

Pupil premium strategy statement

1. Summary information					
School	Chapel en le Frith C of E VC Primary School				
Academic Year	17-18	Total PP budget	110,000	Date of most recent PP Review	N/A
Total number of pupils	424	Number of pupils eligible for PP	97	Date for next internal review of this strategy	Nov 18

2. Current attainment		
	<i>Pupils not eligible for PP (national average)</i>	
% achieving ARE or above in reading, writing & maths (or equivalent)	54%	LA=
% making at least good progress in reading (ARE KS1-ARE KS2)	+1.3 progress score	LA=-1.2
% making at least good progress in writing (ARE KS1-ARE KS2)	-2.6 progress score	LA=-0.7
% making at least good progress in maths (ARE KS1-ARE KS2)	-0.8 progress score	LA=-1.2

3. Barriers to future attainment (for pupils eligible for PP)

In-school barriers *(issues to be addressed in school, such as poor oral language skills)*

A.	Time to talk, someone to turn to- discuss anxiety's and worries
B.	Gaps in prior attainment need addressing to close the gap- Focus initially on R/W and M to improve combined scores in all years
C.	Higher attaining children with PP funding need greater challenge and differentiation to ensure more children achieve GDepth

External barriers *(issues which also require action outside school, such as low attendance rates)*

D.	PP children attending less than 95% , PP children who do not have breakfast, Poor support from home, separated families
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4. Desired outcomes <i>(Desired outcomes and how they will be measured)</i>	Success criteria
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A.	All PP children to attend more than 95% of time	Attendance to be monitored
B.	All PP children to have breakfast every day	Attend breakfast club
C.	All PP complete homework- club /teacher provided	All HW completed
D.	Pastoral support improves self esteem with group work regularly	Less referrals to Pastoral mentor

5. Planned expenditure

Academic year

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?
Improve progress for HA pupils , all marking to move learning on each session	CPD challenge and questioning skills. Extension activities to be appropriate Quality first marking	HA pupils do not make accelerated progress both PP and non group Writing is a whole school issue and a large part of SIP PP children need to close the gaps	Literacy co-ord to provide training at SM Work scrutiny to focus on HA children and PP HA Bespoke support for CT where data is not closing gaps	Sue Oliver	6 weeks at a time in line with intervention timetable Starting point Autumn data Sept 2017, Dec 17, March 18, June 19.
Improved language/questioning/Literacy/phonics skills in EYFS and KS1.	Implement Read write Inc programme Continue with ECAT EKKERS audit Next steps to focus on oral skills as well as written	Children's baseline shows lower oracy skills and need modelling of good effective speaking and listening Embed improved phonic score from 2017 Inconsistencies in teaching phonic/writing skills Some children need adult support to learn to listen in a classroom situation	Quality training for all staff to deliver RWI Regular monitoring by SLT/SO/RB Regular SLT monitoring Peer support and team teaching EYFS lead teacher completes NPQSL with EYFS unit as a focus- leadership skills to establish positive change Use ECAT training effectively/ liaise with Ecat trainer to ensure high expectations are met by team	Alison Parker Rachel Baker Sue Oliver Jacquie barber Elisabeth Stephenson	EYFS regular monitoring from HT/Gov /SLT Regular on going tracking of next steps progress Assessment week 1 Dec 17 March 18 and June 18
Total budgeted cost					£10000

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?
Standards in writing to improve for all learners and PP children to close the gap	Regular extended writing in all subjects RWI sessions to be taught daily Interventions to be offered to any child not making sufficient progress Targeted support for PP children	Data supports that attainment in writing is still below the National Averages at KS1 and 2 New writing criteria have raised the bar and need addressing Implement Literacy and language at KS2 Boys are still out performed by girls across the school PP children need to close the gap in writing,	RWI in EYFS/KS1 Targeted writing support for PP children focus Boys to remain a focus- boy friendly genres/ School improvement work to focus on boys PP children tracked by Lit/PP co-ord to ensure accelerated progress	Sue Oliver Jacquie Barber Alison Parker	X3 per year during tracking meetings with HT New Pupil Premium meetings to be implemented each term 1 day per term to discuss impact of funding, review/evaluate and adapt if necessary

