

Pupil premium strategy statement Christleton Primary 2017/2018

1. Summary information					
School	Christleton Primary School				
Academic Year	2017/2018	Total PP budget	£14, 520.00	Date of most recent PP Review	September 2017
Total number of pupils	212	Number of pupils eligible for PP	11	Date for next internal review of this strategy	Termly and July 2018

2. Current Attainment and Progress		
	<i>Pupils eligible for PP at Christleton Primary End of Key Stage 2 2016-17 5 pupils</i>	<i>Pupils not eligible for PP School and national average</i>
% achieving in reading, writing and maths	Reading 40% Writing 40% Maths 40%	Reading 77% (nat 71%) Writing 80% (nat 76%) Maths 77% (nat 75%) Reading, Writing and Maths = 63%
progress in reading	-3.61	-0.14
progress in writing	-2.29	-0.31
progress in maths	- 1.18	-0.90

2. 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.	Social and Emotional barriers to learning
B.	Ensure that high expectations and a personalised approach is in place for all disadvantaged learners
C.	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Improving attendance and parental engagement for a small minority of pupils

3. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	To provide targeted support to enable pupils to reduce social and emotional barriers to learning, including those who present with attachment difficulties.	<ul style="list-style-type: none"> Targeted support, including use of SEN and PP enables all pupils to have full access to the curriculum within a supportive and nurturing environment. Curriculum enrichment opportunities are supported as appropriate.
B.	Review the strategies and delivery of intervention and the deployment of staff, with particular regard to reading and writing, ensure that there is a personalised approach that responds to the needs of groups and individuals. Provide opportunities to share good practice.	<ul style="list-style-type: none"> Clear focus on effective and targeted interventions for groups and individuals. Ensure that all staff deliver quality first teaching- differentiation- most targeted work will be in the class environment. .Ensure that new whole school procedures- e.g. marking and feedback, guided reading are being implemented consistently. Planning for targets should have a focus on accelerated progress for identified pupils so that the gap does not widen further. Revise Provision Map accordingly and ensure that a focus to this is given during pupil progress meetings. The % gap of disadvantaged pupils achieving expected standard in reading, writing and maths is reducing and closer in line with national data for non-disadvantaged pupils
C.		
D.	To monitor attendance of all disadvantaged and SEN pupils. To work closely with families and other agencies to support attendance where appropriate.	<ul style="list-style-type: none"> Attendance of disadvantaged and SEN pupils is at least 90%

4. Planned expenditure					
Academic year		2017/2018			
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?
The % gap of disadvantaged pupils achieving expected standard in reading, writing and maths is diminishing and closer in line with national data for non-disadvantaged pupils	Review the strategies and delivery of intervention and the deployment of staff, with particular regard to reading, writing and maths, ensure that there is a personalised approach that responds to the needs of groups and individuals. Provide opportunities to share good practice.	<p>EEF toolkit recommendations highlight that TAs should be used effectively to support pupils' independent learning skills within the class setting .They help pupils take ownership of a task rather than focus on task completion. Also, where TAs take groups it is as a supplement, rather than as a replacement for the teacher.</p> <p>In Christleton Primary, most learning takes place within the class setting within a culture of Quality First Teaching and high expectations for all.</p> <p>For pupils who have SEN, there will be times that 1:1 or small group intervention away from the classroom is appropriate.</p>	<p>Monitor regularly through learning walks, book scrutiny, pupil progress meetings, teaching assistant meetings, pupil voice.</p> <p>Ensure that all staff deliver quality first teaching- differentiation- most targeted work will be in the class environment.</p> <p>Planning for targets should have a focus on accelerated progress for identified pupils so that the gap does not widen further. High expectations for all.</p> <p>Revise Provision Map accordingly and ensure that a focus to this is given during pupil progress meetings. Teacher regularly works with identified pupils.</p> <p>Opportunities for training both in and outside of school setting.</p>	SW	Termly

