



## Chesterton Primary School Pupil premium strategy statement

1. Summary information					
<b>School</b>					
<b>Academic Year</b>	2016/17	<b>Total PP budget</b>	£14,500	<b>Date of most recent PP Review</b>	22/09/2016
<b>Total number of pupils</b>	99	<b>Number of pupils eligible for PP</b>	18	<b>Date for next internal review of this strategy</b>	Jan 2017

2. Current Attainment	
<b>Percentage of pupils who achieved a Good Level of Development</b>	
All children	63.3%
Non PPG Pupils	70.3% (19/27)
PPG pupils	0% (3/3)
<b>Percentage of pupils who passed the phonics screening check</b>	
All children	84.6%
Non PPG Pupils	90.9% (20/22)
PPG pupils	50% (2/4)

Achieved 64% GLD 2014/15

Percentage of pupils who achieved the expected level at the end of Key Stage 1			
	Reading	Writing	Maths
All children (19 pupils)	52.6%	36.8%	57.9%
Non PPG Pupils	60% (9/14)	42.8% (6/14)	71.4% (10/14)
PPG pupils (1/4)	25%	25%	25%

## 2. Barriers to future attainment (for pupils eligible for PP, including high ability)

### In-school barriers *(issues to be addressed in school)*

<b>A.</b>	Oral language skills in Reception are lower for pupils eligible for PP than for other pupils. This slows reading progress in subsequent years.
<b>B.</b>	High ability pupils who are eligible for PP are making less progress than other high ability pupils across Key Stage 1.
<b>C.</b>	Behaviour issues for a small group of pupils (mostly eligible for PP) are having detrimental effect on their academic progress and that of their peers.

### External barriers *(issues which also require action outside school, such as low attendance rates)*

<b>D.</b>	Attendance rates for pupils eligible for PP are 92.21% (below the target for all children of 96%). This reduces their school hours and causes them to fall behind on average.
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## 3. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Improve oral language skills for pupils eligible for PP in Reception class.	Pupils eligible for PP in Reception class make rapid progress by the end of the year so that all pupils eligible for PP meet age related expectations.
<b>B.</b>	Higher rates of progress across KS2 for high attaining pupils eligible for PP.	Pupils eligible for PP identified as high ability make as much progress as 'other' pupils identified as high ability, across Key Stage 2 in maths, reading and writing. Measured in Y3.
<b>C.</b>	Behavioural, emotional and social issues of all PP pupils addressed.	Fewer behaviour incidents recorded for these pupils on the school system (without changing recording practices or standards).
<b>D.</b>	Increased attendance rates for pupils eligible for PP.	Reduce the number of persistent absentees among pupils eligible for PP to 10% or below. Overall PP attendance improves from 92% to 96% in line with 'other' pupils.

4. Planned expenditure					
Academic year	2016/17				
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?
A. Improved oral language skills in Reception	Staff training on high quality feedback.  Staff training on developing oracy for the high attaining pupils in EYFS.	We want to invest some of the PP in longer term change which will help all pupils. Many different evidence sources, e.g. EEF Toolkit suggest high quality feedback is an effective way to improve attainment, and it is suitable as an approach that we can embed across the school.	Course selected using evidence of effectiveness. Use INSET days to deliver training. Peer observation of attendees' classes after the course, to embed learning (no assessment). Lessons from training embedded in school feedback policy.	Head of School	Jan 2017
B. Improved progress for high attaining pupils	CPD on providing stretch for high attaining pupils.  Set up more able group with Head of School	High ability pupils eligible for PP are making less progress than other higher attaining pupils across Key Stage 2 in writing. We want to ensure that PP pupils can achieve high attainment as well as simply 'meeting expected standards'. We want to train teachers in practices to provide stretch and encouragement for these pupils.	Course selected using evidence of effectiveness. Use INSET days to deliver training. Peer observation of attendees' classes after the course, to embed learning (no assessment).	English lead	Jan 2017
<b>Total budgeted cost</b>					£5,000
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?
A. Improved oral language skills in reception	121 and small group provision of Time to Talk and Lego Therapy	Some of the students need targeted support to catch up. This is a programme which has been independently evaluated and shown to be effective in other schools.	Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time. Consult local school which has used the programme to identify any potential barriers to good implementation.	Reception class teachers	Jun 2017

B. Improved progress for high attaining pupils	Weekly small group sessions in reading and writing for high-attaining pupils with experienced teacher, in addition to standard lessons.	We want to provide extra support to maintain high attainment. Small group interventions with highly qualified staff have been shown to be effective, as discussed in reliable evidence sources such as Visible Learning by John Hattie and the EEF Toolkit. We want to combine this additional provision with some 'aspiration' interventions such as talks from successful former pupils.	Extra teaching time and preparation time paid for out of PP budget, not sought on a voluntary basis.  Impact overseen by maths co-ordinator. Teaching assistant (TA) CPD for TAs supporting the sessions.  Engage with parents and pupils before intervention begins to address any concerns or questions about the additional sessions.	Pupil Premium Coordinator	Mar 2017
<b>Total budgeted cost</b>					£5,000
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
D. Increased attendance rates	Attendance officer to monitor pupils and follow up quickly on absences. First day response provision.	We can't improve attainment for children if they aren't actually attending school.	Thorough briefing of support worker about existing absence issues. PP coordinator, support worker, head etc. will collaborate to ensure new provision and standard school processes work smoothly together.	Pupil Premium Coordinator	Jan 2017
C. Problem behaviour addressed	Identify a targeted behaviour intervention for identified students. Use support worker to engage with parents before intervention begins. Develop restorative approaches and focus on positive behaviours.	The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older pupils.	Ensure identification of target pupils is fair, transparent and properly recorded. Monitor behaviour but also monitor whether improvements in behaviour translate into improved attainment.  Observation by relevant staff of the Y6 nurture group at a neighbouring primary, which has been judged to have a positive impact on pupil behaviours and also the Forest school, reported on as an National Professional Qualification for Middle Leadership project in the MAT for developing positive behaviours.	Year 6 teachers	Jun 2017
<b>Total budgeted cost</b>					£18, 124

5. Review of expenditure				
Previous Academic Year		2015 - 2016		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	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
To narrow the gap between PPG and non PPG pupils	Staff sent on external de-escalation training and Attachment training Staff received behaviour training from Jenny Mosley	Medium: Teachers were extremely positive about the de-escalation training and put into place different strategies suggested although not much impact in class. Attachment training was received very positively. High: School not adopted Jenny Mosley behaviour policy	Staff were positive about the training and believe it has affected attitudes of students. We will not repeat the training, but continue implementing the approach and monitoring pupil response.	£0
ii. Targeted support				
Desired outcome	Chosen action/approach	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
To support the PPG Pupils' emotional wellbeing	Place2Be working through therapeutic sessions, Place2talk	High: Impact on all children accessing both the therapeutic support and Place2Talk	Need to evaluate the impact from parents perspective	£18, 124
iii. Other approaches				
Desired outcome	Chosen action/approach	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
To improve the opportunities for Pupil Premium children	Summer school program for children to access & visits	Medium-low: positive impact for children who attended. Success criteria: not met.	Next year we will try to provide more intensive after-school support instead, with parental engagement to encourage attendance.	£570 & £117