



# Helmingham Primary School and Nursery Pupil Premium Action Plan 2019-20

Headteacher: Bernie Cleland	Agreed with Locality Committee:	Pupil premium profile 2019-20 13 Pupils Eligible for 'Ever 6' or Free school meals Sept 19 – Mar 20 10 Pupils Eligible for 'Ever 6' or Free school meals Apr 20 – Aug 20
Chair of Locality Committee: Emily Styles	Review date: Summer 2020	Total expected Pupil Premium Income 2019-20: £15 510

## Summary

At Helmingham C P School, we aim to raise the attainment of all pupils, including pupils who are disadvantaged and reduce the attainment gap between all groups of pupils across the whole school. It should be noted that the gap between our disadvantaged pupils and non-disadvantaged pupils can be positive. However we believe strongly in providing equal opportunities and treating pupils as individuals, recognising their strengths and their particular personal and academic needs.

We analyse the school's performance data and the achievement of individual pupils, in order to plan Pupil Premium expenditure strategically. Pupils are discussed at half termly Pupil Progress Meetings, involving the class teacher and Headteacher. Once whole-school and individual priorities have been identified, we put in place a range of strategies, interventions, programmes and other supportive actions.

## Attainment 2018 (Based on year 6 results)

	Helmingham figures for pupils eligible for PP	National figures for pupils not eligible for PP
% achieving expectations in reading	40%	69%
% achieving expectations in writing	20%	79%
% achieving expectations in maths	20%	74%
Progress measure in reading	-3.4	0.3
Progress measure in writing	-4.5	0.2

Progress measure in maths	-3.9	0.3
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### Barriers to Achievement at Helmingham Community Primary School

Pupils who generate Pupil Premium funding have many and varying needs. There are some barriers to learning that are common. However, some barriers are personal and specific to individual learners. It should not be assumed that the following list is relevant to all pupils who generate additional funding or that all pupils who generate pupil premium funding have a learning need.

- High mobility – pupils often arrive with gaps in their learning, and pupils may need help to feel safe and secure and form friendships;
- Ability to fund extra-curricular activities both within school and out of school e.g. sports, music, art;
- Ability to fund educational visits and other experiences that support the curriculum;
- Speech, language and communication development;
- Support with developing key writing and maths skills to ensure expected progress from previous key stage is achieved
- Support with improving social and emotional wellbeing including strategies to support positive learning behaviours

### Planned expenditure

Academic year	2019-20				
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	Review
For PP pupils in years 1-6 to make or exceed expected progress	Staff to pupil ratio to allow for additional teaching groups and learning interventions.	Smaller class sizes mean disadvantaged pupils can access more of teachers time with focused teaching.  Additional adults will ensure pre-planned intervention groups can take place and further pre and overlearning as required.  Sutton Trust found that high quality teaching is especially effective for	Pupil progress meetings half termly.  Review of intervention records.	Headteacher	Termly  £3 578.90

		disadvantaged pupils.			
Use CPD to ensure teaching is of a high standard	Staff to observe high quality teaching and review own practice.	There is evidence that developing the quality of teaching is the single most important driver of pupil attainment.	CPD feedback and observations	Headteacher	Termly £372.25
<b>Total budgeted cost</b>					
<b>Targeted support</b>					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review
Improve pupils speech, language and communication skills and understanding	1 to 1 fortnightly sessions with speech and language specialist; attended by a teaching assistant to follow up work.	Pupil's oral skills improve including speech productions.  Language and communication skills support pupils understanding; including social understanding.	Termly progress reports from speech and language specialist.	Speech and language specialist and Headteacher	Termly £3040  £2 781 (TA) support beyond working with therapist to deliver follow up work.
Support for pupils with social, emotional and behaviour needs	ELSA trained teaching assistant to deliver weekly sessions to identified pupils.	Pupils are accessing a greater amount of learning time and are able to regulate emotions.	Review ELSA records for individual pupils from baseline to exit.	ELSA and Headteacher	As individual programmes complete  £3 439.78
Selected pupils supported in accessing learning	1 to 1 support for PP pupils who require it;	Gaps identified through assessments are targeted through teaching and over-learning or other interventions.	Half termly pupil progress meeting.s	Class teacher and Headteacher	Half termly £877.17
Improve identified pupils behaviour	CPD (Bells Croft support termly)	Staff are skilled in ensure their practice is effective.	Reduction of significant behaviours.	All staff	Weekly 3 x £240
<b>Total budgeted cost</b>					
<b>Other approaches</b>					
Desired outcome	Chosen action /	What is the evidence and rationale for	How will you ensure it is	Staff lead	Review

	approach	this choice?	implemented well?		
Full engagement in an enriched curriculum including off site and out of school experiences; social, cultural, sporting and educational	Ensure PP pupils are engaging in educational visits/visitors and clubs through subsidising cost	Pupils are accessing a greater amount of learning time. Pupil's horizons will be broadened and learning in context will support achievement.	Review programme of experience and PP attendance. Monitor attendance at school and out of school clubs.	Office manager	Yearly £500
All children are part of the school community.	Support uniform costs	PP pupils are seen as others	Review presentation of pupils.	Office manager	Yearly £200
<b>Total budgeted cost</b>					

Review of expenditure					
Academic year	2019-20				
Quality of teaching for all					
Desired outcome	Chosen action / approach	Impact	Lessoned learned	Cost	
For PP pupils in years 1-6 to make or exceed expected progress	Staff to pupil ratio to allow for additional teaching groups and learning interventions.				
Use CPD to ensure teaching is of a high standard	Staff to observe high quality teaching and review own practice.				
<b>Total budgeted cost</b>					
<b>Targeted support</b>					

Desired outcome	Chosen action / approach	Impact	Lessons learned	Cost
Improve pupils speech, language and communication skills and understanding	1 to 1 fortnightly sessions with speech and language specialist; attended by a teaching assistant to follow up work.			
Support for pupils with social, emotional and behaviour needs	ELSA trained teaching assistant to deliver weekly sessions to identified pupils.			
Selected pupils supported in accessing learning	1 to 1 support for PP pupils who require it;			
Improve identified pupils behaviour	CPD (Bells Croft support half termly)			
<b>Total budgeted cost</b>				
<b>Other approaches</b>				
Desired outcome	Chosen action / approach	Impact	Lessons learned	Cost
Full engagement in an enriched curriculum including off site and out of school experiences; social, cultural, sporting and educational	Ensure PP pupils are engaging in educational visits/visitors and clubs through subsidising cost			
All children are part of the school community.	Support uniform costs			

	<b>Total budgeted cost</b>
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<b>Additional information</b>