

Pupil premium strategy statement (primary)

1. Summary information					
School	Chawton CE Primary School				
Academic Year	2019/20	Total PP budget	£7920	Date of most recent PP Review	
Total number of pupils	93	Number of pupils eligible for PP	5	Date for next internal review of this strategy	Jan 2020

2. Current attainment				
<i>Pupils eligible for PP (your school)</i>	2017	2018	2019	<i>Pupils not eligible for PP (national average KS2 2019)</i>
% achieving in reading, writing and maths	67%	71%	67%	75% (64.8%)
% achieving in reading	83%	86%	67%	81.9% (73.2%)
% achieving in writing	67%	71%	67%	80.2% (78.5%)
% achieving in maths	83%	86%	67%	87.04% (78.7%)

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.	Pupil achieves beyond ARE in all subject areas
C.	Attainment at KS1 Writing was working towards
D.	Inadequate progress
E.	Pupil achieves expected/ARE in all subject areas, but this is not strong attainment.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
A	Safeguarding
B	Family break up
C	Family Break up
D	Transition between schools – in and out of catchment/county. Poor school attendance. Persistent lateness.

E	Surgery in the last 12 months. Family break up and consequent move. Unsettled.
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4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
i	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.
ii	Higher rates of progress and attainment in reading, writing and maths 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	2019-20				
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?
i) Accelerated progress for pupils with SEN and eligible for Pupil Premium.	<p>Support from Maths HIAS Advisor to ensure pupils make accurate connections in their learning and opportunities to develop fluency in key skills are enhanced. All children are able to access the greater depth curriculum</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 concrete resources to support mathematical understanding of concepts.</p> <p>In class support from LSA and class teacher to enable access to learning and develop/model independent learning skills.</p>	Progress for reading and maths for PP pupils is not good – compared to Hampshire and National	<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> <p>Introduce NFER testing to ensure that assessment are rigorous and consistent</p>	<p>All staff specifically ES and KB</p> <p>£500 (NFER)</p> <p>Costs: £1800 (3 days HIAS maths advisor)</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 2020</p>

<p>ii) Higher rates of progress in reading and maths across whole school for pupils eligible for PP.</p>	<p>Support from maths HIAS advisor 1:1 with teachers to further develop high quality planning for maths, specifically focusing on fluency and reasoning.</p> <p>Adapt and trial new planning formats in reading and maths.</p> <p>Whole staff training on reading delivered by KB and SG</p> <p>Whole staff involvement (during staff meetings) in developing calculation policy/progression for the four operations. Parents invited in for maths open classroom events and evening events.</p> <p>Invest in further reading materials for Early Reading and to provide complimentary texts for older children.</p> <p>Focus on use of enhancements within EYFS environment to promote number awareness and number sense</p>	<p>Progress for reading and maths for PP pupils is not good – compared to Hampshire and National</p>	<p>Regular evaluation of impact of targeted support (through Pupil Progress Meetings and Provision Maps). English and maths Lead</p> <p>Introduce NFER testing to ensure that assessment are rigorous and consistent</p>	<p>All staff specifically SG, ES and KB</p> <p>Costs: £1000 (reading books for KS1 and EY)</p>	<p>Review: Interventions to be reviewed at end of each half.</p> <p>Data capture at end of each phase, in line with assessment system. RA and SA measured at start and end of academic year. Final review: July 2020</p>
<p>iii) Higher rates of progress and attainment in reading and maths across whole school for pupils eligible for PP.</p>	<p>Purchase 'Times Tables Rockstar' to support fluency</p> <p>Purchase 'MyMaths' to support with home learning and fluency</p>	<p>Develop fluency in times tables recall which is fundamental for good maths attainment and progress.</p>	<p>All staff sign up. Parents engage with this Celebration worship is used to share and promote progress.</p>	<p>Cost £150.00</p> <p>Cost £400</p>	<p>Review: Is it engaging? Is it supporting pupils in becoming more fluent? National Year 4 Times Table test attainment.</p> <p>Data capture at end of each phase, in line with assessment system. RA and SA measured at start and end of academic year. Final review: July 2020</p>
<p>(Quality of Teaching for all) Total budgeted cost</p>					<p>£3850</p>

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>i) Higher rates of progress and attainment in reading and maths across whole school for pupils eligible for PP.</p>	<p>Small group Teacher 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 interventions for individuals.</p>	<p>Progress scores.</p> <p>Children not on track to achieve EXS/ARE at end of year.</p> <p>Without support, PP children only make expected progress not accelerated progress.</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. Monitoring of teaching of writing, planning and pupil outcomes.</p> <p>Support for staff with English and maths leaders are offered.</p>	<p>SG KB ES</p> <p>Cost: 3hr/wk at £10/hr = £1170 (LSA to cover class)</p>	<p>Review: Data capture at end of each phase, in line with assessment system.</p> <p>Final review: July 2020</p>
<p>ii) Higher rates of progress and attainment in reading and maths across whole school for pupils eligible for PP.</p>	<p>Introduce a reading club, inviting PP children to attend.</p>	<p>Develop enjoyment of reading. Application of reading skills taught in class. Hearing children read and listening to their discussions.</p>	<p>Invite members of the community to support this and share their passion for reading.</p> <p>KB/SG to oversee the club – buy the books for the children – they get to keep the book once the reading club has finished sharing the book.</p>	<p>Each staff member takes a turn – half term rotation.</p> <p>Cost £400 (books)</p>	<p>Review: pupil conferencing about the enjoyment of reading Data capture at end of each phase, in line with assessment system.</p> <p>Final review: July 2019</p>

<p>iii) Higher rates of progress and attainment in reading and maths across whole school for pupils eligible for PP.</p>	<p>Purchase 'Times Tables Rockstar' to support fluency – buy the family pack for these families</p>	<p>Develop fluency in times tables recall which is fundamental for good maths attainment and progress.</p>	<p>All staff sign up. Parents engage with this Celebration worship is used to share and promote progress.</p>	<p>Cost £30.00</p>	<p>Review: Is it engaging? Is it supporting pupils in becoming more fluent? National Year 4 Times Table test attainment. Data capture at end of each phase, in line with assessment system. RA and SA measured at start and end of academic year. Final review: July 2020</p>
<p>(Targeted support) Total budgeted cost</p>					<p>£1600 £5450</p>
<p>6. Review of expenditure</p>					
<p>Previous Academic Year</p>		<p>2018-19</p>			
<p>Desired outcome</p>	<p>Chosen action/approach</p>	<p>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</p>	<p>Lessons learned (and whether you will continue with this approach)</p>	<p>Cost</p>	

<p>Accelerated progress for pupils with SEN and eligible for Pupil Premium.</p>	<p>Support from English HIAS advisor and Maths HIAS Advisor to ensure high quality planning. 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. 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>Educational Psychology training for all staff linked to well-being and mental health of all children.</p>	<p>Training was delivered by Education Psychologist to ensure quality training; this needs to be embedded and further training sought and implemented.</p> <p>SENCo oversaw all interventions to ensure they are appropriate.</p> <p>SENCO supported all staff to 'trouble shoot' and discuss provision.</p>	<p>Continue with support from HIAS maths advisor – but change of personnel</p> <p>Final review: July 2019</p>	<p>Costs: HIAS – £1470 Books – £800 Supply to cover preparation for CPD – £600 Educational Psychologist – £600 In class support (£10/hr; 5 hrs a week; 39 weeks) – £1950 Total = £5420</p>
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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
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>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>

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>Higher rates of progress and attainment in writing across whole school for pupils eligible for PP.</p>	<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>
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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