

# Pupil premium strategy statement - Final Review September 2019

1. Summary information					
<b>School</b>	Cheswardine Primary and Nursery School				
<b>Academic Year</b>	18/19	<b>Total PP budget</b>	£13,200	<b>Date of most recent PP Review</b>	17.1.18
<b>Total number of pupils</b>	61	<b>Number of pupils eligible for PP</b>	9	<b>Date for next internal review of this strategy</b>	09/2019

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>
<b>% achieving expected standard or above in reading, writing &amp; maths (or equivalent)</b>	<b>55.5%</b>	<b>64.4%</b>
<b>% making at least expected progress in reading (or equivalent)</b>	<b>100%</b>	<b>92%</b>
<b>% making at least expected progress in writing (or equivalent)</b>	<b>100%</b>	<b>95%</b>
<b>% making at least expected progress in maths (or equivalent)</b>	<b>100%</b>	<b>91%</b>

3. Barriers to future attainment (for pupils eligible for PP)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
<b>A.</b>	Basic skills are weak, particularly in PP pupils in Year 5/6. Gaps in reading, writing and maths.
<b>B.</b>	Social and emotional barriers to learning which limit confidence and the development of successful learning behaviours.
<b>C.</b>	Poor language skills, speech and language difficulties early on in school life, have impacted on learning basic skills.
<b>External barriers</b> ( <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>	
<b>4. Desired outcomes</b> ( <i>Desired outcomes and how they will be measured</i> )		<b>Success criteria</b>
A.	<p>Close the gaps in reading, writing and maths in Years 5/6. Accelerated progress for PP pupils from starting points.</p> <p><b><i>Final Review: Positive progress scores from KS1 to KS2 in all three core subjects. Reading progress score: 1.1, Writing: 3.6 and Maths: 1.4. Additionally the percentage of pupils with low attainment reaching the expected standard in Writing and Maths was 33%.</i></b></p>	<p>Progress for PP pupils from KS1 to KS2 increased at the end of KS2. Measured using end of KS2 data 2019. Progress from KS1 to KS2 was good for PP pupils.</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><b><i>Final Review: More able pupils are making increased progress, particularly in Year 3/4 at the end of 2019. More able showing higher levels of progress than previously in end of year summative assessments where attainment for this group has been excellent.</i></b></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 used to close the gaps.</p>

<p><b>C.</b></p>	<p>Improve speech and vocabulary for PP children in KS1 and KS2</p> <p><i>Final Review: Time allocated for SLT support by TA, specified to respond to input from SALT who comes in on a weekly basis to work with key children. 100% PP pupils were signed off at the end of the academic year 2019.</i></p>	<p>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.</p>
<p><b>D.</b></p>	<p>Parental engagement with children's learning improved</p> <p>Increased confidence when PP pupils face new experiences.</p> <p><i>Final Review: Moderation across schools has really been an opportunity to celebrate the work done and written standards are improving across the school. Expectations are higher and the children are responding positively to the challenges set. Parental comments and feedback highly positive and termly targets are set for the children to signpost the parents towards ways in which they can support their children's learning.</i></p>	<p>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.</p>

## 5. Review of expenditure

Academic year	2018/19
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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

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?
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<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.</p> <p>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.</p> <p>Collate PP pupils responses separately.</p> <p>Tracking progress at the end of the Summer term 2018.</p> <p><b>Final Review: Progress excellent, positive observations, books excellent across school. Children taking pride and interest in work throughout the school.</b></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.</p> <p>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> <p><b>Effective feedback embedded in policy, guided reading needs refining. PPM showing improved responses and tracking shows gaps closing.</b></p>

<p>D: Parental engagement with children's learning improved. Increased confidence when PP pupils face new experiences</p>	<p>Target appointments and structured conversations between teachers and parents. Projects and visitors between schools and to school to increase opportunities.</p>	<p>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.</p>	<p>Feedback from parents – parentview survey. Responses collected during parents' evenings. Impact from related visits and visitors on core skills and presentation abilities.</p>	<p>Headteacher Teachers</p>	<p>Review April 2019  <b><i>Parentview survey needed* responses good in parent's evenings over the year. Presentation improving.</i></b> Final review October 2019. <b>*Additional note:</b> OFSTED parentview had a large response and was very positive about the work of the school.</p>
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**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?
<p>B: Increased progress rates and closing of gaps for those children with SEN eligible for PP.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>SENCO / HT</p>	<p>January 2019 with Ed psych April 2019 at strategy review.  <b><i>Precision teaching not in place enough – timetable issues, some resolved but further development and push as a focus required – particularly in KS1. LKS2 pupils have low need and UKS2 pupils need this developed further.</i></b>  <b><i>HLTA from Hinstock working on this with TAs in the Autumn term. Improving.</i></b></p>

<p>C Improve speech and vocabulary for PP children in KS1 and KS2</p>	<p>Specific interventions early on following SLT advice – access reports and use targets regularly.</p> <p>Extended texts in guided reading to enhance vocabulary choice.</p>	<p>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 assessed by the SLT expert and progress should be evident between visits.</p>	<p>IEP planning of targets and sharing with parents between SLT visits. TA support for practice.</p>	<p>SENCO/HT/SLT /Lit lead</p>	<p>April 2019</p> <p><b><i>Progress evident and support timetabled securely.</i></b></p> <p><b><i>SLT PP children all signed off.</i></b></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>Success criteria work. Growth mindset and meta-cognition development. Using above advice to improve in class support and accelerate progress.</p>	<p>Meta-cognition and self-regulation: EEF Feedback: 'High Impact, very low cost based on extensive research' (+8)</p> <p>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.</p>	<p>Data set at the end of 2019.</p>	<p>Headteacher and SENCO</p>	<p>April 2019</p> <p><b><i>PPM impacted on measuring progress. SC work good and clear in books. Children understand what to do to improve and strive to do so. Self-evaluation by children is evident and focussed on improvements to be made.</i></b></p>
<p>A: To close the gaps in reading, writing and maths.</p>	<p>Targeted interventions and support in reading particularly lower down the school</p>	<p>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.</p>	<p>Increased engagement with reading tasks such as guided reading in class.</p> <p>Twice termly reports to Pupil Progress Meetings.</p> <p>Data set at the end of 2019</p>	<p>Headteacher with English co-ordinator</p>	<p>April 2019</p> <p><b><i>Reports in place. Data set good with excellent positive progress measures from KS1-KS2. Data set particularly good in Year 4 at the end of 2019.</i></b></p>
<p><b>Total budgeted cost</b></p>					<p>£8955</p> <p>£9,049.54</p>

<b>iii. Other approaches</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>
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. <b><i>Utilised effectively</i></b>
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  <b><i>Breakfast club during SATs was a clear success. Everyday breakfast club unviable.</i></b>
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  <b><i>Guitars available. PE clubs suffer decrease in attendance in the Summer term. Lunch support works better. Shropshire Sings was a success and cross school sporting festival went really well.</i></b>

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 <b><i>Residential support accessed and was a success. Combined with Hinstock moving forward.</i></b>
<b>Total budgeted cost</b>					£500

## 6. 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.

Behaviour, Attitudes, Pupil Well-Being, Welfare and Development are excellent across the school and the culture of improvement is strong. The children strive to do their best and are developing characters of learning which will stand them in good stead in the future. This underpins the work we are doing on the curriculum and is helping us all to move forward positively with every child.