

Pupil premium strategy statement

| 1. Summary information | | | | | |
|-------------------------------|--|---|---------|---|---------|
| School | Cheswardine Primary and Nursery School | | | | |
| Academic Year | 18/19 | Total PP budget | £13,200 | Date of most recent PP Review | 17.1.18 |
| Total number of pupils | 61 | Number of pupils eligible for PP | 10 | Date for next internal review of this strategy | 1.4.18 |

| 2. Current attainment | | |
|--|---|--|
| <i>Although progress is good, a high proportion of the pupils have low starting points and although on their trajectory the gap between them and their peers needs scrutiny when impact is measured. Accelerated progress is important here.</i> | <i>Pupils eligible for PP (your school)</i> | <i>Pupils not eligible for PP (national average)</i> |
| % achieving expected standard or above in reading, writing & maths (or equivalent) | 38% | 64.4% |
| % making at least expected progress in reading (or equivalent) | 100% | 92% |
| % making at least expected progress in writing (or equivalent) | 100% | 95% |
| % making at least expected progress in maths (or equivalent) | 100% | 91% |

| 3. Barriers to future attainment (for pupils eligible for PP) | |
|---|---|
| In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>) | |
| A. | Basic skills are weak, particularly in PP pupils in Year 5/6. Gaps in reading, writing and maths. |
| B. | Social and emotional barriers to learning which limit confidence and the development of successful learning behaviours. |
| C. | Poor language skills, speech and language difficulties early on in school life, have impacted on learning basic skills. |
| External barriers (<i>issues which also require action outside school, such as low attendance rates</i>) | |

| | | |
|--|---|---|
| D. | <p>Engagement in learning and support from home can be a barrier to progress in the core skill areas.</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> | |
| 4. Desired outcomes (<i>Desired outcomes and how they will be measured</i>) | | Success criteria |
| A. | <p>Close the gaps in reading, writing and maths in Years 5/6. Accelerated progress for PP pupils from starting points.</p> | <p>Progress for PP pupils from KS1 to KS2 increased at the end of KS2. Measured using end of KS2 data 2019. 60% ARE or above at the end of 2019 in terms of attainment for PP pupils in Reading, Writing, Maths and GPS.</p> |
| B. | <p>Higher rates of progress across KS1 and KS2 for more able pupils eligible for PP</p> <p>Increased progress rates and closing of gaps for those children with SEN eligible for PP.</p> | <p>Pupils identified as more able make as much progress as other pupils identified as high ability, across KS1 and KS2 in maths, reading and writing. Measure in Years 3,4 and 5 by teacher assessments and summative tests, and for Y2 and Y6 in national assessments. Judgements aligned through school by in school and cross school moderation exercises. Increased training and precision teaching to close the gaps between SEN and others, SEN (PPG) now at:40%.</p> |

| | | |
|-----------|--|---|
| C. | Improve speech and vocabulary for PP children in KS1 and KS2 | PP pupils in KS1 and Reception to receive SLT support and be signed off from the service before the end of the year. Guided reading targets and depth of books to encourage widening of vocabulary across the school and use in writing during book trawls as evidence of progress in this area. Presentation opportunities in LKS2 to develop speaking ability and confidence. PP pupils in EYFS to meet expected levels at the end of the year. 100% PP pupils to pass phonics screening. Progress from KS1 to KS2 increased in reading and writing for PP pupils |
| D. | Parental engagement with children's learning improved Increased confidence when PP pupils face new experiences. | 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 Increased engagement evident from monitoring pupil and parental voice. |

5. Planned expenditure

Academic year

2018/19

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? |
|------------------------|---------------------------------|--|--|-------------------|---|
|------------------------|---------------------------------|--|--|-------------------|---|

