



Vernham Dean Gillum's Pupil Premium Strategy Statement:

1. Summary information					
School	Vernham Dean Gillum's C of E Primary School				
Academic Year	2018/19	Total PP budget	£4140	Date of most recent PP Review	n/a
Total number of pupils	81	Number of pupils eligible for PP	2- 3.6% FSM 5-7.2% Service	Date for next internal review of this strategy	March 2019

2. Current attainment		
Attainment for: 2017-2018 (pupils) Whole school	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (your school/national)</i>
% achieving expected standard or above in reading, writing and maths	100%	
% achieving expected standard or above in reading	100%	
% achieving expected standard or above in writing	100%	
% achieving expected standard or above in maths	100%	

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.	Emotional well-being- confidence/self-esteem/attachment
B.	Application of mathematical skills and reasoning
C.	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	

D.	Parents being posted who are in the military.
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4. Desired outcomes	
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	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improved emotional well-being/resilience by carrying out PCT sessions.	Notes from PCT sessions show that the children are happy . Lesson observations show that the children can show resilience in class to work independently.
B.	Support with Maths reasoning using concrete apparatus to develop independence further	Maths outcomes are 100%. Work sampling/lesson observations show children are independently applying skills.
C.	Appropriate support for the children who have parents in the military who may be posted away supported through PCT sessions.	PCT session notes show children are settled and willing to talk about worried /concerns.

5. Planned expenditure

Academic year

2018/19

The three headings below enable schools to demonstrate how they are using the 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?
Children are able to become emotional intelligent, developing resilience and growth mind set.	Thrive practitioner training for 1 member of staff and whole staff Thrive training. Thrive training on VRFs and Thrive assessments- whole class and individual. Assessments made half termly and then programs put in place.	The Thrive approach enables the children to take ownership of how they are feeling and to verbalise it with the support of an adult. The Thrive approach builds neurological pathways which the child/children may have missing and by using the Thrive techniques the children can develop the vital emotional skills they need to cope with situations they may face day to day in their lives.	Through staff INSET- Staff meetings/TA meetings/LTSAs meeting. Visit to Thrive/Nurture group sessions. Data linked to Thrive assessments.	Caron Hitchen	Half termly
Children can develop their reasoning skills and problem solving in maths through independent use of concrete resources.	Maths boxes on tables which have concrete resources in. Children modelled how to use them by CTs/LSAs and then available to support reasoning and problem solving.	KS2 especially have lost using concrete resources and moved to abstract. The use of concrete enhances the learning for children who made need a visual support.	Lesson monitoring, work sampling	CH/CP	Weekly then Half termly

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 ?
Children are able to talk about and manage their feelings in a controlled way and acknowledge problems can be solved.	PCT sessions for children to discuss feelings and to develop self-confidence through appropriate strategies.	Children open up and learn strategies to cope with unhappy feelings. They find solutions to problems or friendship issues and then they can then become more engaged in school life and have more success in their academic learning.	Observation of Thrive/Nurture group. PCT sessions .	CH/CH/DC	Half termly
PP greater depth children are challenged by the books they are reading.	Books purchased for greater depth children.	Children are challenged to extend their reading by choosing books with more depth and difficulty. These books will have vocabulary which the children will have to clarify and themes that will challenge their understanding , make them question motives, themes and characters.	Data shows more PP children achieving greater depth.	CTs/CH	Half termly

6. Review of expenditure

Previous Academic Year

2017/18

i. Quality of teaching for all

Desired outcome	Chosen action/approach	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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Children are able to become emotional intelligent, developing resilience and growth mind set.	Thrive practitioner training for 2 members of staff and whole staff Thrive training. Thrive training on VRFs and Thrive assessments- whole class and individual. Assessments made half termly and then programs put in place.	Success criteria was met. No fixed term exclusions from February 2017. Effective Internal exclusion Policy. Class Thrive data showed some improvement. Individual Thrive data showed significant improvement at the children's being and doing stage. See separate Thrive data.	Internal Exclusion worked for these children. Learning was done in school and the children could then be integrated successfully back into the class. Whole class Thrive targets showed some improvement but not as much as individual targeted support. Achievement time in 2017/18 will be specifically focussed on class Thrive targets as will HT's Surprise to ensure targets are being met.	
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ii. Targeted support

Desired outcome	Chosen action/approach	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
Children are able to talk about and manage their feelings in a controlled way and acknowledge problems can be solved.	PCT sessions weekly	PCT assessments showed significant progress for individuals and increased confidence.	Will continue as children build a strong relationship with DC and know they can talk about any issues/worries.	

7. Additional detail

New Headteacher took over in April 2018. Pupil Premium spend had already been allocated for the academic year 2017/2018 .