



Christleton Primary School

Pupil Premium Strategy 2018-2019

Summary Information

Academic year	2018-2019	Pupil premium budget	£14520.00
Total number pupils	209	Number of pupils eligible for PP	11
Date of strategy	October 2018	Date for review of strategy	October 2019

End of key stage two - July 2018

Progress score	Pupils eligible for PP	Pupils not eligible for pp	All pupils
Reading	-1.73 (3 children)	1.58 (28 children)	1.49 (31 children)
Writing	0.34 (3 children)	-0.18 (28 children)	-0.13 (31 children)
Mathematics	-2.76 (3 children)	1.55 (28 children)	1.33 (31 children)
Attainment			
% achieving at least expected standard - reading	100% (3 children)	93% (28 children)	94% (31 children) (nat. 75%)
% achieving at least expected standard - writing	100% (3 children)	93% (28 children)	94% (31 children) (nat. 78%)
% achieving at least expected standard - mathematics	67% (3 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)

Barriers to attainment (pupils eligible for pupil premium)

In-school barriers	
<p>Social and emotional barriers Ensure that high expectations and a personalised approach is in place for all disadvantaged learners</p>	
External barriers	
<p>Family situations – availability of good role models, resources, time. Improving attendance Improve parental engagement</p>	
Desired outcomes	Success criteria
<p>A. Provide targeted support to enable pupils to reduce social and emotional barriers to learning, including those who present with attachment difficulties.</p>	<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.
<p>B. Review 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 individuals or groups. Provide opportunities to share practice.</p>	<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 including differentiation of task when appropriate. Most targeted work to take place within the classroom. Ensure whole school procedures are consistently applied – i.e. feedback policies. Planning for targets should have a focus on accelerated progress for identified pupils so that the gap does not widen further. Review provision map accordingly and ensure that a focus to this is given during pupil progress meetings. The % gap of disadvantaged pupils achieving the expected standard in reading, writing and maths is reducing and closer in line with national data for non-disadvantaged pupils.
<p>C. Monitor attendance of all disadvantaged and SEN pupils. Work closely with families and other agencies to support attendance where appropriate</p>	<ul style="list-style-type: none"> Attendance of disadvantaged children is at least 90%

Planned expenditure 2018-2019

Academic year		2018-2019		Quality of teaching for all		
Desired outcome	Chosen action / approach	Evidence and rationale	Ensuring successful implementation	Lead	Review	
The % gap of disadvantaged pupils achieving the 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 interventions. Review the deployment of staff with particular regard to reading writing and maths. Ensure there is a personalised approach that respond to the needs of individuals and groups. Share good practise.	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. In Christleton Primary, most learning takes place within the class setting within a culture of Quality First Teaching and high expectations for all. For pupils who have SEN, there will be times that 1:1 or small group intervention away from the classroom is appropriate.	Monitor regularly through learning walks, book scrutiny, pupil progress meetings, teaching assistant meetings, pupil voice. Ensure that all staff deliver quality first Teaching – differentiation most targeted work will be in the class environment. 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. Revise Provision Map accordingly and ensure that a focus to this is given during pupil progress meetings. Teacher regularly works with identified pupils. Opportunities for training both in and outside of school setting.	Deputy head	Due to unforeseen circumstances the post holder was unable to complete the review. Pupil results from the end of ks2 2018 indicate that in while all PP pupils achieved the expected standard in Reading and writing only 2 out of 3 reached it in maths. The progress of PP children was in-line for writing but -1.73 for reading and -2.76 for mathematics. The profile of the PP children needs to be raised across all year groups to ensure that they are a focus for teaching staff.	
			Budget	£12,000		
Academic year		2018-2019		Targeted Support		
Desired outcome	Chosen action / approach	Evidence and rationale	Ensuring successful implementation	Lead	Review	
To provide targeted support that reduces the 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. Advice from outside agencies such as the educational psycholgise is sought to ensure plan is specific to need.	Deputy head	Due to unforeseen circumstances the post holder was unable to complete the review.	

			<p>Personalise as appropriate and seek further training for staff that provide this support. De-escalation training to be provided for all staff and positive training for four staff</p>		<p>The school has had a good level of success in supporting the children with social and emotional need via intervention, in-class support and group work strategies. These will need to be build upon next year to continue this work.</p>
			Budget	£5,000	

Academic year		2018-2019		Other approaches	
Desired outcome	Chosen action / approach	Evidence and rationale	Ensuring successful implementation	Lead	Review
<p>To monitor the attendance of all disadvantaged and SEN pupils.</p> <p>To work closely with families and other agencies to support attendance where appropriate.</p> <p>Attendance to be at least 90%</p>	<p>Regular monitoring of attendance of pupil groups.</p> <p>Clear school procedures for managing low attendance.</p> <p>Support for pupils and families to improve their attendance.</p> <p>Fortnightly attendance % published in the newsletter</p> <p>Liaise with EWO.</p> <p>Monitoring of broken weeks</p>	<p>Proven that absence has an impact on progress and learning</p>	<p>Clear and consistent processes to be developed and followed.</p> <p>School office to have clearly defined roles to enable this to run smoothly.</p>	<p>LB CB/JG</p>	<p>Due to unforeseen circumstances the post holder was unable to complete the review.</p> <p>Half termly reviews of attendance</p>
			Budget	£500	

Total Expenditure	£17,500
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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				
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	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.	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.	£6000

Attendance of disadvantaged and SEN pupils is at least 90%	<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 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.</p>	Yes, continue with this approach.	£500
			Budget	£18,500