| | | | | | |
|--|--|---|---|--------------------------------------|---|
| <p>B: Higher rates of progress across KS1 and KS2 for more able pupils eligible for PP</p> <p>Increased progress rates and closing of gaps for those children with SEN eligible for PP.</p> | <p>Work on metacognition and self-regulation for learners. Kagan approach investigated and work on effective feedback and monitoring progress in detail through scrutiny.</p> <p>Achievement for All: to support with book trawling and effective observations across school in core subjects.</p> | <p>Meta-cognition and self-regulation: EEF Feedback: 'High Impact, very low cost based on extensive research' (+8)</p> <p>A natural development from the initial introduction of classdojo in the school with the focus on building resilience and independence across the school and observing these behaviours in lessons.</p> <p>AFA programme nationally acclaimed as high impact for PPG children. More frequent practice of book trawling becomes embedded in teacher practice so more progress checks are done to inform and improve their own practice.</p> | <p>Feedback from monitoring time from subject leads and AFA coach.</p> <p>Reflections from staff on the feedback from subject leaders.</p> <p>Evidence of consistency and effective use of feedback in books.</p> <p>Learning walks and book trawls to assess self-regulations of learners. Pupil survey and discussion around attitudes to learning.</p> | <p>Headteacher and AFA coach.</p> | <p>Lesson observations in the Autumn and Spring terms.</p> <p>Learning walks and book trawls in the spring term.</p> <p>Staff training in the Autumn and Spring terms. Pupil surveys in the Autumn and then Summer.</p> <p>Collate PP pupils responses separately.</p> <p>Tracking progress at the end of the Summer term 2018.</p> |
| <p>A: Close the gaps in reading, writing and maths in Years 5/6. Accelerated progress for PP pupils from starting points.</p> <p>C: Improve speech and vocabulary for PP children in KS1 and KS2</p> | <p>Embed effective feedback for pupils across all classes and all stakeholders. Use SSIF project to align planning with year group and identify appropriate success criteria.</p> <p>Make non-negotiables clear and use key vocabulary in planning across the curriculum.</p> | <p>EEF: Feedback 'High impact very low cost based on moderate evidence' (+8)</p> <p>Work on effective feedback and re-writing the marking policy in line with encouraging self-review and peer to peer feedback as well as those suggestions which are most effective.</p> <p>Need seen across school in SEF and addressed through guided reading texts extending vocabulary but also through making links with the real world in all vocabulary utilised throughout the curriculum.</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 twice termly basis.</p> <p>Monitoring of lesson plans and key vocabulary.</p> <p>Accelerated progress levels monitored in tracking for this group.</p> | <p>Headteacher and Lead Teacher.</p> | <p>April 2019</p> |

| | | | | | |
|---|--|---|---|-------------------------|---|
| D: Parental engagement with children's learning improved. Increased confidence when PP pupils face new experiences | Target appointments and structured conversations between teachers and parents. Projects and visitors between schools and to school to increase opportunities. | EEF parental involvement: 'moderate impact based on moderate cost based on moderate evidence' (+3) Providing support for access to wider experiences than provided by local areas and limited opportunities thereby increasing life chances. | Feedback from parents – parentview survey. Responses collected during parents' evenings. Impact from related visits and visitors on core skills and presentation abilities. | Headteacher Teachers | Review April 2019 Final review October 2019. |
|---|--|---|---|-------------------------|---|

Total budgeted cost £4150

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? |
|--|---|---|--|-------------------|--|
| B: Increased progress rates and closing of gaps for those children with SEN eligible for PP. | Precision Teaching Approach as a TA support/intervention. Interventions for dyslexic and dyspraxic children and those with tendencies to these difficulties used effectively to improve progress and close gaps. | Educational Psychologist recommended its use with specific pupils and it is highly rated by the LA and the LSAT. Training given uses EEF research into specific interventions which have had proven success with pupils who are struggling in these areas. | Twice termly progress meetings discussing needs and barriers to learning then putting the intervention into place. Training will be given to all TAs and drop in with educational psychologist will be given early in the Spring term to assess effectiveness of approach. Woodlands support to access specific interventions and training on planning them and ownership accessed. Reviewed in IEPs. Termly reviews of these. | SENCO / HT | January 2019 with Ed psych April 2019 at strategy review. |

