

Pupil premium strategy statement (primary)

1. Summary information					
School	Chawton C of E Primary School				
Academic Year	2017-18	Total PP budget	£10 420	Date of most recent PP Review	Sept 2017
Total number of pupils	110	Number of pupils eligible for PP	7	Date for next internal review of this strategy	Jan 2018

2. Current attainment				
<i>Pupils eligible for PP (your school)</i>	2015	2016	2017	<i>Pupils not eligible for PP (national average KS2 2017)</i>
% achieving in reading, writing and maths	58%	57%	67%	61%
% achieving in reading	83%	79%	83%	72%
% achieving in writing	58%	64%	67%	76%
% achieving in maths	75%	71%	83%	75%

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.	High ability pupils who are eligible for Pupil Premium are making slower progress and not achieving GDS.
B.	Confidence in learning is lower in some pupils eligible for Pupil Premium, which hinders their progress and attainment in reading, writing and maths.
C.	Social and emotional issues affecting learning behaviours.
C.	Attainment in writing is lower in pupils eligible for Pupil Premium funding than their peers.
D.	Financial support for enrichment opportunities is lower for pupils eligible for PP. This reduces opportunities for pupils eligible for PP to attend residential trips, take up music lesson and attend enrichment club/activities.

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Higher rates of progress and attainment in writing across whole school for pupils eligible for PP.	Pupils eligible for PP make good progress throughout the year so that all pupils eligible for PP meet age related expectations, or make accelerated progress and close the gap if they start the year significantly below ARE, in writing.
B.	Higher percentage of pupils eligible for Pupil Premium attaining GDS at the end of KS1 and KS2 in maths.	A greater percentage of pupils eligible for PP attain GDS at the end of the year.
C.	Improve Personal, Social and Emotional Development for pupils eligible for Pupil Premium.	Increased self-confidence in learning. Better social relationships – fewer falling out/behaviour incidents
D.	Increased participation of pupils eligible for Pupil Premium in extra-curricular opportunities.	Increase the number of opportunities attended by pupils eligible for PP.

5. Planned expenditure	
Academic year	2017/18
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. Higher rates of progress and attainment in writing across whole school for pupils eligible for PP.	<p>Subject leadership work with HIAS advisor.</p> <p>Develop and implement new planning format.</p> <p>Whole staff training on new writing planning format.</p> <p>Regular staff training to refine learning journey.</p> <p>Create a toolkit of resources.</p>	We want to invest some of the PPG in longer term change which will help all pupils. Many different evidence sources, e.g. EEF Toolkit suggest whole school training and development of staff understanding of writing, approaches to learning, enabling feedback and effective task design are effective ways to improve attainment.	<p>Dedicated staff meeting time to implement and review Writing.</p> <p>Staff training led by HIAS English advisor.</p> <p>Staff training led by English Leader.</p> <p>Monitoring of teaching of writing, planning and pupil outcomes.</p> <p>Support for staff with English leader is offered.</p>	<p>English Leader</p> <p>KB</p>	<p>At Pupil Progress Meetings/End of Phase Data Milestones</p> <p>Review – July 2018: One pupil made accelerated progress from WTS in previous year to attain ARE in this year. One pupil did not make expected progress, from ARE in previous year to WTS in current year. All others made expected progress.</p>

	Invest in new class sets of books.		Pupil Progress Meetings and evaluation of Provision Maps to monitor impact of interventions for individual children.		All pupil premium eligible pupils attained, or exceeded, ARE except 1 pupil (SEN support). Results: PP Writing 2018 = 71%, an increase on our 2017 results. National writing 2018 = 78%
B. Higher percentage of pupils eligible for Pupil Premium attaining GDS/Exceeding at the end of KS1 and KS2 in maths.	Regular CPD on subject knowledge for maths. Whole staff training on 'greater depth' in maths. Inset for whole staff (LSA and teachers separately) on effective and enabling task design, led by HIAS. Teacher CPD on accurate and reliable teacher assessment. Whole school focus on metacognition and enabling pupils to understand how they 'learn to learn'. Whole staff training on long term tracking from starting points to set high expectations. LSA training on developing skills for independent learning.	EEF Toolkit suggests evidence to support approaches to focus on high quality feedback, mastery and metacognition are highly effective ways to improve attainment for all pupils. EEF recommend in 'Making best use of TAs' that training TAs to help pupils develop independent learning skills is a highly effective approach.	Support, advice and guidance sought from local authority (LLP). Training delivered by Education Psychologist to ensure quality training. SENCo to oversee all interventions to ensure they are appropriate. Staff training led by maths and English leaders. Staff training led by HIAS English and Maths advisors. Pupil Progress Meetings termly, focus on pupils eligible for PP. Provision and outcomes evaluated by SLT. Links to teacher and LSA Performance Management. Evaluate the impact of provision maps, pupil premium strategy and pupil progress meeting on quality of provision, including Teaching and Learning, and outcomes for children.	Maths Leader TN	At Pupil Progress Meetings/End of Phase Data Milestones Review July 2018: Two PP pupils accelerated progress to attain GDS in maths at end of year. No PP children made less than expected progress in maths. Only 1 PP child did not attain ARE (SEN Support, interventions in place made steady progress). PP Maths 2018: 86% Nat 2018 maths: 76% PP Maths GDS: 29% Nat 2018 Maths GDS: 24%