<p>Reading in Y2 ,Y6 for PP children to close the gap and attain in line with their peers nationally</p>	<p>Regular extended writing in all subjects RWI sessions to be taught daily Interventions to be offered to any child not making sufficient progress Targeted support for PP children</p>	<p>Data supports that attainment in reading is still below the National Averages at KS1 and 2 New reading frames to be used for assessment in Guided reading to make informed Teacher Assessments x3 per year Individual children to be given support to diminish the gaps</p>	<p>Y2/Y6 PP to be monitored closely during tracking meetings to see if gaps are diminishing x3 per year Guided reading team taught with Lit co-ord for CT needing support Interventions to be measured after each 6 week block</p>	<p>Sue Oliver Jacquie Barber Alison Parker Rachel Baker</p>	<p>X3 per year during tracking meetings with HT New Pupil Premium meetings to be implemented each term 1 day per term to discuss impact of funding, review/evaluate and adapt if necessary</p>
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<p>To improve standards of Teaching and learning in Numeracy.</p>	<p>Review of maths planning Scrutiny of work to establish common themes not taught well Abacus rep to come and show new materials in line with higher expectations Higher order questions to investigate and question individuals learning</p>	<p>In all Year groups except Y2/6 PP children attain below their peers in Numeracy SLT members in Y2/6 to team teach and show raised expectations of performance</p>	<p>Regular monitoring of standards of performance School improvement work to focus on raised standards Show CT that are underperforming what is expected PP children to receive additional support</p>	<p>Rachel Baker Sue Oliver</p>	<p>As part of the school Improvement cycle in school CT given bespoke programmes of intervention to teach to the higher standard Abacus training</p>
<p>All parents of PP children know and understand what the funding is for and the impact it is intended to have</p>	<p>Letter written to all parents and suggested activities to be listed – parent involvement to be encouraged</p>	<p>Parents need better and more informed information to ensure full understanding of the premium and how it will impact their child. Better informed should mean better interaction and therefore more support for the child</p>	<p>Letter written by A Parker and J Barber Parents invited into school on rolling programme as 90 Regular PP reports and updates to be built in Feedback from PP parents</p>	<p>Alison Parker Jac Barber Louise Peyton</p>	<p>Each full term initially 3x supply £750</p>
<p>Bespoke support for PP children and funding used effectively, trips, cultural diversity, intervention / 1-1 tuition /extra group/ talk time books /attendance at after school clubs/ FSM form on different coloured paper</p>	<p>Spread set up for each year to list and cost intervention and support on individual basis. Running declining balance to be kept- more effective</p>	<p>Support needs to be more targeted and individual if it is to really close academic gaps or enrich the child's school experiences Money when identified to individual children will have greater impact as it is more accountable</p>	<p>Spread sheet with declining balance to be used- each year group/child A Parker to share with teachers each PP progress meeting Ideas asked for from parents at tea and cake morning</p>	<p>Alison Parker Jac Barber Louise Peyton</p>	<p>Ongoing 1x am session each week 38x£125 £5000</p>
Total budgeted cost					£25000

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?
To increase attendance rates and focus on PP children falling below 95%	Pastoral mentor to establish link with PP co-ord. Work with families	Some PP children fall below 95% Non-attendance means they cant learn Helps offer support and identify issues	Louise Peyton and Alison Parker to work together Regular updates with parents of children who are absent or don't attend	Louise P A Parker Angie Jackson	Sept 2018
To improve the behaviour of a small minority of children with complex needs – ERS/EHC for who Gold system is ineffective	Bespoke support for SEND TA working with identified children	Small percentage of children cause disruption to others by not wanting to conform Behaviour incident forms and TA home school diary evidence SEND learning walk information Professional discussions and appraisals	Nikki J/Sue Oliver SENCO to provide support Risk assessments form BSS to be updated and used Flow charts of consequence Work with parents to provide a united front.	BSS services Jacquie Barber Nikki J	Ongoing
Total budgeted cost					£5000

