

Pupil premium strategy statement (primary)

1. Summary information					
School	Chawton CE Primary School				
Academic Year	2018-19	Total PP budget	£10 860	Date of most recent PP Review	
Total number of pupils	104	Number of pupils eligible for PP	5	Date for next internal review of this strategy	Jan 2019

2. Current attainment				
<i>Pupils eligible for PP (your school)</i>	2016	2017	2018	<i>Pupils not eligible for PP (national average KS2 2018)</i>
% achieving in reading, writing and maths	57%	67%	71%	64%
% achieving in reading	79%	83%	86%	75%
% achieving in writing	64%	67%	71%	78%
% achieving in maths	71%	83%	86%	76%

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.	Pupils with Special Educational Needs and eligible for Pupil Premium are not making enough accelerated progress to close the gap with their non-pupil premium/non-SEN peers.
B.	Attainment in writing is lower in pupils eligible for Pupil Premium funding than their peers.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Accelerated progress for pupils with SEN and eligible for Pupil Premium.	Pupils identified as having Special Educational Needs and eligible for Pupil Premium make accelerated progress in Reading, Writing, Spelling and Maths to close the gap with their non-SEN and non-PP peers.
B.	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.

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?
A. Accelerated progress for pupils with SEN and eligible for Pupil Premium.	<p>Support from English HIAS advisor and Maths HIAS Advisor to ensure high quality planning.</p> <p>1:1 Support for class teachers from HIAS Maths Advisor to further develop understanding of expectations of NC for year group at different milestone points, how to apply CPA approach effectively, and enabling all pupils access to deeper learning.</p> <p>Access for whole class to high quality texts to support effective teaching of writing.</p> <p>Access for whole class to high quality concrete resources to support mathematical understanding of concepts.</p> <p>Whole staff training on meeting the needs of all learners through writing planning and teaching (led by HIAS Advisor – January 2019).</p> <p>In class support from LSA and class teacher to enable access to learning and develop/model independent learning skills.</p>		<p>Training delivered by Education Psychologist to ensure quality training.</p> <p>SENCo to oversee all interventions to ensure they are appropriate.</p> <p>Support of SENCO for all staff to ‘trouble shoot’ and discuss provision.</p>	SENCO Headteacher	<p>Review: Interventions to be reviewed at end of each half. Data capture at end of each phase, in line with assessment system. RA and SA measured at start and end of academic year.</p> <p>Final review: July 2019</p> <p>Costs: HIAS – £1470 Books – £800 Supply to cover preparation for CPD – £600 Educational Psychologist – £600</p>

	Educational Psychology training for all staff linked to well-being and mental health of all children.				In class support (£10/hr; 5 hrs a week; 39 weeks) – £1950 Total = £5420
B. Higher rates of progress and attainment in writing across whole school for pupils eligible for PP.	<p>Support from English HIAS advisor 1:1 with teachers to further develop high quality planning for writing, specifically focusing on embedding grammar for writing in CSS phase and additional writing opportunities.</p> <p>Develop and implement new planning formats in writing, reading and maths.</p> <p>Whole staff training on GDS in writing, delivered by HIAS Advisor.</p> <p>Regular staff training to increase subject knowledge and confidence in selecting appropriate genre and outcomes for teaching of specific grammar objectives.</p> <p>Invest in new class sets of books to enable access to high quality texts and models for writing.</p> <p>Focus on use of enhancements within EYFS environment to promote writing/mark making opportunities.</p> <p>Introduction of new handwriting scheme and expectations throughout school.</p> <p>Further develop spelling approach in upper KS2 to ensure regular, twice weekly discrete spelling sessions, with two LSA supported follow up sessions.</p>		Regular evaluation of impact of targeted support (through Pupil Progress Meetings and Provision Maps).	English Lead	<p>Review: Interventions to be reviewed at end of each half. Data capture at end of each phase, in line with assessment system. RA and SA measured at start and end of academic year.</p> <p>Final review: July 2019</p> <p>Costs: HIAS (additional to above) – £367.50 Books – (Costed above) Supply to cover preparation for CPD – (Costed above) Supply to cover EYFS teachers for development activities - £450 In class support (£10/hr; 5 hrs a week; 39 weeks) – (Costed above)</p> <p>Total: £817.50</p>
Total budgeted cost					£6237.50

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. Accelerated progress for pupils with SEN and eligible for Pupil Premium.	<p>External agencies involved to support school in identifying and putting in places appropriate strategies and provision to meet pupils' needs.</p> <p>Specific, evidenced based writing/spelling/ FMS interventions for individuals timetabled to meet specific needs and address specific gaps in learning.</p>		<p>Impact evaluated by SENCo through ratio gains in Reading Age and Spelling Age. Progress measured through attainment against NC objectives for year groups relevant to individuals' learning.</p> <p>ABCC charts demonstrate more settled behaviour, with increased time spent on learning tasks.</p> <p>Pupil Progress Meetings and evaluation of Provision Maps to monitor impact of interventions for individual children.</p> <p>Support of SENCO for all staff to 'trouble shoot' and discuss provision.</p> <p>Engage external agencies in evaluation and reviewing provision.</p>	<p>SENCO</p> <p>SENCO Class Teacher/LSA</p>	<p>Review: Interventions to be reviewed at end of each half. Data capture at end of each phase, in line with assessment system. RA and SA measured at start and end of academic year.</p> <p>Final review: July 2019</p> <p>Cost: Ed Psych: £300</p>
B. Higher rates of progress and attainment in writing across whole school for pupils eligible for PP.	<p>Small group LSA boost writing groups to promote further writing confidence and skills.</p> <p>1:1 conferencing with LSA/Teacher to develop strong independent self-editing skills.</p> <p>Evidenced based writing/spelling/ FMS interventions for individuals.</p>		<p>Regular evaluation of impact of targeted support (through Pupil Progress Meetings and Provision Maps).</p> <p>Pupil Progress Meetings and evaluation of Provision Maps to monitor impact of interventions for individual children.</p> <p>Monitoring of teaching of writing, planning and pupil outcomes.</p> <p>Support for staff with English leader is offered.</p>		<p>Review: Data capture at end of each phase, in line with assessment system.</p> <p>Final review: July 2019</p> <p>Cost: 3hr/wk at £10/hr = £1170</p>
Total budgeted cost					£1470

