

Pupil premium strategy template

Summary information of pupil premium (PP)

Name of school:	Underhill School and Children's Centre		
Academic year:	Financial Year 2018/2019	Total PP budget for year:	£319100
Total number of pupils:	547	Number of pupils eligible for PP:	240
Amount per pupil:	£1320	Date of next PP strategy review:	March 19

Mission statement

Barriers to future attainment for pupils eligible for PP

At Underhill School and Children's Centre our aim is to:	
<ul style="list-style-type: none"> To reduce the in school attainment gap between PPG and non PPG pupils in reading, writing and maths To ensure high attainment of more able PPG pupils To increase the range of services available to support the well-being of PPG pupils To increase the punctuality and attendance of PPG pupils through increased monitoring and engagement with families 	
In-school barriers:	
A.	Poor oracy skills across the school
B.	Low starting point
C.	Attendance
External barriers:	

D.	Attendance
E.	Language (new to English, language poor families)
F.	Parental engagement

Aims and outcomes

Desired outcome:		Success criteria:
A.	Increased attendance	PPG attendance is 95.8% or above
B.	Confident speakers	At least good progress for PPG through the oracy framework
C.	Good Well-Being and Health	PPG attendance is 95.8% or above Pupil questionnaire shows that children are happier in school At least 85% of PPG are making good or better progress
D.	Increased life aspirations (through parental engagement)	Increased attendance of parents at workshops Increased attendance of parents at parent's evening Increased engagement with home learning Increased engagement with tapestry
How improvement will be measured:		
A.	Monitoring Integris, reporting to GB, Attendance team data and letters	
B.	Oracy framework, learning walks, lesson observations, teacher knowledge, framework assessments, intervention tracking	
C.	Monitoring Integris, reporting to GB, Attendance team data and letters Pupil questionnaires Tracking systems, books, learning walks, lesson observations, pupil progress meetings, intervention tracking	
D.	Parents workshop registers (school pod) Parent's evening registers Tapestry and home learning monitoring Parents questionnaires	

Planned expenditure

Desired outcome	Action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Budget	Review (for completion March 2019)
A and C	Appoint an attendance officer	Attendance at the school is below national expectations and needed to have a member of staff to focus following systems to improve it.	Headship team line manage the attendance officer. Termly reports are given to the governing body. Termly portfolio meetings with the attendance governor.	Jenny Matthews	£34277	
C	Support for Vulnerable PPG via Welfare Officer and Family Support Officer	School data shows that more of our PPG families are needing support for housing, well being, emotional well being and safeguarding	Executive Head teacher monitors the team. Termly reports are given to the governing body. Termly portfolio meetings with the safeguarding governor.	Jack Newton	£53023	
B and C	Intervention programmes	Data shows that our attainment is below National expectations for PPG children	SENDCo monitor through provision mapping and 1:1 and group tracking sheets on a half termly cycle. Attainment and progress data is tracked through school data systems. SENDCo report to HST. Teachers work with and monitor with catch up TAs.	HST	£20091	

A, B and C	Nurture Rooms	We have an increasing number of children who are unable to access learning in a whole class environment and are at risk of exclusion. These children have been identified as children with high level attachment disorders.	<p>Inclusion lead, Class teacher and SENDCos leads planning and assessment of progress of each child using a variety of systems. 2 TAS are in the room running the activities</p> <p>They work closely with class teachers and parents discussing next steps and targets.</p> <p>SENDCo report to HST.</p>	SENDCo	£43850	
A, B and C	Trips: Broaden PPG children's interests by giving them the opportunity to experience activities they may not otherwise take part in.	From our experience parents struggle to pay for the trips offered in school for the children	Support is organised in several ways. Class teachers work with the business manager to ensure that trips are priced fairly with the school supplementing costs where needed. PPG parents who are unable to pay for trips are given support and supplemented to help pay for trips in part or whole. Business Manager manages the budget and costs around trips.	Jennie Reed	£750	
B and C	Clubs – offering out of school learning experiences for children	PPG are targeted and encouraged to attend the range of clubs and are given preference where there is high demand. PPG are given access to ASC to support parents when they	Club manager appointed who works with Business Manager and HST to report back on numbers of PPGs attending clubs.	Emily Sidney and Kay Rossington	£500	

		have meetings regarding home issues				
C and D	Online appointments for Parent's evening	To encourage more PPG parents to attend parents evening through contacting them through texts and email, to give them an easier way to book the appointments	Office Manager reports back to HST with registers and those parents that have not made appointments or miss appointments are targeted. Class teachers also speak to specific parents and make appointments directly.	Carole Bye	£300	
A,B,C and D	Teaching Assistants	<p>All classes in the school have at least one TA as support in Literacy and Numeracy lessons for the PPG children.</p> <p>Teaching assistants are provided for PPG children that require 1:1 support but do not have an EHCP</p> <p>TAs deliver catch up programmes and interventions across the school to include all PPG children.</p>	<p>SENDCo monitor through provision mapping and 1:1 and group tracking sheets on a half termly cycle.</p> <p>Attainment and progress data is tracked through school data systems.</p> <p>SENDCo report to HST.</p> <p>Teachers work with and monitor programmes with catch up TAs.</p> <p>SENDCo report to HST.</p>	HST and Sendco	£95202	
A,B and C		We have an increasing number of children who	Inclusion lead, Class teacher and SENDCo	. SENDCo	£71107	

	Rainbow Room	are unable to access learning in a whole class environment due to having ASD and ADHD.	<p>leads planning and assessment of progress of each child using a variety of systems. 3 TAS are in the room running the activities</p> <p>They work closely with class teachers and parents discussing next steps and targets.</p> <p>SENDCo report to HST</p>			
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