcome	Actions	What is the evidence and rationale for this choice? ( Reference to EEF research and effect size)	Success Criteria	Staff lead	When will you review implementation?
PP children with identified SEN needs receive appropriate support.	Referrals completed.  Assessments completed and reports shared with parents and other agencies to support EHCPs.	Overall, the evidence suggests that early years and pre-school interventions have a positive impact, delivering an average of around five additional months' progress. (EFF)	Outside agencies assess identified children and targets are implemented. Parents are aware of the school's concerns and reports are available to support progress.	SENCo	Termly  £2500
PP children with identified Speech and Language needs are supported.	Weekly Speech Therapy support for identified children.  1:1 work and small groups.  Assessments completed and reports written to support EHCVP process and identification of targets for TAs to work on.	Overall, studies of oral language interventions consistently show positive impact on learning, including on oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year. (EFF)	Identified children make good progress from their starting points. Interventions support progress. Assessments (twice a year) show an increase in percentile rankings.	SENCo/SLIP	Termly  £6500
PP children with behavioural needs are supported.	Referrals made to the NR Behaviour Panel.  Identified support given to children and families.	Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours. (EFF)	Behaviour of children has improved. Instances of poor behaviour have greatly reduced.	GG	Termly  £6500
Focused support allows children to overcome gaps in their learning.	1:1 tuition Small group work for identified PP children.	Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average. (EFF)	100% of children at least meet age-related expectations.	GG	Terms 2, 4 and 6  £1500
PP children receive appropriate support in developing their phonic knowledge.	Identified children worked alongside Emma Payne on a weekly basis for Terms 4 and 5.	Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress. (EFF)	100% of PP children passed the Year 1 Phonic Screening Check.	EP	Terms 3, 4 and 5  £2000

PP children are able to access all educational and residential visits.	Parents are made aware of the ability to use PP to pay for residential and educational visits.	We are aware that over the past few years the cost of a residential visit has increased significantly.	100% of Y6 children attend the residential visit. All other children have access to 50% of the cost of educational visits.	GG	As required  £2000
Identified PP children with SEN needs achieve well.	KS1 1:1 and small group interventions, both in and outside of class, to ensure PP pupils keep up in lessons.	Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average. (EFF)	At the end of Key Stage 1, PP children meet age-related expectations in reading, writing and maths.	GG	Termly  £6500
Ensure that PP children benefit from high quality playtimes and lunchtimes.	Resources purchased to continually improve playtimes and lunchtimes.	Evidence from the last twelve months indicates that high-quality playtimes and lunchtimes have had a positive impact on behaviour and therefore children are more ready to learn.	100% of PP children report that they enjoy playtimes.	IG/ROR	Termly  £2000
Ensure that PP children make strong progress in maths.	<i>Doodle Maths</i> <i>Doodle Tables</i> <i>I Can Do Maths</i>	Studies consistently find that digital technology is associated with moderate learning gains: on average, an additional four months' progress.	100% of children achieve age-related expectations in summative tests.	IG/GG	Terms 2, 4 and 6  £1000
Ensure that PP children with EHCPs are assessed to support progress.	Assessments/reviews completed by EP/OT	Assessments and reports identify strengths and weaknesses and how these can be addressed	Assessments contribute to EHCP Annual Reviews to allow on-going support for children with complex needs.	SENCo	Terms 2, 4 and 6  £3000
Ensure that attendance of PP children is at least in line with non-PP children.	Weekly review of attendance. Regular meeting with EWO to identify those PP children at risk of poor attendance.	Research indicates that attendance improves when schools have a clear policy and procedures which allow for quick intervention with families. In 'Supporting the attainment of disadvantaged pupils; Articulating success and good practice' the authors discuss the importance of robust attendance data tracking and monitoring systems in schools, to address attendance issues. This allows patterns of absence to be scrutinised and then targeted interventions to be put in place. It also allows schools to monitor the effectiveness of any interventions they are putting in place to improve attendance and readjust as necessary. This is far more effective than general approaches to improving	Attendance of PP children is at least 97%.	GG/SC/NP	Termly  £600

