

**Chesterton Primary School Pupil premium strategy statement**

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| 1. **Summary information** | | | | | |
| **School** |  | | | | |
| **Academic Year** | 2018/19 | **Total PP budget** | £27720 | **Date of most recent PP Review** | 22/09/2016 |
| **Total number of pupils** | 147 | **Number of pupils eligible for PP** | 25 | **Date for next internal review of this strategy** | Sept 2019 |

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| **2. Current Attainment** | |
| **Percentage of pupils who achieved a Good Level of Development** | |
| All children | 73.3% (22/30) |
| Non PPG Pupils | 76.9% (20/26) |
| PPG pupils | 50% (2/4) |

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| **Percentage of pupils who passed the phonics screening check** | |
| All children | 86.6% (26/30) |
| Non PPG Pupils | 66.6% (20/30) |
| PPG pupils | 100% (6/6) |

Achieved 69% GLD 2016/17

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| **Percentage of pupils who achieved the expected level at the end of Key Stage 1** | | | |
|  | Reading | Writing | Maths |
| All children (28 pupils) | 75% | 71.4% | 71.4% |
| Non PPG Pupils (22 pupils) | 86.4% | 86.4% | 81.8% |
| PPG pupils (6 pupils) | 33.3% | 16.7 % | 33.3% |

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| 1. **Barriers to future attainment (for pupils eligible for PP, including high ability)** | | | |
| **In-school barriers** *(issues to be addressed in school)* | | | |
|  | | Oral language skills in Reception are lower for pupils eligible for PP than for other pupils. This slows reading and writing progress in subsequent years. | |
|  | | Pupils who are eligible for PP are making less progress than other lower ability pupils across Key Stage 1 and 2. | |
| **C.** | | 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)* | | | |
| **D.** | | Attendance rates for pupils eligible for PP are 94% (below the target for all children of 96%). This reduces their school hours and causes them to fall behind on average. | |
| 1. **Desired outcomes** | | | |
|  | *Desired outcomes and how they will be measured* | | *Success criteria* |
|  | 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. |
|  | Higher rates of progress across KS2 for all pupils eligible for PP. | | Pupils eligible for PP identified as low/average ability make as much progress as ‘other’ pupils identified as ability, across Key Stage 1 and 2 in maths, reading and writing. Measured in Y2, Y3 & Y4. |
|  | 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). |
|  | 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 94% to 96% in line with ’other’ pupils. |

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| 1. **Planned expenditure** | | | | | |
| **Academic year** | **2018/2019** | | | | |
| 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. | | | | | |
| 1. **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 & pre teaching of vocabulary.  Staff training on developing oracy, speech & language in EYFS.  Staff training on Pie Corbett’s Talk for Writing | 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 | October 2018 |
| B. Improved progress for all PP pupils | CPD on providing interventions for the less able & SEND  Coaching for PP pupils with class teacher/SENco  Pre-teaching of vocabulary | Pupils eligible for PP are making less progress than other pupils across Key Stage 1 & 2 in reading and 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.  Lesson Study observations of teachers’ classes, to identify what supports/aids the learning of these children.  Pupil Premium children have One Page Profiles and highlighted on the provision map. Reviewed half termly and termly with parents | SENCo | September 2018 |
| **Total budgeted cost** | | | | | £5, 000 |
| 1. **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  Embed the Nurture group  Pre-teaching of key words | 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.  Developing parent workshops to develop the use of language in the homes  Working with Specialist teachers and speech therapist. | Reception class teachers | Ongoing |
| B. Improved progress for all pupils | Evidence based, targeted interventions implemented | 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 SENCo  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 2019 |
| **Total budgeted cost** | | | | | £5,000 |
| 1. **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?** |
| 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 | September 2019 |
| 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 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 4/5 teachers | Jun 2018 |
| **Total budgeted cost** | | | | | £21, 591 |

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| 1. **Review of expenditure** | | | | |
| **Previous Academic Year** | | **2017 - 2018** | | |
| 1. **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 received Angry Children training | 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 |
| 1. **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  Embed Mulberry Class & Nurture to support emotional and learning needs each morning with specific Pastoral TA. | High: Impact on all children accessing both the therapeutic support and Place2Talk  High: Impact on all children learning in calm, purposeful learning environments.  Mulberry class and Nurture supported with emotional and behaviour needs allowing the children to learn. | Need to evaluate the impact from parents perspective  Need to consider how to reintegrate the children who are in Mulberry Class back into the classes. | £21, 591  £9773 |
| 1. **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 | Dance classes, visits, extra sport and milk | 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. Offer a After School Tea Party once a week which involves discussion, element of learning and the children being read to. | £430 |