| | | | | | |
|--|--|---|---|---------------------------------------|---|
| C Improve speech and vocabulary for PP children in KS1 and KS2 | Specific interventions early on following SLT advice – access reports and use targets regularly. Extended texts in guided reading to enhance vocabulary choice. | Increased number of Speech and language issues earlier in school and nursery leads to reports from therapist to be actioned – time must be given to these and the targets on them. Progress will be assess by the SLT expert and progress should be evident between visits. | IEP planning of targets and sharing with parents between SLT visits. TA support for practice. | SENCO/HT/SLT /Lit lead | April 2019 |
| A: Close the gaps in reading, writing and maths in Years 5/6. Accelerated progress for PP pupils from starting points. | Success criteria work. Growth mindset and meta-cognition development. Using above advice to improve in class support and accelerate progress. | Meta-cognition and self-regulation: EEF Feedback: 'High Impact, very low cost based on extensive research' (+8) HMI monitoring visit in July 2018 – increase progress needed and tracking clear across school with staff more aware of progress from individual starting points. TA support with precision teaching in tested areas. | Data set at the end of 2019. | Headteacher and SENCO | April 2019 |
| A: To close the gaps in reading, writing and maths. | Targeted interventions and support in reading particularly lower down the school | Reading support through outside agencies such as 'Beanstalk' which provides more reading opportunities for those who struggle to read or who are not heard at home. | Increased engagement with reading tasks such as guided reading in class. Twice termly reports to Pupil Progress Meetings. Data set at the end of 2019 | Headteacher with English co-ordinator | April 2019 |
| Total budgeted cost | | | | | £8955 |
| 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? |

| | | | | | |
|--|---|--|---|-------------|--|
| Identification of Support needed for PP children | Woodlands referrals and advice on support programmes to use for barriers to learning. | This is a commitment to assess pupils barriers to learning and obtain advice as to strategies that can be used to overcome barriers where these are observed in PP children. | Using Woodlands support packages as they have proved incredibly teacher friendly and practical in the past and provide in depth analysis of needs. | SENCO | April 2019 – to align with setting new budget. |
| D: Increased confidence when faced with new experiences for PP pupils. | Breakfast Club support | 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 Ensure a supportive atmosphere, time for homework if needed and healthy food options. Monitor age ranges and if the mix affects children's attitudes in school. | Headteacher | April 2019 |
| D: Increased confidence when faced with new experiences for PP pupils. | Clubs | Closing the gap in terms of opportunity and access to wider learning opportunities by those who cannot necessarily afford it. | Monitor 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 2019 |
| 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 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 2019 |
| Total budgeted cost | | | | | £500 |

| 6. Review of expenditure | | | | |
|---|---|---|--|-------|
| Previous Academic Year | | 2017/18 | | |
| 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 especially in reading and progress scores in reading in KS2.</p> <p>National testing scores improved across the school.</p> | <p>Daily reading</p> <p>Embed effective feedback</p> <p>Raise awareness of maths strategies across the school</p> | <p>Some evidence shown that there was an improvement in the data set for 2018</p> <p>EYFS: 100% GLD Phonics: 100% pass KS1 Reading, Writing and Maths: 62.5% KS2 Reading;83%, Writing: 83%, Maths:66.7% KS2 Reading progress: 0.7, Maths: -1.8, Writing: 0.8.</p> | <p>More work needed on refining success criteria and making next steps work for the pupils.</p> <p>Marking Policy review required.</p> <p>More work on maths reasoning needed.</p> | £3782 |
| 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 |

| | | | | |
|--|---|--|--|----------------|
| <p>To accelerate progress for PP children in Reading, Writing and Maths.</p> | <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>Booster groups for Maths specifically arithmetic. Beanstalk support for readers and revised guided reading work.</p> <p>Progress very good for PP children, however attainment is not therefore more work on closing the gaps and effective targeted support is required.</p> | <p>Phonic intervention at Year 1 gave good results.</p> <p>Need work on interventions and what are proved to be effective, also access training in these areas.</p> <p>Interventions must be measured and impact recorded.</p> <p>TA support for Year 6, showed specific improvements.. Need to make sure all progress is positive, particularly in Maths.</p> | <p>£13,269</p> |
|--|---|--|--|----------------|

iii. Other approaches

| 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>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.</p> <p>100% of children entitled to Pupil Premium received this funding. Trips included London, Theatre visits to see the Pantomime. The residential trip to London, children visited the Houses of Parliament, Science Museum, National History Museum, Theatre visit and Shrek Adventure. This visit allowed PP pupil to experience living away from home, comparing a city with a village and exploring different museums.</p> <p>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>£1128</p> |

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.