

# Pupil Premium Strategy Statement

| 1. Summary information        |  |   |         |   |        |
|-------------------------------|--|---|---------|---|--------|
| <b>School</b>                 | Cheswardine Primary and Nursery School |   |         |   |        |
| <b>Academic Year</b>          | 17/18                                  | <b>Total PP budget</b>                  | £13,200 | <b>Date of most recent PP Review</b>                  | NA     |
| <b>Total number of pupils</b> | 65                                     | <b>Number of pupils eligible for PP</b> | 10      | <b>Date for next internal review of this strategy</b> | 1.4.18 |

| 2. Current attainment (as at 6.12.16 – so figures based on internal progress tracker against the amount of curriculum covered) |   |  |
|--|---|--|
|  | <i>Pupils eligible for PP (your school)</i> | <i>Pupils not eligible for PP (national average)</i> |
| <b>% achieving expected standard or above in reading, writing &amp; maths (or</b>  | <b>30%</b>                                  | <b>75%</b>   |
| <b>% making at least expected progress in reading (or equivalent)</b>  | <b>30%</b>                                  | <b>92%</b>   |
| <b>% making at least expected progress in writing (or equivalent)</b>  | <b>30%</b>                                  | <b>95%</b>   |
| <b>% making at least expected progress in maths (or equivalent)</b>  | <b>30%</b>                                  | <b>91%</b>   |

| 3. Barriers to future attainment (for pupils eligible for PP)  |  |
|--|--|
| <b>In-school barriers</b> (issues to be addressed in school, such as poor oral language skills)          |  |
| <b>A.</b>  | Poor reading skills, and genre of books being read at home.  |
| <b>B.</b>  | Maths number strategies, children not using a variety to complete work.  |
| <b>C.</b>  | Core skills weaknesses in Writing and Maths specifically in Year 4/5/6 cohorts   |
| <b>External barriers</b> (issues which also require action outside school, such as low attendance rates) |  |
| <b>D.</b>  | Some parents are not engaged with their children's learning at home.<br><br>Opportunities for PP students to widen their learning can be limited and the school can affect this by providing a wide range of learning opportunities, beyond the classroom. |

| 4. Desired outcomes <i>(Desired outcomes and how they will be measured)</i> |   | Success criteria   |
|---|---|--|
| <b>A.</b>   | Improve reading skills, and genre of books being read at home and school.   | PP Pupils in all classes to reach the age expected level. PP Pupils to have experienced more genres within guided reading groups with class, therefore being more confident to answer questions based on the various genres. All pupils to have been encouraged to engage in the reading targets set out within each class. Staff to identify poor readers and to make sure the pupils are listened to at least 3 times a week.  |
| <b>B.</b>   | Maths number strategies, children not using a variety to complete work.   | Those PP Pupils underachieving in Maths rely too heavily on one strategy to complete number sentences. Planning of Maths will incorporate the various strategies as outlined in the school's calculation policy. Higher achieving PP Pupils will continue to be challenged within lessons and for set homework.  |
| <b>C.</b>   | <ul style="list-style-type: none"> <li>- Core skills weaknesses in Writing- especially in KS1</li> <li>- Maths problem solving skills specifically in Year 4/5/6 cohorts</li> </ul> | <p>At the end of the school year, all PP Pupils will be at age expected levels within writing. Modelling of writing will be a feature within writing lessons and children to have reinforced experiences of using these models to enhance their writing. Staff will assess each half term and writing will be moderated within our SDG in February.</p> <p>At the end of the school Year, all PP Pupils will be at the age expected level. Maths lessons will always have components of problem solving within them to reinforce how these can be solved using the concepts being taught within lessons.</p> |

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| <p><b>D.</b></p> | <p>Some parents are not engaged with their children’s learning at home.</p> <p>Opportunities for PP students to widen their learning can be limited and the school can affect this by providing a wide range of learning opportunities, beyond the classroom.</p> | <p>PP Pupils to be engaged with reading activities at home, and to complete homework. Workshops to encourage parents to help their child. Opportunities for wider experiences through projects in school and cross schools which will result in evidence in oral and written work of increased independence, resilience and responsibility and improved written outcomes, moderated within school and across schools.</p> |
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**5. Planned expenditure**

|                             |                       |
|-----------------------------|-----------------------|
| <p><b>Academic year</b></p> | <p><b>2017/18</b></p> |
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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**

