**Pupil premium strategy 2019-20 / self-evaluation Humberston Cloverfields 2018-19**

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| 1. **Summary information** | | | | | |
| **School** | Humberston Cloverfields Academy | | | | |
| **Academic Year** | 18/19 | **Total PP budget** | £43580 | **Date of most recent PP Review** | Jul 19 |
| **Total number of pupils** | 267 | **Number of pupils eligible for PP** | 30 | **Date for next internal review of this strategy** | Mar 20 |

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| 1. **Current attainment - National** | | | | | |
| 3 pupils Pupil Premium in Y6- one average, one SEND, one who just missed GDS in reading but achieved it in writing and maths. | | | | *Pupils eligible for PP (your school)* | *Pupils not eligible for PP (national average)* |
| **% achieving expected standard or above in reading, writing & maths** | | | | **33%** |  |
| **Progress measure reading** | | | | **Awaiting National data** |  |
| **Progress measure writing** | | | |  |  |
| **Progress measure maths** | | | |  |  |
| 1. **Barriers to future attainment (for pupils eligible for PP)** | | | | | |
| **Academic barriers** *(issues to be addressed in school, such as poor oral language skills)* | | | | | |
|  | | Reading | | | |
|  | | Retention of learning | | | |
| **C.** | |  | | | |
| **Additional barriers** *(including issues which also require action outside school, such as low attendance rates)* | | | | | |
| **D.** | | Emotional/ family issues ( e.g. death of parent, adopted, fostered from sexually abusive family, medical, care order, behavioural and  Attending specialist unit, spilt family- mother alcoholic, brother with brain tumour, sexually abused- many later admissions  attending special | | | |
| 1. **Intended outcomes** *(specific outcomes and how they will be measured)* | | | **Success criteria** | | |
|  | Emotionally stable and secure in school. | | Able to access all learning and support | | |
|  | Able to regulate (with support) when in crisis. | | Episodes decrease and quickly back on task, has techniques for regulation. regregulationregulation. | | |
|  | Able to read with understanding. | | Able to access all of the curriculum. | | |
|  | Gaining in understanding. | | Able to retain key facts and apply to new situations. | | |

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| 1. **Review of expenditure** | | | | | | | | | |
| **Previous Academic Year** | | | **2018-19** | | | | | | |
| 1. **Quality of teaching for all** | | | | | | | | | |
| **Action** | **Intended outcome** | | **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** |
| SIMs assessment | All pupils are tracked and picked up early for support. | | Some impact but time taken to record pupil outcomes into the system out- weighs the knowledge gained. | | | Purchase of Sims teach App onto Ipads- immediate assessment in some aspects. Reading requiring access to full system. | | | 840 |
| Cornerstones Maestro  Curriculum | All pupils engaged with learning and making good progress across the curriculum | | Initial purchase of full curriculum including RE and Science allowed staff to personalise the curriculum to our school- pupils interest and motivation has been high | | | Continue with this approach, refining and developing it over time. | | | 3491 |
| Immersive classroom | All pupils to have the opportunity to step out of the school into a 360 degree wider world and experience things/ places they may never see.  visit. | | Very successful, especially with developing pupil vocabulary and gaining insight into aspects of their work from a visual perspective.  Impact is also with other Enquire schools locally and one school external to the Trust. | | | Staff need to think carefully of how the Immersive space fits into the learning sequence to give max. impact. | | | Costed over 4 years-  12,500  Per annum |
| Reading Scheme | Enhancing current reading books | | Books well read and choices appealed to pupils | | |  | | | £ 2,408.68 |
| 1. **Targeted support** | | | | | | | | | |
| **Action** | **Intended outcome** | | **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** |
| Precision teaching- one to one daily | To ensure PP pupils that are sometimes also SEND learn and retain key facts | | Whilst this gives confidence to the child and allows them access to next stage of learning- progress is slow. | | | In an ideal world this would work but staff does not allow this level of intensity. | | |  |
| Small group pre- post teaching | Ensure gap doesn’t develop for PP children | | High impact. Ensure groups are flexible | | | Continue approach. | | |  |
| 1. **Other approaches** | | | | | | | | | |
| **Action** | **Intended outcome** | | **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** |
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| 1. **Planned expenditure** | | | | | | | | | |
| **A Academic year** | | **2019-20** | | | | | | | |
| The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies | | | | | | | | | |
| 1. **Quality of teaching for all- How can we further support pupils in the prior attaining middle learner group (bottom of the middle group) to be solidly middle learners or better and the higher prior attaining pupils achieve GDS in reading and Maths?** 2. **How can we ensure every child is a reader?** 3. **How can we ensure all pupils with SEND make gain knowledge and understanding across the curriculum from their starting points?** 4. **How do we ensure that pupils who are taught through a broad, balanced challenging curriculum retain the rich knowledge and apply it in to new learning situations?** 5. **How do we further ensure that formative assessment in Early Years feeds more tightly into planning to impact on pupil progress?** | | | | | | | | | |
| **Action** | **Intended outcome** | | | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | | **Staff lead** | **When will you review implementation?** | |
| Implementation of VIPERS across  the school | All children can interrogate a text with | | | More specific approach to comprehending reading. | Staff training from local successful school- book scrutiny lesson obs | | English Champion | Termly | |
| Implementation of Monster phonics | Pupils have strong phonics understanding | | | Current system not producing high enough standard. | Purchase of materials and staff training | | KS1 Leader  Eng Champion | Termly | |
| Implementation of Enquire tracking | Pupils make great progress | | | Reduces staff workload- ensures tight tracking. | Staff training. SENCo release time | | SENDCo | Termly | |
| Cornerstones Maestro  Curriculum | Broad balanced curriculum | | | Fits in with school ethos, ensures all pupils achieve. | Purchase, staff training and ongoing support. | | Curriculum Lead | Termly | |
| Formative assessment  Early Years | All pupils will be taught next steps | | | Teaching and review cycle needs to be tightened | Feedback from staff , observations, pupil learning | | Early Years  Leader | Termly | |
| Feedback and marking policy | Feedback in the moment enhanced/ small group work | | | Better quality of feedback/ reduced staff workload. | Feedback from staff , observations, pupil learning | | Assessment Champion | Weekly/going to termly | |
| Immersive classroom | Enhanced learning experiences. | | | All pupils to have the opportunity to step out of the school into a 360 degree wider world and experience things/ places they may never see. | Training/discussion- sharing with other schools | | ICT lead | Termly | |
| **Total budgeted cost** | | | | | | | |  | |
| 1. **Targeted support** | | | | | | | | | |
| **Action** | **Intended outcome** | | | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | | **Staff lead** | **When will you review implementation?** | |
| Purchase of extra phonic reading books  books | Every child a reader | | | Reading is established as early as possible to allow pupils to better access full curriculum. | Link with purchase of Monster Phonics is made explicit and books fit each child’s learning stage. | | Early Years Lead | Dec 2019 | |
| Small group pre- post teaching | Ensure gap doesn’t develop for PP children | | | High impact. Ensure groups are flexible | Continue approach. | | All staff | Dec 2019 | |
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| 1. **Other approaches** | | | | | | | | | |
| **Action** | **Intended outcome** | | | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | | **Staff lead** | **When will you review implementation?** | |
| Social and emotional | All pupils able to access support | | | Children will learn better if their social and emotional needs are met. | Those with issues will be calm and focused and productive. | | PSHE Lead | Termly | |
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| **Total budgeted cost** | | | | | | | | **£54,180** | |
| 1. **Additional detail** | | | | | | | | | |
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