



Christleton Primary School

Pupil Premium Strategy Review 2017-2018

Summary Information

Academic year	2018-2019	Pupil premium budget	£10,560.00
Total number pupils	209	Number of pupils eligible for PP	8
Date of strategy	October 2018	Date for review of strategy	October 2019
Two ever six and nine LAC children			£21,30000
			£31,860.00

End of key stage two - July 2018

Progress score	Pupils eligible for PP	Pupils not eligible for pp	All pupils
Reading	0.90 (4 children)	1.58 (28 children)	1.49 (31 children)
Writing	0.20 (4 children)	-0.18 (28 children)	-0.13 (31 children)
Mathematics	-0.18 (4 children)	1.55 (28 children)	1.33 (31 children)
Attainment			
% achieving at least expected standard - reading	100% (4 children)	93% (28 children)	94% (31 children) (nat. 75%)
% achieving at least expected standard - writing	100% (4 children)	93% (28 children)	94% (31 children) (nat. 78%)
% achieving at least expected standard - mathematics	75% (4 children)	93% (28 children)	90% (31 children) (nat. 75%)

Current Attainment - End of key stage one - July 2018

Progress score	Pupils eligible for PP	Pupils not eligible for pp	All pupils
% achieving at least expected standard - reading	100% (1 child)	76% (29 children)	77% (30 children)
% achieving at least expected standard - writing	100% (1 child)	76% (29 children)	77% (30 children)
% achieving at least expected standard - mathematics	100% (1 child)	72% (29 children)	73% (30 children)

Pupil Premium - Review of expenditure

Academic year		2017-2018		
Quality of teaching for all				
Desired outcome	Chosen action / approach	Estimated impact	Lessons learned	Cost
Targeted support enables pupils to access all areas of the curriculum including extra-curricular activities, visits and residential.	Pupils receive quality first teaching School provision planning ensures that support, including teaching assistant support, is planned to match the needs of the individual and groups. Staff work closely together	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. A variety of monitoring activities, both internal and external indicate that good provision is given to all pupils, including those eligible for PP. 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.	There are a few pupils who should have made accelerated progress and have not. Strategies in place for these children need to be reviewed for 2018-2019 Consider making case studies for children making accelerated progress and review those cases where progress is not made	£12,000
% of pupils achieving expected standard in reading, writing and maths is in line with national non-disadvantaged pupils	1:1 and small group support for identified pupils. Focus on taught skills being applied across the curriculum	Support is aimed at reducing the differences and closing the attainment gap. 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. Where the attainment gap is still closing, progress has been made.	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. 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.	

Targeted support				
<p>To provide targeted support that reduces social and emotional barriers to learning</p>	<p>1:1 and small group support for identified pupils.</p> <p>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). This type of support needs to remain in place for identified pupils.</p>	<p>£6000</p>
<p>Attendance of disadvantaged and SEN pupils is at least 90%</p>	<p>Regular monitoring of attendance of pupil groups.</p> <p>Clear school procedure for managing low attendance.</p> <p>Support for pupils and families in improving attendance.</p>	<p>There has been an improvement in attendance for identified children who were below 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.</p>	<p>Yes, continue with this approach.</p>	<p>£500</p>
			<p>Budget</p>	<p>£18,500</p>