

St Chad's CE Primary School Pupil Premium Strategy Action Plan

1. Summary information					
Academic Year	2017/2018	Total PP budget	£40,262	Number of pupils eligible for PP	26 (Sept 17)
Total number of pupils	210	Date for next internal reviews	December 2017	April 2018	July 2018

2. Current attainment			
<u>End of Year 6</u>		<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>
		8	23
Attained expected or above	Reading	63%	83%
	GPS	75%	87%
	Writing	50%	78%
	Maths	63%	87%
<u>End of Year 5</u>		<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>
		7	22
Attained expected or above	Reading	85.7%	72.7%
	Writing	71.4%	60.9%
	Maths	71.4%	69.6%
<u>End of Year 4</u>		<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>
		4	25
Attained expected or above	Reading	75%	88%
	Writing	75%	80%

	Maths	50%	84%
<u>End of Year 3</u>		<i>Pupils eligible for PP</i> 3	<i>Pupils not eligible for PP</i> 27
Attained expected or above	Reading	66.7%	81.5%
	Writing	100%	88.9%
	Maths	66.7%	75%
<u>End of Year 2</u>		<i>Pupils eligible for PP</i> 1	<i>Pupils not eligible for PP</i> 29
Attained expected or above	Reading	100%	82.8%
	Writing	100%	68.9%
	Maths	100%	69%
<u>End of Year 1</u>		<i>Pupils eligible for PP</i> 4	<i>Pupils not eligible for PP</i> 27
Attained expected or above	Reading	50%	85.2%
	Writing	50%	84.6%
	Maths	50%	84.6%
<u>Year 1 Phonics</u>		<i>Pupils eligible for PP</i> 4	<i>Pupils not eligible for PP</i> 27
% achieving expected standard		50%	96.3%
<u>End of Early Years Foundation Stage</u>		<i>Pupils eligible for PP</i> 3	<i>Pupils not eligible for PP</i> 27

% achieving GLD		0%	81.5%
3. Barriers to future attainment (for pupils eligible for PP)			
In-school barriers			
A.	Attitudes to learning (resilience) and self-esteem for pupil premium pupils		
B.	Attachment needs affecting pupils behaviour and their ability to learn		
C.	Attainment gap between pupils eligible for PP and non-PP at the end of Reception and Year 1.		
External barriers			
D.	Reduced ability to access extra-curricular activities (including music and sport) and curriculum enhancing experiences.		
4. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)		Success criteria	
<p>Over all aims</p> <p>A. To improve attitudes to learning and self-esteem for pupil premium pupils.</p> <p>B. To support pupils with attachment needs develop, secure attachments and enable them to access learning more fully.</p> <p>C. Gaps in attainment close between all groups of learners, with focus on those eligible for PP in the current Year 1 and Year 2 cohorts.</p> <p>D. Opportunities are made available to ensure PP pupils access extra-curricular activities and curriculum enhancing experiences.</p>			

5. Planned expenditure					
Academic year	2017 - 2018				
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	Initial review
A. To improve attitudes to learning and self-esteem for pupil premium pupils.	Staff training around growth mindset and teaching the skills required to problem solve.	Children will approach learning in a positive manner showing resilience to keep going on tasks they find challenging therefore deepen their learning.			December 2017
	Seek out assessment materials to identify individuals' barriers to learning.	Identifying the barrier will enable school to put in appropriate support to overcome barriers and progress learning.	Pupil interviews, feedback from children through Junior Leadership Team, learning walks. Book scrutiny – focusing on children's feedback.	SLT	November 2017
	Pre-teaching to individuals/small groups	Build self-confidence, allowing children to participate more fully in lessons.			Half termly

C. Gaps in attainment close between all groups of learners, with focus on those eligible for PP in the current Year 1 and Year 2 cohorts.	Team teaching in maths with the Y1 teacher and lead practitioner.	Through mentoring and support improvement in planning, delivering and assessing lessons resulting in improved progress and over time sustainable learning.	Plan, do, review cycle. OTrack assessment data. Joint lesson evaluation using Iris. Formal observations. Pupil progress meetings.	ECB	November 2017
	Team teaching in reading, writing and maths across Years 1 and 2 with EO.			SLT	Autumn 2 2017
	Same day maths intervention.	Identification of target children within the lesson allows for immediate intervention.	Learning walks, data analysis, book scrutiny, pupil interviews, staff discussions.	GM/ECB	October 2017
	Use of Assertive Mentoring and Classroom Monitor to identify gaps in learning.	Planning can be targeted to address individual gaps in learning.	Monitoring of quality of teaching and learning through monitoring calendar. Analysis of teacher assessment data.	SLT	October 2017

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	Initial review
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<p>A.To improve attitudes to learning and self-esteem for pupil premium pupils.</p>	<p>Staff training around growth mindset and teaching the skills required to problem solve.</p>	<p>Children will approach learning in a positive manner showing resilience to keep going on tasks they find challenging therefore deepen their learning.</p>	<p>Pupil interviews, feedback from children through Junior Leadership Team, learning walks. Book scrutiny – focusing on children’s feedback.</p>	<p>SLT</p>	<p>December 2017</p>
	<p>Growth mindset intervention delivered to small groups.</p>	<p>Children will receive focused support to ensure they develop the necessary skills to build their self-esteem and have a positive attitude towards learning.</p>			<p>December 2017 (then half termly)</p>
	<p>Seek out assessment materials to identify individuals’ barriers to learning.</p>	<p>Identifying the barrier will enable school to put in appropriate support to overcome barriers and progress learning.</p>			<p>November 2017</p>
	<p>Pre-teaching to individuals/small groups</p>	<p>Build self-confidence, allowing children to participate more fully in lessons.</p>			<p>Half termly</p>