		attendance. The evidence indicates that, on average, pupils make two additional months' progress per year from extended school time and in particular through the targeted use of before and after school programmes.			
Ensure that PP children have access to high-quality books to support their progress in reading.	<p>Reading books for Years 3 and 4 ordered.</p> <p>A wide range of curriculum/topic books ordered to improve children's understanding of the wider world.</p>	<p>Some types of oral language interventions appear to be more effective than others, on average. Interventions which are directly related to text comprehension or problem-solving appear to have greater impact. There is also consistent evidence supporting reading to young children and encouraging them to answer questions and to talk about the story with a trained adult. (EFF)</p> <p>On average, reading comprehension approaches deliver an additional six months' progress. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge. (EFF)</p>	<p>100% of children achieve age-related expectations in reading.</p> <p>100% of children enjoy reading more challenging books.</p> <p>PP children are able to articulate the books that they have read.</p>	GG	£1000
Ensure appropriate support for children with emotional/behavioural needs.	Purchase JIGSAW PSHE leads to develop LTP	Jigsaw is a whole school approach to teaching children about their social and emotional needs alongside personal and health issues. There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life, in relation to physical and mental health, school readiness and academic achievement, crime, employment and income. (EFF).	PP children make good progress in their social and emotional development as measured by Thrive.	JA/LT	£2000
PP pupils develop greater self-awareness of their emotional wellbeing and how this impacts on how well they learn. As a result PP pupils develop greater resilience and an ability to overcome difficulties.	Identified member of staff to receive Thrive training (9 sessions)	We will use Thrive and counselling for targeted pupils to access on a 1:1 basis. This is to support children who may have social, emotional or behavioural difficulties, or sometimes to support a child through a difficult period in their life which is affecting them at school. Sutton Trust says that SEL programmes and mentoring can have a low	Member of staff trained which will enable us to profile the social and emotional development of individual children in order to identify their underlying emotional needs. Based on this, we will then be able to select from a range of practical strategies and activities that we can use to help	GG	£1300

		impact on raising attainment, however they do help children to build relationships and be more settled in school. These programmes “appear to benefit disadvantaged or low attaining pupils more than other pupils, though all pupils benefit on average” and this can be up to 2 months additional progress. Where the provision is specifically related to behaviour then impact can be up to 4 months additional progress and “there is some anecdotal evidence about the benefits of reducing problematic behaviour of disruptive pupils on the attainment of their classmates.”	them.		
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## 6. Review of expenditure

Previous Academic Year		2018/19		
Desired outcome	Actions	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
Ensure that PP children with identified SEN needs receive appropriate support.	Referrals completed.  Assessments completed and reports shared with parents and other agencies to support EHCPs.	Educational Psychologist and Occupational Therapist assessments used to support EHCP Needs Assessments as well as to track progress of children. Good progress made by the children from their starting points. Two PP children were granted EHCPs. Money allocated to support those children with 1:1 TA support.	To continue.	£2500
Ensure that PP children with identified Speech and Language needs are supported.	Weekly Speech Therapy support for identified children.  1:1 work and small groups.  Assessments completed and reports written to support EHCVP process and identification of targets for TAs to work on.	Weekly support for identified children. Reports and assessments completed to support teachers in class as well as those required to support the Annual Review process and EHCP needs assessments. A number of PP children also discharged for S&L due to good progress.	To continue.	£6500
To ensure that identified PP children with behavioural needs are supported.	Referrals made to the NR Behaviour Panel.  Support accessed for both children and families.	This is money paid into the Behaviour Panel so that we can access support when required. Behaviour of identified PP children much improved and are able to access whole class teaching.	To continue. Referrals made as and when PP children require support. PP children with EHCPs cannot access this support. Support may be accessed through Fosse Way's ASD Support Service.	£6500
Ensure that focused 1:1 support allows children to overcome gaps in their learning.	Identified children work with TA on a 1:1 basis/small groups to overcome identified gaps by class teachers.  Access to after school club.	Children overcoming gaps in their knowledge and are making good progress. Daily 1:1 support with reading and maths. LAC children made good progress and were able to access the KS2 SATs tests. Progress of PP children was above national in reading (+6.7), writing (+5.3) and maths (+0.6).	To continue.	£1500