6. Review of expenditure				
Previous Academic Year		£107,000		
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
To improve attainment across the school by accelerating progress	<p>Support from LA</p> <p>Raise expectations and insist of better pace progress and challenge in all lessons</p> <p>Ensure quality planning and differentiation in all subjects</p> <p>Develop the role of subject co-ordinator to work with CT</p>	<p>Standards at KS2 are in line with NA except writing (this was moderated)</p> <p>Smaller classes in Y6 ensured quality teacher/pupil time</p> <p>Expectations were raised across the school and teaching profile is improving. Most teaching is good or better 88%</p> <p>SLT have developed are core curriculum leaders and now triangulate their evidence this has had a positive impact on teaching and learning</p> <p>Improved planning AND differentiation ensures greater challenge and pace and has accelerated progress across the school meaning WE ARE NOT A COASTING SCHOOL</p>	<p>Yes these lessons will continue however 3 classes at Y6 and 5 could not be sustained due to budget costs. HLTA works 5 mornings in Y6 to support a smaller group for Literacy/Spag and Numeracy in 2016-2017</p> <p>All other expectations remain the same and co-ordinators keep the high profile and conduct various SLT activities as they have had a positive impact.</p> <p>Embed the rigorous and robust school improvement agenda</p>	<p>Pastoral mentor salary</p> <p>£12000</p> <p>2x CT Y5 and Y6</p> <p>£50000</p>
Implement Read Writ Inc to allow children achieve better phonological awareness skills	<p>CPD 2 days INSET training given to staff</p> <p>Implemented each week 5x60 mins sessions</p> <p>Work planned and evaluated each week</p>	<p>Yes children are engaged and enjoy the R W Inc lessons</p> <p>Lesson monitoring and learning walks show better engagement</p> <p>Questioning is thought about by staff and they understand the significance when it works well.</p>	<p>Yes and embed next year- successful and results in R and W at KS1 show incline</p> <p>Peer coaching to be put in alongside this</p>	£10000
Ensure all marking is next steps and fix it points are completed effectively	<p>Revisited at staff meetings regularly</p> <p>Always picked up in school improvement work.</p>	<p>Children know what is expected now and most teachers complete marking to a high quality that is making a difference to learners</p> <p>Progress is more evident in books, next steps now more often than not completed</p>	Yes continue to embed and monitor -successful	£1000

New behaviour system to be revisited and ensure continuity for all learners	Discussed with all stake holders Expectations made apparent	Yes will continue as had a positive impact on standards as far less low level disruption SM time/ LT training	Yes continue to monitor and embed – successful	£1000
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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
Pastoral support for vulnerable children	To give LP dedicated time for pastoral duties	Good relationships are built and children feel safe and secure, able to talk to Pastoral mentor. Relationship with parents more positive.	Continue with this but protect pastoral time and do not allow cover time to overtake this vital role in school . Keep LP profile raised with parents make her available at parents evening of tea and cake meeting idea. Accessible to parents	£6500
Jungle group for KS1 Nurture group at KS2	Invest in staffing for KS1 jungle group to catch vulnerable pupils early	3x pm sessions each week, children raise their self esteem and boxall profiling supports this. Children are able to return to FT timetable and make academic progress once social issues have been addressed.	Continue as valuable for providing support to some of the youngest vulnerable children. Train an additional TA to support LP so it is never compromised if her HLTA status is needed elsewhere	£5000
Interventions for learners not diminishing the gaps	Various TA teach intervention/booster groups SLT to monitor	Some gaps narrowed as a result of intervention but greater accountability needs to be given to a teacher to monitor the impact. Some gaps have narrowed with accelerated progress.	UPS3 teacher to take responsibility for measuring, monitoring and reporting progress of children receiving intervention. (KT 2016-2017) Alison to monitor and measure and oversee PP progress intervention- Report to be provided to Governors, written and presented to assessment group x3 per year	CH 3 days supply £750

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>Consistency in all areas across school</p>	<p>SLT continue to monitor standards and build and empower middle leaders.</p> <p>Regular professional checks. Planning/ work scrutiny/ pupil conferences/questionnaires</p> <p>High quality training both INSET and SM and peer coaching</p>	<p>Standards are rising we are above the coasting schools line</p> <p>Continue with the hard work started but be more focused on vulnerable groups and which children meet more than one criteria.</p> <p>SEND progress to be mapped and shared as well as mainstream and PP</p> <p>Coaching to be implemented to provide a new initiative to spread good practice.</p>	<p>Relentless focus</p> <p>Work life balance</p> <p>Yes continue as things are working and keeping us on the upward trajectory.</p> <p>New initiative for 2017/2018</p>	<p>SLT time</p> <p>8x250= release day</p> <p>£2000</p> <p>£5000 supply time for peer support</p>
<p>Develop and embed an effective SLT- include succession planning for new structure</p>	<p>SLT meet regularly every Monday 3.45</p>	<p>On going</p> <p>SO released from class 0.5 2016/2017 to provide shadow SENCO time no class commitment from sept 2017</p>	<p>Yes needed- big role needs to be handed over DH appointed to headship</p> <p>Autism teacher to be appointed within 3 years to meet new SENCO code of prac, training undertaken academic year 2017-2018</p>	<p>£15000</p> <p>0.5 SO salary</p>

7. Additional detail

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

- Internal data tracking systems have been used
- ASP
- EYFS data book
- KS1 data book
- KS2 data book
- School Improvement plan
- FFT
- SLT time
- SM time
- Governors meetings
- Assessment group information
- PP coordinator file
- Gov reports