| <p><b>Desired outcome</b></p>   | <p><b>Chosen action / approach</b></p>   | <p><b>What is the evidence and rationale for this choice?</b></p>  | <p><b>How will you ensure it is implemented well?</b></p>   | <p><b>Staff lead</b></p>                     | <p><b>When will you review implementation?</b></p>  |
|---|--|--|---|--|---|
| <p>A: To improve reading skills.<br/>D: Improve parent contribution to their child’s learning</p> | <p>Use of daily readers- using teacher, teaching assistants and parents.<br/>Some children to participate within the Beanstalk initiative.<br/>Some children to participate within the Story Hunters reading initiative.</p> | <p>Evidence will show that children that are heard more will improve their reading scores and their understanding of what has been read.<br/>The two initiatives will give children more time to develop their treading skills and will help with those children that are not listened to at home.</p> | <p>Reading assessments will give evidence of children’s reading capabilities and their understanding of what has been read.<br/>Children interviews will determine whether the two initiatives are suitable for the particular age group, and whether they are enjoying the various activities.</p> | <p>Headteacher/<br/>English co-ordinator</p> | <p>Reading assessments before half term and at the end of each term will determine the children’s reading abilities.<br/>Some children may be taken off the initiatives if they prove to have reached the age expected level. Further children will then access the initiative.</p> |

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| <p>A: Higher rates of reading progress across the school for all pupils eligible for PP.</p> <p>C: Core skills to improve within writing in KS1.</p> | <p>Embed effective feedback for pupils across all classes and all stakeholders.</p>   | <p>Building on staff work on 'close the gap' marking and higher order questioning across the school.</p> <p>Use of writing ladders to engage pupils with up levelling of written work.</p> <p>Use of genres within English lessons, and guided reading lessons to engage pupils in identifying key features of a genre.</p>   | <p>Appraisal of TAs in the Spring term.</p> <p>Evidence in lesson observations and monitoring exercises.</p> <p>Moderation – cross schools and internal to track progress.</p> <p>Pupil progress meetings on a termly basis.</p> <p>Monitoring of English lesson plans</p>          | <p>Headteacher and English co-ordinator.</p> | <p>April 2018</p>  |
| <p>B: Maths number strategies</p> <p>C: Core skills to improve within writing in KS1.</p>  | <p>Children to be aware of a number of strategies to carry out maths concepts.</p> <p>Provide a broad and balanced curriculum with wider opportunities for writing development.</p> | <p>Children use usually just one strategy to complete questions. Need to instil into children that various strategies are required for written and mental methods.</p> <p>Using the OFSTED Inspection Handbook criteria we are committed to driving up standards across the curriculum and developing opportunities for increased writing progress through widening writing opportunities in a broad and balanced curriculum – link to SDP.</p> | <p>Weekly planning and book trawls will identify that the various strategies are being used.</p> <p>Link to the milestones identified on the SDP. Monitor subjects and develop writing opportunities.</p> <p>Staff meetings to look at writing with school and across subjects.</p> | <p>Subject leaders.</p>                      | <p>Action plans in Autumn 2017</p> <p>Book trawls and monitoring in each term.</p> <p>Final review in Summer 2018.</p> <p>April 2018 – review PP impact.</p> |
| <b>Total budgeted cost</b>   |   |   |   |  | £2000.00   |
| <b>ii. Targeted support</b>  |   |   |   |  |  |
| <b>Desired outcome</b>   | <b>Chosen action / approach</b>   | <b>What is the evidence and rationale for this choice?</b>  | <b>How will you ensure it is implemented well?</b>  | <b>Staff lead</b>                            | <b>When will you review implementation?</b>  |