<p>B. To support pupils with attachment needs develop, secure attachments and enable them to access learning more fully.</p>	<p>Individual behaviour strategies in place.</p>	<p>Children with attachment difficulties are often unable to control their behaviour therefore require additional support and strategies to enable them to access whole class learning and cope during unstructured times.</p>	<p>Half termly SEN/VL meetings. Meetings and regular communication with parents. Evaluated pupil passports.</p>	<p>EO</p>	<p>Ongoing</p>
	<p>Attendance at the adoption UK conference – Attachment and trauma in the classroom</p>	<p>To meet the needs identified in some of our pupils.</p>	<p>Attendance at conference. Cascade information to staff through staff training.</p>	<p>EO</p>	<p>November 2017</p>
	<p>Increased adult support at breaks to develop appropriate social skills and build friendships.</p>	<p>Children have demonstrated good social skills within small group activities but are currently unable to apply these elsewhere.</p>	<p>Key adults to check in with pupils. Half termly SEN/VL meetings. Observe children throughout the school setting.</p>	<p>EO</p>	<p>October 2017</p>
	<p>An additional adult to support three pupils in accessing the unstructured time after eating their lunch.</p>	<p>This time of the day has proved a challenging for the three identified pupils.</p>	<p>CPOMs Additional adult feedback.</p>	<p>EO</p>	<p>Ongoing</p>

C. Gaps in attainment close between all groups of learners, with focus on those eligible for PP in the current Year 1 and Year 2 cohorts.	Team teaching in maths with the Y1 teacher and lead practitioner.	Through mentoring and support improvement in planning, delivering and assessing lessons resulting in improved progress and over time sustainable learning.	Plan, do, review cycle. OTrack assessment data. Joint lesson evaluation using Iris. Formal observations. Pupil progress meetings.	ECB	November 2017
	Team teaching in reading, writing and maths across Years 1 and 2 with EO.			SLT	Autumn 2 2017
	Same day maths intervention.			SLT	December 2017
	Additional teacher support in identified classes.			GM/ECB	October 2017
	HLTA providing targeted support in identified classes.	Swift intervention provided in class by qualified teachers has shown accelerated progress in previous years.	Flexible identification of needs through short-term planning.	AD	December 2017
		Targeted support can be provided to address gaps (eg phonics/maths skills/reading comprehension) to support class learning.	Termly pupil progress meetings will identify focus children for .Ensure planning of intervention or support is carried out alongside	AD/EO	November 2017

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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	Initial review
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<p>B. To support pupils with attachment needs develop, secure attachments and enable them to access learning more fully.</p>	<p>Individual behaviour strategies in place.</p>	<p>Children with attachment difficulties are often unable to control their behaviour therefore require additional support and strategies to enable them to access whole class learning and cope during unstructured times.</p>	<p>Half termly SEN/VL meetings. Meetings and regular communication with parents. Evaluated pupil passports.</p>	<p>EO</p>	<p>Ongoing</p>
	<p>Attendance at the adoption UK conference – Attachment and trauma in the classroom</p>	<p>To meet the needs identified in some of our pupils.</p>	<p>Attendance at conference. Cascade information to staff through staff training.</p>	<p>EO</p>	<p>November 2017</p>
	<p>Increased adult support at breaks to develop appropriate social skills and build friendships.</p>	<p>Children have demonstrated good social skills within small group activities but are currently unable to apply these elsewhere.</p>	<p>Key adults to check in with pupils. Half termly SEN/VL meetings. Observe children throughout the school setting.</p>	<p>EO</p>	<p>October 2017</p>
	<p>An additional adult to support three pupils in accessing the unstructured time after eating their lunch.</p>	<p>This time of the day has proved a challenging for the three identified pupils.</p>	<p>CPOMs Additional adult feedback.</p>	<p>EO</p>	<p>Ongoing</p>
<p>D. Opportunities are made available to ensure PP pupils access extra-curricular activities and curriculum enhancing experiences.</p>	<p>Pupil discussions to ascertain views and wishes about future experiences.</p>	<p>Disadvantage pupils need to have a voice.</p>	<p>Regular discussions and evaluations with relevant pupils.</p>	<p>EO/SLT</p>	<p>November 2017</p>
	<p>Discussions with staff to identify gaps in children's experiences.</p>	<p>To ensure all children have broad experience we need to identify individuals' gaps.</p>	<p>More opportunities available to children. Use of school minibus allows for a greater variety of experiences due to accessibility and cost.</p>	<p>EO/AD</p>	<p>November 2017</p>
	<p>Subsidised small-group musical tuition for PP children.</p>	<p>National Curriculum states that all children should have the opportunity to learn a musical instrument.</p>	<p>Monitoring of progress of all children in music lessons.</p>	<p>Music Co-ordinator</p>	
	<p>Free after-school, extra-curricular clubs for all children with priority for PP children.</p>	<p>EEF research reports that disadvantaged children make 2 ½ months additional progress each year through interventions that extend the school day. Engagement in learning, attendance and self-esteem are</p>	<p>Register of attendance kept for after-school clubs and PP children prioritised.</p>	<p>EO</p>	

	<p>Subsidised places available for OOHA club.</p> <p>Subsidy for class trips, no charge for visitors into school. Additional 50% subsidy for residential trip for PP children.</p>	<p>improved through extra-curricular activities.</p> <p>Improved engagement in learning. Opportunity for wider experiences develops self-esteem and additional opportunities for writing.</p>	<p>List of class trips kept and additional learning opportunities evidenced in books.</p>	<p>AD</p> <p>AD</p>	
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