	<p>Review deployment of LSAs within the school.</p> <p>Develop a tracking system to measure progress and closely track all vulnerable pupils.</p> <p>EYFS action research project to raise the attainment of 'close to' pupils.</p>		Evaluate the impact of the EYFS action research project.		
<p>C. Improve Personal, Social and Emotional Development for pupils eligible for Pupil Premium.</p>	<p>Implementation of whole school PSHE curriculum.</p> <p>Staff Training in Emotional Literacy from school ELSA LSA team/SENCo</p> <p>Improved parental engagement and education about PSHE.</p> <p>Improvements to lunchtime provision and lunch staff skills, New resources and further staff training.</p>	<p>Many different evidence sources, e.g. Sutton Trust, EEF Toolkit suggest Social and Emotional learning interventions can be effective for pupils at a whole school level.</p>	<p>Dedicated staff meeting time for Emotional Literacy training.</p> <p>Support for school ELSAs through Educational Psychologist supervision (half termly).</p> <p>Parental support.</p> <p>Evaluation of impact of training attended.</p>	<p>SENCo</p> <p>NK</p>	<p>Termly review</p> <p>Review July 2018: All actions completed.</p> <p>ELSA provided for one PP child.</p> <p>Class support provided for all PP children.</p> <p>At least expected progress by all PP children in all areas (except 1 PP child in writing), demonstrates readiness to learn and reduced emotional worries.</p>
Total budgeted cost					£5000

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?
<p>A. Higher rates of progress and attainment in writing across whole school for pupils eligible for PP.</p>	<p>Specific interventions timetabled to meet specific needs and address specific gaps in learning.</p> <p>Weekly small group sessions in writing for pupils eligible for PP with experienced teacher or LSA, in addition to standard lessons.</p> <p>1:1 writing boost for pupils eligible for PP with experienced teacher or LSA (Level 3), in addition to standard lessons.</p> <p>Regular reading with trained parent volunteers.</p> <p>Peer Mentors for Writing.</p> <p>Writing consultations with class teacher to identify strengths and next steps.</p> <p>Evidenced based writing/spelling/ FMS interventions for individuals.</p>	<p>We want to provide extra support to ensure high attainment and progress. 1:1 Tuition and 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.</p> <p>Feedback and Peer Mentoring has also been shown by Sutton Trust and EEF Toolkit to be effective.</p>	<p>Extra teaching time and preparation time paid for out of PP budget, not sought on a voluntary basis.</p> <p>Impact evaluated by English leader.</p> <p>Engage with parents and pupils before intervention begins to address any concerns or questions about the additional sessions.</p> <p>Regular evaluation of impact of targeted support (through Pupil Progress Meetings and Provision Maps).</p>	<p>English Leader</p> <p>KB</p>	<p>At Pupil Progress Meetings/End of Phase Data Milestones</p> <p>See review above</p>

<p>B. Higher percentage of pupils eligible for Pupil Premium attaining GDS/Exceeding at the end of KS1 and KS2 in maths.</p>	<p>Weekly small group sessions in maths for pupils eligible for PP with experienced teacher or LSA, in addition to standard lessons.</p> <p>Conferencing with class teacher to identify strengths and next steps.</p> <p>Regular workshops, or 1:1 sessions with parents to develop confidence to support with learning at home.</p>	<p>We want to provide extra support to ensure high attainment and progress. 1:1 Tuition and 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.</p> <p>Feedback and Peer Mentoring has also been shown by Sutton Trust and EEF Toolkit to be effective.</p>	<p>Extra teaching time and preparation time paid for out of PP budget, not sought on a voluntary basis.</p> <p>Impact evaluated by maths leader.</p> <p>Engage with parents and pupils before intervention begins to address any concerns or questions about the additional sessions.</p> <p>Regular evaluation of impact of targeted support (through Pupil Progress Meetings and Provision Maps).</p>	<p>Maths Leader</p> <p>TN</p>	<p>At Pupil Progress Meetings/End of Phase Data Milestones</p> <p>See review above</p>
<p>Total budgeted cost</p>					<p>£4000</p>

