



Christleton Primary School

Pupil Premium Strategy Review 2018-2019

Academic year	2018-2019			
Quality of teaching for all				
Desired outcome	Chosen action / approach	Impact	Lessons learned	Cost
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	<p>Review the strategies and delivery of interventions.</p> <p>Review the deployment of staff with particular regard to reading writing and maths.</p> <p>Ensure there is a personalised approach that respond to the needs of individuals and groups.</p> <p>Share good practise.</p>	<p>End of key stage two data 2019 indicates that PP children generally reached or exceeded their targets for reading, writing and / or maths.</p> <p>1 child missed their target for reading - greater depth but achieved the expected standard.</p> <p>End of key stage one data indicates that the children within this class did not reach their projected target. This was primarily due to social and emotional needs of these children</p>	Ensure where support is needed within KSI it is identified early and put in place for the most vulnerable children.	£12,000

Targeted support				
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.	<p>There has been a reduction in the number of behavioral incidents within the identified classes.</p> <p>Over time supported children have been making more sensible choices more readily.</p> <p>Disruption during teaching time was reduced as the year progressed.</p>	Support will be required as certain cohorts progress through the school to ensure that the social and emotional needs of the children continue to be supported. This has a direct impact on these children's academic performance.	£5000
Other strategies				
To monitor the attendance of all disadvantaged and SEN pupils. To work closely with families and other agencies to support attendance where appropriate. Attendance to be at least 90%	<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>Systems and processes are in place within the school office to address poor attendance and punctuality.</p> <p>There have been some successes with selected children when addressing the child's parents directly.</p> <p>The systems and processes need to be applied consistently by the office to ensure maximum impact is felt. This will include more regular monitoring of the attendance data.</p>	<p>Clear nominated individual to complete attendance monitoring.</p> <p>This monitoring is to be monitored by the head teacher each term.</p> <p>Fines are to be put into place for broken weeks</p> <p>Letters are to be sent to identified children / families at the start of each half term.</p>	£500
				£17500

Teaching and learning impact

<https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/>