6. Review of expenditure				
Previous Academic Year		2017-18		
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
A. Higher rates of progress and attainment in writing across whole school for pupils eligible for PP.	<p>Quality of teaching for all:</p> <ul style="list-style-type: none"> • Subject leadership work with HIAS advisor. • Develop and implement new planning format. • Whole staff training on new writing planning format. • Regular staff training to refine learning journey. • Create a toolkit of resources. • Invest in new class sets of books. <p>Targeted support:</p> <ul style="list-style-type: none"> • Specific interventions timetabled to meet specific needs and address specific gaps in learning. • Weekly small group sessions in writing for pupils eligible for PP with experienced teacher or LSA, in addition to standard lessons. • 1:1 writing boost for pupils eligible for PP with experienced teacher or LSA (Level 3), in addition to standard lessons. • Regular reading with trained parent volunteers. • Peer Mentors for Writing. • Writing consultations with class teacher to identify strengths and next steps. • Evidenced based writing/spelling/ FMS interventions for individuals. 	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.	<p>Review – July 2018:</p> <p>One pupil made accelerated progress from WTS in Yr3 to attain ARE in Yr4.</p> <p>One pupil did not make expected progress, from ARE in Yr2 to WTS in Yr3.</p> <p>All others consistent progress.</p> <p>All others attained, or exceeded, except 1 pupil (SEN support).</p> <p>PP Writing 2018 = 71%, increase on 2017.</p> <p>National writing 2018 = 78%</p> <p>HIAS - Impact on subject leader was good, however not sustained as subject leaders have changed around.</p> <p>Will continue to utilise support from HIAS, however focus on support for all teachers to further impact on teaching and learning improvement for all pupils. Continue regular staff training to embed new planning approach.</p> <p>Cost of texts to support English is high. This enables access for all pupils. Continue.</p> <p>Capacity within current support staff team was maintained, which limited time available for small group and 1:1 sessions. Provision maps and pupil progress notes demonstrate class LSA time being used to lead intervention groups for PP pupils.</p>	£5740

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
<p>B. Higher percentage of pupils eligible for Pupil Premium attaining GDS at the end of KS1 and KS2 in maths.</p>	<p>Quality of teaching for all:</p> <ul style="list-style-type: none"> • 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. • Review deployment of LSAs within the school. • Develop a tracking system to measure progress and closely track all vulnerable pupils. • EYFS action research project to raise the attainment of 'close to' pupils <p>Targeted support:</p> <ul style="list-style-type: none"> • Weekly small group sessions in maths for pupils eligible for PP with experienced teacher or LSA, in addition to standard lessons. • Conferencing with class teacher to identify strengths and next steps. • Regular workshops, or 1:1 sessions with parents to develop confidence to support with learning at home. 	<p>A greater percentage of pupils eligible for PP attain GDS at the end of the year.</p>	<p>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> <p>HIAS - Impact on subject leader was limited. New maths leader appointed for September 2018. Will continue to utilise support from HIAS, however focus on support for all teachers to further impact on teaching and learning improvement for all pupils. Continue regular staff training to ensure strong subject knowledge and confidence.</p> <p>Capacity within current support staff team was maintained, which limited time available for small group and 1:1 sessions. Provision maps and pupil progress notes demonstrate class LSA time being used to lead intervention groups for PP pupils. Future discussion with Governors regarding additional LSA hours to increase capacity for delivering interventions additional to in class support and limited interventions.</p>	<p>£2857.50</p>

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
<p>C. Improve Personal, Social and Emotional Development for pupils eligible for Pupil Premium.</p>	<p>Quality of teaching for all:</p> <ul style="list-style-type: none"> • Implementation of whole school PSHE curriculum. • Staff Training in Emotional Literacy from school ELSA LSA team/SENCo • Improved parental engagement and education about PSHE. • Improvements to lunchtime provision and lunch staff skills, New resources and further staff training. <p>Other approaches:</p> <ul style="list-style-type: none"> • Use of SDQ to assess pupils eligible for PP and plan PSE development as required. • Small group ELSA support (all YR pupils eligible for PP and others as required). • Use of Educational Psychologist (SLA time 5 days + half termly ELSA/FEIPS 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). • Mindfulness Training for teachers. • Develop opportunities for parents/carers to learn more about supporting PSE development. • Lunchtime nurture groups to develop PSE skills and understanding in pupils eligible for PP. 	<p>Increased self-confidence in learning. Better social relationships – fewer falling out/behaviour incidents</p>	<p>Review July 2018: All actions completed.</p> <p>ELSA provided for two PP children.</p> <p>In-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> <p>EP training for all staff regarding metacognition and regulating emotions. Impact on teacher's approach to children learning and PSE development.</p> <p>Lessons learned: To look at further resource in school to develop PSHE and engage parents – possibly Heartsmart.</p>	<p>£1920</p>

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
D. Increased participation of pupils eligible for Pupil Premium in extra-curricular opportunities.		Increase the number of opportunities attended by pupils eligible for PP.	School subsidised: Music lessons Residential Trips Class Day Trips School Dinners for a KS2 pupil	£695

7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.
Our full strategy document can be found online at: www.aschool.sch.uk