Ensure that PP children receive appropriate support in developing their phonic knowledge.	1:1 weekly support from class teacher – Terms 4 and 5	Identified children worked alongside Emma Payne on a weekly basis for Terms 4 and 5. 100% of PP children passed the Year 1 Phonic Screening Check.	To continue. This intervention is valuable in ensuring that identified children catch up with their peers. This has worked well over a number of years. To begin from Term 3 2020.	£1500
Ensure that PP children are able to access all educational and residential visits.		All PP children attend the Year 6 residential visit. All PP children across the school received 50% reduction in the cost of trips and visits and were able to attend all educational visits.	To continue. Parents to be informed at the start of the new academic year.	£3500
Ensure that identified PP children with SEN needs achieve well.	Daily 1:1 support	Two children in Reception received regular input both in terms of academic and emotional support making good progress from their starting points but were unable to achieve a Good Level of Development.	To continue.	£6500
Ensure appropriate support for children with emotional/behavioural needs.	Weekly support from Wansdyke Play Association.	Weekly support for one child to improve social, emotional and mental health. The child met the expected standard in reading, writing and maths due to their increased confidence and self-awareness. This child met the expected standard in reading, writing and maths and progress was also above national averages in all three subjects.  The use of the school's therapy dog supported one particular PP child who found it beneficial when they became anxious. This is not possible to measure quantifiably; however, the child reported that they felt better and were in a better position to go back to class to learn. During this time, the child grew visibly in confidence and met the expected standard in reading and maths.	Wansdyke Play Association have since closed. Appropriate support would need to be sought elsewhere.	£1200
Ensure that PP children benefit from high quality playtimes and lunchtimes.	Support from play leader.	All PP children have benefitted from improved playtimes and lunchtimes. Children are better prepared to learn as there are fewer behaviour issues.	To continue. Further resources might be required.	£2000
Ensure that PP children make strong progress in maths.	Purchase of <i>Doodle Maths</i> , <i>Doodle Tables</i> and <i>I Can Do Maths</i>	Children able to access learning at home. 60% of children met the expected standard in maths at the end of KS2. Progress was above national averages.	To continue and to purchase further identified resources.	£1000
Ensure that PP children with EHCPs are assessed to support progress.	Further referrals made to access assessments from EP and OT.	Due to the high percentage of children with EHCPs and those requiring assessments, EP and OT input is above that of which we pay to the SEN Network. These reports and assessments support the progress of children in class as well as offering advice for those requests for Needs Assessments. The school was able to ensure that two children received an Education,	To continue – this is over and above the cost to the SEN Network.	£3200

		Health and Care Plan. Three other children with an EHCP were regularly assessed during the course of the academic year to feed into the Annual Review process.		
Ensure that attendance of PP children is at least in line with non-PP children.	Termly support from EWO.	Attendance of PP children at the end of the academic year (97%) was in line with that of other children.	To continue.	£600
Ensure that PP children receive appropriate mental health and wellbeing support.	Weekly yoga sessions for identified children.	All children received access to weekly mindfulness sessions which allowed them to improve their mental health and wellbeing. Children report that the sessions have helped them to regulate their emotions.	No further yoga sessions planned for 2019/2020.	£500
Ensure that PP children have access to high-quality books to support their progress in reading.	It was identified that children tended to read a narrow range of books which were available to them. The school also identified that children who read widely are generally those who are greater depth writers.	Ensure that all Y6 children have access to a wider range of reading books and develops their love of reading as well as improving their comprehension. Progress of Year 6 PP children was significantly above national averages.	Ongoing. Books have been purchased for Years 5 and 6. Further books to be purchased for other year groups.	£1000
				<b>£38000</b>