<p>iii. Other approaches</p>					
<p>Desired outcome</p>	<p>Chosen action/approach</p>	<p>What is the evidence and rationale for this choice?</p>	<p>How will you ensure it is implemented well?</p>	<p>Staff lead</p>	<p>When will you review implementation?</p>
<p>C. Improve Personal, Social and Emotional Development for pupils eligible for Pupil Premium</p>	<p>Use of SDQ to assess pupils eligible for PP and plan PSE development as required.</p> <p>Small group ELSA support (all YR pupils eligible for PP and others as required).</p> <p>Use of Educational Psychologist (SLA time 5 days + half termly ELSA/FEIPS)</p>	<p>The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older pupils.</p> <p>Many different evidence sources, e.g. Sutton Trust, EEF Toolkit suggest Social and Emotional learning interventions can be effective for pupils as targeted support. This can lead to greater confidence and motivation which positively impacts on attendance and attainment. Further to this meta-cognition approaches are also highly</p>	<p>ELSA teaching time and preparation time</p> <p>Monitoring of ELSA Register with SENCo support to identify greatest needs and suitable interventions.</p> <p>Support for school ELSAs through Educational Psychologist supervision (half termly).</p> <p>Regular evaluation of impact of targeted support (through Pupil</p>	<p>SENCo</p> <p>NK</p>	<p>Termly review</p> <p>See review above</p>

	<p>Supervision for 2x LSAs) to lead observation, assessment and professional discussion to help better understand the needs of individual pupils eligible for PP (as required).</p> <p>Mindfulness Training for teachers.</p> <p>Develop opportunities for parents/carers to learn more about supporting PSE development.</p> <p>Lunchtime nurture groups to develop PSE skills and understanding in pupils eligible for PP.</p>	<p>effective and form a major part of Cognitive Behavioural Therapy approaches used in ELSA/FEIPS work with individual children.</p>	<p>Progress Meetings and Provision Maps).</p>		
<p>D. Increased participation of pupils eligible for Pupil Premium in extra-curricular opportunities.</p>	<p>Subsidising of school residential trips in Year 4/5/6.</p> <p>Subsidising of clubs/activities to support PSE development and confidence/self-esteem.</p>	<p>The EEF Toolkit suggests that outdoor adventurous learning can positively impact on attainment and more widely on self-confidence.</p>	<p>Regular evaluation of impact of subsidised support.</p>	<p>Headteacher</p> <p>DT</p>	<p>Termly Review</p> <p>School subsidised:</p> <p>Music lessons</p> <p>Residential Trips</p> <p>Class Day Trips</p> <p>School Dinners for one KS2 pupil to ensure equality of access.</p> <p>Impact – all children who wanted to participate had the opportunity to do so.</p>
Total budgeted cost					£2000

6. Review of expenditure			
Previous Academic Year			
Nature of support	Cost	Proposed Impact	Evaluation/Lessons learned
Quality first teaching and feedback through LSA/Teacher time	£10 000	<p>Smaller class sizes enable greater amount of feedback to pupils eligible for PP throughout every lesson. Research has shown that quality feedback has a great impact on progress.</p> <p>Therefore, pupils eligible for PP make at least good progress and at least attain in line with their peers.</p> <p>To enable greater number of interventions for pupils eligible for PP who need to catch up or make accelerated progress to meet national expectations, or in line with their peers.</p>	<p>Provision Maps and tracking data demonstrates that pupils eligible for PP make at least progress. Many pupils go on to reach ARE.</p> <p>Year 1 Phonics pass rate increases from % 2015 to % in 2016 to % in 2017 (no pupils eligible for PP).</p> <p>At the end of KS2 one pupil, eligible for PP, achieved ARE in the SPAG test, maths test and reading test, also in writing teacher assessment. Pupils make good progress to achieve ARE through in class support and frequent direct feedback and direct teaching from class teacher.</p> <p>Disadvantaged KS2 pupils had an average scaled score equal to or above the national score for all pupils in reading, maths and SPaG.</p>
Language Link + training	£1200	Pupils involved in Language Link interventions make good progress and close the attainment gap with their peers.	Pupils make some progress in Language Link interventions however there is limited progress observed in class. The skills are not transferred well enough to the class setting. Alternative methods for identifying pupils speech and language needs and intervening are planned for 2017/18.
ELSA input	£1140	<p>Resources to support teaching and learning for children with social and emotional needs purchased.</p> <p>Raise self-esteem.</p> <p>Pupils develop confidence and life/social skills.</p> <p>Pupils develop confidence positively effecting learning attitudes and behaviours.</p>	<p>Pupils eligible for PP make steady academic progress with ELSA support. Impact observed in self esteem and social confidence in pupils was positive.</p> <p>All pupils, eligible for PP, have additional transition arrangements, and all children have a smooth transition onto secondary school.</p> <p>Going forwards, a more robust ELSA system to identify, record and evaluate a series of sessions should be implemented to better show progress.</p>
Support for visits, clubs and Residentials	£700	Eligible pupils have access to school visit to enrich their curriculum, increase first hand experiences with the removal of the potential cost barrier.	All pupils eligible for PPG attended the Year 4, Year 5 and Year 6 Residentials.

			No pupils were excluded from any clubs or other school trips due to financial reasons, or due to eligibility for PP.
Learning resources	£2000	Games and activities to enrich children's learning and encourage application of skills.	