

Service pupil premium strategy statement (primary)

1. Summary information					
School	Campton Lower School				
Academic Year	2019-2020	Total SPP budget	£25500	Date of most recent SPP Review	09/19
Total number of pupils	118 (Oct 19 census)	Number of pupils eligible for SPP	82	Date for next internal review of this strategy	12/19

2. Current attainment		
	Pupils eligible for SPP (your school)	Pupils not eligible for PP (national average)
% achieving in reading, writing and maths KS1	R-100%, W-100%, M-88%	R-%, W-%, M-%
% passing phonics screening test	75%	-
% making progress in writing	88%	-
% making progress in maths	82%	-

3. Barriers to future attainment (for pupils eligible for SPP, including high ability)	
In-school barriers (issues to be addressed in school, such as poor oral language skills)	
A.	Gaps in learning due to a lack of consistency in schooling and frequent relocation. Also, gaps in learning as many children have been educated abroad.
B.	Emotional needs due to parents being deployed, friends relocating, children feeling like they don't belong due to frequent moves.
C.	Emotional and attachment needs resulting in challenging and disruptive behaviour.
External barriers (issues which also require action outside school, such as low attendance rates)	
D.	Difficulties with school transitions for Service pupils with SEND

4. Desired outcomes		
	Desired outcomes and how they will be measured	Success criteria
A.	Gaps will quickly be filled and children will work at the expected standard for their year group. This will be measured via pupil tracking.	SPP children will achieve the expected standard for their year group. SPP children will make at least expected progress in all subjects
B.	Children are emotionally stable and able to cope with the demands of the curriculum.	Teachers report increased engagement in class. Parents report on improvements to their child's emotional wellbeing. PASS survey demonstrates an improvement in stability
C.	Improved attitude to learning observed in class with fewer behaviour incidents recorded.	Fewer behaviour incidents recorded. Observations of lessons show an improvement in attitudes to learning. PASS survey demonstrates an improvement in attitude to learning
D.	Improved transition processes for service children with SEND and greater support for the families	Parents report that they feel informed and supported in managing the needs of their children

Greater links made with other service schools with better information sharing prior to a child starting
Service children with SEND are supported fully with their transition into school

5. Planned expenditure

Academic year

2019-2020

The three headings below enable schools to demonstrate how they are using the service 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?
Teachers receive appropriate training to ensure they have the skills needed to support children of all levels and backgrounds.	Training identified half termly through monitoring and pupil progress meetings. Teachers to be allocated training based upon individual need.	Outcomes from learning walks and SIP visits will identify strengths and weaknesses in order to inform training needs. Training can be targeted at specific individuals or with specific children in mind.	Impact of training is assessed through improvements in teaching and pupil outcomes.	LD	Termly
Total budgeted cost					£300

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?
Every child who is not making progress is quickly identified and targeted support provided to fill gaps in learning.	Tailored programme of intervention provided by class teachers, HLTA and support staff.	Children who are not making expected progress need to be identified quickly so that the gap does not increase. Intervention needs to be tailored to their specific needs and should be closely linked to what they are learning in class.	Pupil progress meetings will be held half termly. Any child who is not making adequate progress will be identified for intervention. Interventions will be reviewed regularly and adapted if progress is not being made. Impact will be shown on provision maps.	LD, Class teachers, HLTA	Half termly
Pupils who are falling behind their peers are identified for 1:1 sessions and systematically taught the skills that they need in order to catch up	A personal plan will be created identifying targets across the curriculum. Children will work on pre-learning and consolidation.	Research on the EEF toolkit suggests that 1:1 or targeted small group intervention provided by a teacher or trained professional can accelerate learning by approximately five months. Research also shows that 1:1 tuition has a greater impact if directly linked with the learning that the children are doing in class.	All 1:1 children will be reviewed half termly and tracked to ensure that there is adequate progress. Pupil progress meetings are held in which individual children are discussed in detail.	CD	Half termly

Pupils who are struggling emotionally are quickly identified and offered Time to Talk	Teachers and parents will put children's names forward for Time to Talk. Children will receive one session a week in which they can share any concerns that they may have and receive support in working out their problems.	The EEF toolkit states, 'On average, Social and Emotional Learning interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (four months' additional progress on average).' They also state that, 'SEL programmes appear to benefit disadvantaged or low-attaining pupils more than other pupils, though all pupils benefit on average'	Children will complete a baseline PASS survey during the Autumn Term or when they begin their programme. They will then repeat the exercise at the end of the Summer Term. The two results will be compared to measure the impact.	CA	Annually, although all children who receive this intervention are discussed in a weekly meeting between the Pastoral Lead and the Head in order to monitor progress.
Total budgeted cost					£25340
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?
Children with attitudinal and/or emotional issues are identified early and supported before problems arise.	All pupils will complete a PASS (Pupil Attitudes to Self and School) survey at the beginning and end of the school year.	The survey will help to identify the risk or potential risk of disengagement, low attainment or poor behaviour. By identifying a negative attitude to school or self, we will be able to support the child to overcome their difficulties.	Time will be allocated to the Pastoral Lead at the beginning and end of the school year in order to complete the surveys.	CA	End of Autumn Term and End of Summer Term
Total budgeted cost					£472