Total budgeted cost					£12,000
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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?
To provide targeted support that reduces social and emotional barriers to learning	1:1 and small group support for identified pupils. Focus on taught skills being applied across the curriculum.	Effective social and emotional support intervention/programmes are proved to have a positive impact on pupil attitude to learning, social relationships, attainment and progress.	All staff follow agreed plans for specific pupils consistently. Advice from outside agencies, such as the Educational Psychologist is sought to ensure plan is specific to need. Personalise as appropriate and seek further training for staff that provide this support. De-escalation training to be provided for all staff and Positive Handling training for four staff. £530	SW	Termly – overall review July 2018
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Total budgeted cost					£5000
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iii. 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?
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<p>To monitor attendance of all disadvantaged and SEN pupils. To work closely with families and other agencies to support attendance where appropriate. For attendance to be at least 90% for these pupils.</p>	<p>Regular monitoring of attendance of pupil groups. Clear school procedure for managing low attendance. Support for pupils and families in improving attendance. Fortnightly attendance % published in the newsletter. Liaise with EWO. Monitor 'broken weeks' etc.</p>	<p>Pupil absence has an impact on progress and learning.</p>	<p>Clear and consistent procedures are followed,</p>	<p>OM LB</p>	<p>Termly and July 2018</p>
Total budgeted cost					

5. Review of expenditure				
Previous Academic Year		2016/2017		
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 £12 000
Targeted support enables all pupils to access all areas of the school curriculum, including extra-curricular activities, visits and residential.	All pupils receive Quality First Teaching. School provision planning ensures that support, including teaching assistant support is planned to match the need of individuals and groups in the school. Teachers and teaching assistants work closely with each other.	<p>The majority of support for pupils is carried out in the class situation and includes time for support to develop independent learning skills. Teachers and teaching assistants work closely together.</p> <p>A variety of monitoring activities, both internal and external indicate that good provision is given to all pupils, including those eligible for PP.</p> <p>Some pupils who are disadvantaged also have SEN support and it is difficult to show accelerated progress for these pupils. Ensure that case studies are provided for these few pupils to document the progress that they are making.</p>	<p>There are a few pupils who should have made accelerated progress and have not- this needs to be a focus for 2017/2018.</p> <p>This approach will be continued with a focus on accelerated progress and creation of case studies for those who are making good progress from their individual starting points.</p>	SW

<p>% of pupils achieving expected standard in reading, writing and maths is in line with national non-disadvantaged pupils</p>	<p>1:1 and small group support for identified pupils. Focus on taught skills being applied across the curriculum.</p>	<p>Support is aimed at reducing the differences and closing the attainment gap.</p> <p>Provision planned as above. Teaching assistants are deployed according to pupil need. Class support and interventions focus on closing the attainment gap and this is evidenced through pupil work, pupil voice, pupil progress meetings and tracking system.</p> <p>Where the attainment gap is still closing, progress has been made.</p>	<p>To further improve, short-term interventions for target groups need to be reviewed more regularly by the class teacher (half-termly) and progress will be discussed at termly pupil progress meetings.</p> <p>If the 'intervention' or 'target work' is not leading to progress over a 4-6 week period, analyse why and adapt accordingly. Also, ensure that high expectations are maintained for all groups and that Quality First Teaching is the first and most crucial approach for all.</p>	<p>SW</p>
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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 £ 6000
<p>To provide targeted support that reduces social and emotional barriers to learning</p>	<p>1:1 and small group support for identified pupils. Focus on taught skills being applied across the curriculum.</p>	<p>All staff follow agreed plans for specific pupils consistently. Advice from outside agencies, such as the Educational Psychologist has been sought and followed and some top-up funding has been allocated. Pupils who require some social and emotional support are given time to speak 1:1 with a trusted adult. Class teachers and teaching assistants have implemented various strategies such as emotional thermometer, quiet spaces and nurture time personalised to individuals.</p>	<p>The physical, open-plan layout of the school can make it difficult to find a 'quiet' space at times. The relocation of the library to the entrance hall means that there is a space in the centre of school that can be utilised by some. It also needs to be monitored that introduced strategies are able to be applied consistently (e.g. staffing changes/illness).</p> <p>This type of support needs to remain in place for identified pupils.</p>	<p>SW</p>

iii. To provide targeted support that reduces social and emotional barriers to learning

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
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Attendance of disadvantaged and SEN pupils is at least 90%	Regular monitoring of attendance of pupil groups. Clear school procedure for managing low attendance. Support for pupils and families in improving attendance.	There has been an improvement in attendance for identified children although not met the 90% target yet. Following EWO guidance more consistently and regular contact with parents/carers has led to some improvement. Attendance % for each class is also highlighted in the fortnightly newsletter.	Yes, continue with this approach.	SW
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6. Additional detail

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