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| <p>A: To improve reading skills.</p> | <p>Identified children will be classes as a daily reader, and will be targeted to read each day to an adult. Targeted children will be part of the Beanstalk initiative. Year 3 / 4 children to be part of the Story Hunters initiative. Parents to be involved before child takes part in this initiative.</p> | <p>Child's attainment and the understanding of what has been read. 1:1 will allow for intense work that will focus on what they have read.</p> <p>Parents to be spoken to about their role within this initiative.</p>   | <p>Half termly reading tests will determine whether the approach is working. Class teacher will carry out the test and report back to Head.</p> | <p>SENDCO</p>                | <p>April 2018</p>  |
| <p>B: Maths number strategies</p>    | <p>To continue to plan various strategies within Maths lessons. Various strategies will be explained why more than one strategy is good for the pupil.</p>  | <p>A number of children are struggling to use more than one strategy when working out number concepts. By doing this, children can spend too much time on a particular sum, and this can lead to little work being completed. This could then impact on the arithmetic paper within SATs.</p>                                | <p>Maths planning to emphasise what strategy is being used and why. Planning to be looked at weekly</p>   | <p>Maths Lead</p>            | <p>The aim is for all students to be able to realise which strategy is best for the required operation within a Maths concept.</p> |
| <p>A: To improve reading skills.</p> | <p>Small groups to have reinforced lessons on specific sounds that pupils are struggling with.</p>  | <p>To identify sounds that children are having difficulties with. Group work to be planned and delivered so that the sound is reinforced within the lesson. Groups will vary depending on the needs of the children. Within lesson, children will be using alien words so they are prepared for the Year 1 phonics test.</p> | <p>Half termly meetings to discuss whether the approach is working and the children have been able to move forward within their reading.</p>    | <p>Headteacher and SENCO</p> | <p>April 2018</p>  |

| <p>A: To improve reading skills.<br/>B: Number strategies<br/>C: Writing development</p> | <p>Targeted interventions related to need identified in Pupil progress meetings. (TAs and Teacher)</p> | <p>Evidence within school has shown that small group work by Ta's has led to children making progress within various areas. We will continue to use TA's to do this, so that we build upon the success we have had in the school. TA's will be offered training if required to deliver new aspects.</p> <p>Booster groups in all terms where there are areas that need to be reinforced. In Spring Term, booster classes for Year 6 pupils in areas where it is needed.</p> | <p>Planning of these intervention groups will be looked at. Observations of intervention groups. Half termly meetings to discuss progress and whether more is required.</p> | <p>Headteacher with English co-ordinator</p> | <p>April 2018</p>                                     |
|--|--|---|---|--|---|
| <b>Total budgeted cost</b>   |  |   |   |  | <p>£10000</p>   |
| <p><b>iii. Other approaches</b></p>  |  |   |   |  |   |
| <p><b>Desired outcome</b></p>  | <p><b>Chosen action / approach</b></p>   | <p><b>What is the evidence and rationale for this choice?</b></p>   | <p><b>How will you ensure it is implemented well?</b></p>   | <p><b>Staff lead</b></p>                     | <p><b>When will you review implementation?</b></p>    |
| <p>Identification of Support needed for PP children</p>                                  | <p>Woodlands referrals and advice on support programmes to use for barriers to learning.</p>           | <p>This is a commitment to assess pupil's barriers to learning and obtain advice as to strategies that can be used to overcome barriers where these are observed in PP children.</p>  | <p>Using Woodlands support packages as they have proved incredibly teacher friendly and practical in the past and provide in depth analysis of needs.</p>                   | <p>SENCO</p>                                 | <p>April 2017 – to align with setting new budget.</p> |

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| D: Increased confidence when faced with new experiences for PP pupils. | Wraparound Care support- Breakfast Club | EEF recent report that Breakfast Clubs have been found to boost primary pupils' reading, writing and maths results according to results in a randomised controlled trial. Identified pupils have benefitted from being in school for breakfast club. | Follow updates from EEF on what good provision in WAC means. Survey parents and children as to their levels of enjoyment and teachers to see if there is any difference in learning behaviours. Ensure a supportive atmosphere, time for homework if needed and a variety of activities as well as healthy food options. Monitor age ranges and if the mix affects children's attitudes in school. Train and support staff. | Headteacher | April 2018– to align with setting new budget. |
| D: Increased confidence when faced with new experiences for PP pupils. | Clubs and music lessons if required     | Closing the gap in terms of opportunity and access to wider learning opportunities by those who cannot necessarily afford it.  | Monitor the take up of these opportunities and the manner in which they are presented to parents. Monitor parents attitudes and engagement with provision. Explore different opportunities.   | Headteacher | April 2018– to align with setting new budget. |
| D: Increased confidence when faced with new experiences for PP pupils. | Trips and residential opportunities     | Closing the gap in terms of opportunity and access to wider learning opportunities by those who cannot necessarily afford it.  | Monitor the take up of these opportunities and the manner in which they are presented to parents. Monitor parents attitudes and engagement with provision. Explore different opportunities.   | Headteacher | April 2018– to align with setting new budget. |
| <b>Total budgeted cost</b>   |   |  |   |             | <b>£1500</b>                                  |

