

Pupil premium strategy statement - Autumn 2019

1. Summary information					
School	Cheswardine Primary and Nursery School				
Academic Year	20/21	Total PP budget	£10,560	Date of most recent PP Review	17.1.18
Total number of pupils	56	Number of pupils eligible for PP	8	Date for next internal review of this strategy	04/2020

2. Current attainment		
	<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)	50%	64.4%
% making at least expected progress in reading (or equivalent)	100%	92%
% making at least expected progress in writing (or equivalent)	75%	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 6. Gaps in core areas, writing and maths in particular.
B.	Social and emotional barriers to learning which limit confidence and the development of successful learning behaviours. Ability to be independent learners is an issue.
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>Low attendance rates are an issue with a couple of PP pupils and parental perception of pupil's attitudes to learning and school can cause concern at times for pupils and school.</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.	Close the gaps in writing and maths in Years 6. Accelerated progress for PP pupils from starting points.	Progress for PP pupils from KS1 to KS2 increased at the end of KS2. Measured using end of KS2 data 2020. Progress from KS1 to KS2 is good for PP pupils across KS2 particularly in writing and maths.
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>Increased evidence of effective learning behaviours across KS1 and KS2</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.</p> <p>More independence and resilience witnessed in lesson observations.</p>
C.	Improve speech and vocabulary for PP children in KS1, phonics success for Pupil premium pupils in Year 1.	PP pupils in KS1 and Reception to receive SLT support and be signed off from the service before the end of the year. PP pupils in Year 1 to be working at in phonics skills test.

<p>D.</p>	<p>Attendance for key pupils improved.</p> <p>Parental engagement with school to be more positive in key cases.</p> <p>Increased confidence when PP pupils face new experiences.</p>	<p>Opportunities for wider experiences through projects in school, on trips and across schools which will result in evidence in oral and written work of increased independence, resilience and responsibility and improved written outcomes.</p> <p>Increased engagement evident from monitoring pupil and parental voice.</p> <p>Attendance action plan in conjunction with EWO to make a difference.</p>
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5. Review of expenditure

<p>Academic year</p>	<p>2018/19</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>Desired outcome</p>	<p>Chosen action / approach</p>	<p>What is the evidence and rationale for this choice?</p>	<p>How will you ensure it is implemented well?</p>	<p>Staff lead</p>	<p>When will you review implementation?</p>
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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>Continue work on effective feedback and monitoring progress in detail through scrutiny.</p> <p>Increased scrutiny of learning for PPG pupils across all subjects through lesson observations, learning walks and book trawls.</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>. More frequent practice of book trawling becomes embedded in teacher practice so more progress checks are done to inform and improve their own practice across all subjects, not just the core.</p>	<p>Feedback from monitoring time from subject leads and Headteacher.</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</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 2020.</p>
<p>A: Close the gaps in writing and maths in Years 6. Accelerated progress for PP pupils from starting points.</p> <p>C: Improve speech and vocabulary for PP children in KS1.</p>	<p>Embed effective feedback for pupils across all classes and all stakeholders. Continue to 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 continue work 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.</p>	<p>April 2020</p>

<p>D:Attendance and Positive parental engagement with children's learning improved. Increased confidence when PP pupils face new experiences</p>	<p>Follow EWO action plan for specific pupils. Target appointments and interim reports between teachers and parents. Projects, trips 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. Increase attendance increase chances to succeed in school and avoid gaps in learning.</p>	<p>Feedback from parents – parentview survey. Responses collected during parents' evenings. Impact from related visits and visitors on core skills and presentation abilities. Link with EWO.</p>	<p>Headteacher Teachers EWO</p>	<p>Review April 2020</p>
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Total budgeted cost £3637

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 has been given to all TAs and approach now needs to be monitored closely. Baseline provision map and template to be set up to monitor progress for SEN pupils. Termly reviews of IEPs imperative and checked closely.</p>	<p>SENCO / HT</p>	<p>April 2020.</p>

<p>C Improve speech and vocabulary for PP children in KS1</p>	<p>Specific interventions early on following SLT advice – access reports and use targets regularly.</p> <p>Make vocabulary links across the curriculum to embed learning..</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 2020</p>
<p>A: Close the gaps in writing and maths in Years 6. Accelerated progress for PP pupils from starting points.</p> <p>Increased evidence of effective learning behaviours across KS1 and KS2</p>	<p>Success criteria work. Setting targets and interim reports to parents.</p> <p>Growth mindset and attitudes to learning work. 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>Being independent and resilient, learning is most effective when you are 85% successful and learn from errors.</p>	<p>Data set at the end of 2020.</p> <p>Lesson Observations section on attitudes to learning and showing effective characteristics.</p>	<p>Headteacher and SENCO</p>	<p>April 2020</p>
<p>A: To close the gaps in writing and maths.</p>	<p>Targeted interventions and support in writing and maths where required</p>	<p>Writing Projects and inspirational starting points related to imaginative texts.</p> <p>TT Rockstars multiplication facts to improve speed and fluency.</p>	<p>Increased opportunities for writing development and creativity.</p> <p>Preparation for multiplication test in Year 4.</p> <p>Twice termly reports to Pupil Progress Meetings.</p> <p>Data set at the end of 2020</p>	<p>Headteacher with Maths Coordinator</p>	<p>April 2020</p>
<p style="text-align: right;">Total budgeted cost</p>					<p>£6422</p>

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 2020
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 2020
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 2020
Total budgeted cost					£500

6. Additional detail

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

KS2 Progress 2019 (confidence interval in brackets): All positive:

Reading: 1.1 (-2.7 to 4.9)

Writing: 3.6 (0.3 to 7.0)

Maths: 1.4 (-1.9 to 4.8)

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.