| 6. Review of expenditure  |   |  |  |       |
|---|---|--|--|-------|
| Previous Academic Year  |   | 2016/17  |  |       |
| 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  |
| <p>Improvement in overall scores with tests</p> <p>Spelling improvements in specific group of PP pupils in KS2.</p> | <p>Targeted teacher interventions in reading, writing and maths.</p> <p>TA support funded for more specific teacher time.</p> | <p>Some evidence shown that there was an improvement.</p> <p>Intervention groups helped children to overcome some concerns and misunderstandings.</p>  | <p>A better understanding of the new sat test.</p> <p>Spelling practice not being carried out constantly by children at home. Will use practice sheets within class, and children to have access to their spellings online.</p> <p>Phonic reinforcement sheets to be continued in the following year as this seemed successful with some parents.</p> <p>To look at how booster classes can operate when we have mixed aged classes.</p> | £9000 |
| <p>Maths number strategies</p>  | <p>Integrated teacher intervention.</p> <p>Intervention groups with TA support.</p>   | <p>The children's strategies have improved, but still needs further intervention work so that number bonds can be recalled quickly, tables facts known well so the children can recall these facts when carrying out division.</p> | <p>Need to further look at ways to involve parents with the learning of new strategies. Also to look at workshops that can be used to support parents.</p>   | £5000 |



| <b>ii. Targeted support</b>   |   |   |   |             |
|---|---|---|---|-------------|
| <b>Desired outcome</b>  | <b>Chosen action / approach</b>   | <b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.   | <b>Lessons learned</b><br>(and whether you will continue with this approach)  | <b>Cost</b> |
| To accelerate progress for PP children in Reading, Writing and Maths. | <p>Targeted teacher assistant intervention with interventions introduced and training given by SENCO.</p> <p>TA used to provide booster work to Year 6.</p> | <p>Intervention in small groups to access the letter sounds, blends etc. Special work carried out on using blending on alien words.</p> <p><b>Y1</b> Phonics 100% of PP children passed the check.</p> <p>A PP child in Year 2 did not pass the resit test.</p> <p>In KS1, child improved scores but did not reach age expected level.</p> <p>In KS2 PP children, 3 of them improved their work and areas within subjects, but are below expected. 1 PP child is now at age expected within Reading, Writing and Maths.</p> | <p>Phonic intervention at Year 1 gave good results. Need to reconsider how intervention on phonics can be used for Those PP pupils who do not pass the Phonics test.</p> <p>Need to consider whether the appropriate intervention could be better to help the PP pupils.</p> <p>Training for TAs in specific approaches improves results when interventions are measured and carried out successfully.</p> <p>TA support for Year 6, showed some improvements but how could greater improvements be made. Pupil progress of some PP students, were positive whilst others were below. Need to make sure all progress is positive.</p> | £3000       |
| <b>iii. Other approaches</b>  |   |   |   |             |
| <b>Desired outcome</b>  | <b>Chosen action / approach</b>   | <b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.   | <b>Lessons learned</b><br>(and whether you will continue with this approach)  | <b>Cost</b> |

|   |  |  |   |              |
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| <p>To enhance the curriculum and widen opportunities.</p> | <p>Funding trips, clubs and music lessons.</p> | <p>School visits are welcomed as an important opportunity for children by the parents and the pressure has been removed from eligible families to fully fund visits.<br/> 100% of children entitled to Pupil Premium received this funding. Trips included Arthog, Theatre visits to see the Pantomime, Twycross Zoo, Blists Hill, Reece Heath. School also paid for children attending Breakfast Club and after school clubs.<br/> Impact was felt for all children as these experiences are supported financially for all as well and therefore educational opportunities have been widened beyond Cheswardine and its surrounding rural area.</p> | <p>All trips and residential visits are important to our pupils and we will not keep children from attending these vital experiences. We are opening up opportunities for the PP children and indeed every child in our school is fundamental to enabling each child achieve their potential. Through the standards of work produced following these visits and the improvements in outlook and learning behaviours witnessed in lesson observations we continue to be committed to enabling access to these opportunities for all our pupils, not just those that can afford them.</p> <p>Feedback from parents, pupils and staff confirm the positive attitudes to school achieved.</p> | <p>£1107</p> |
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**7. Additional detail**

In this section you can annex or refer to **additional** information which you have used to support the sections above.

Through the school's self-evaluation process evidence suggests that the intervention strategies and commitment to enrichment projects have been very successful and that they are continuing to have a positive impact on the well-being, progress, standards and achievement of those pupils entitled to the additional funds.