Pupil premium strategy / self-evaluation (primary)

1. Summary information					
School	Chuter Ede Primary School (Balderton and Fernwood sites)				
Academic Year	2019-20	**Total PP budget**	£52,800	**Date of most recent PP Review**	Sept19
Total number of pupils	618	**Number of pupils eligible for PP**	54	**Date for next internal review of this strategy**	Oct20

2. Current attainment		
60children (F-Y6) in 2018-19	*Pupils eligible for PP (your school)*	*Pupils not eligible for PP (national average)*
% achieving expected standard or above in reading, writing & maths	**52% (31 children)**	
% making expected progress in reading (as measured in the school)	**62% (37 children)**	
% making expected progress in writing (as measured in the school)	**60% (36 children)**	
% making expected progress in mathematics (as measured in the school)	**65% (39 children)**	

51 children in KS1&2	Reading progress average	Writing progress average	Maths progress average
Pupil premium	7.22	7.56	7.96
Non pupil premium	8.37	7.97	8.5
Progress difference	-1.15	-0.41	-0.54

**2 children are FSM and AAC*

Foundation stage data tracker 2018-19

	Reading			Writing			Numbers		
Child	Level Baseline	Level Spring 2	Progress	Level Baseline	Level Spring 2	Progress	Level Baseline	Level Spring 2	Progress
A	30-50 D	40-60 S	+4	30-50 B	40-60 S	+ 5	40-60 D	ELG D	+ 3
B	30-50 D	ELG B	+5	30-50 B	ELG B	+ 6	40-60 B	ELG B	+ 3
C	30-50 B	ELG B	+6	30-50 D	ELG B	+5	30-50 D	ELG B	+5
D	30-50 D	ELG S	+7	30-50 S	ELG S	+6	40-60 B	ELG D	+4
E	30-50 D	ELG B	+ 5	22-36 S	ELG B	+ 7	30-50 D	ELG B	+5
F	30-50 D	ELG B	+ 5	30-50 D	ELG B	+ 5	30-50 D	ELG B	+ 5
G	40-60 B	Exceeding	+6	30-50 S	ELG S	+6	40-60 D	Exceeding	+5
H	30-50 S	ELG D	+5	30-50 D	ELG D	+6	40-60 B	ELG D	+4
I	0-11 D	16-26B	+ 5	22-36	16-26 B	0 *	0-11 D	16-26 B	+ 5

*1 child is LAC and FSM

3. Barriers to future attainment (for pupils eligible for PP)	
Academic barriers *(issues to be addressed in school, such as poor oral language skills)*	
A.	Attainment on entry to school is generally lower in the area of communication and language.
B.	Attainment in KS1 and KS2 reading comprehension and writing is a priority due to the impact of communication and language skills lower down in school.
Additional barriers *(including issues which also require action outside school, such as low attendance rates)*	
D.	Limited parental engagement for certain children and limited uptake on information meetings for year groups.

	4. Intended outcomes *(specific outcomes and how they will be measured)*	Success criteria
A.	The number of children achieving the ELG across all 3 strands of communication and language will increase.	Early intervention support identified by Foundation lead and SaLT (in school) and progress closely monitored effectively.
B.	The number of children achieving age related expectations in reading/writing/maths will increase.	Staff training and interventions will support more children in achieving age related expectations in R/W/M.

C.	The social and emotional needs of children will be managed more effectively.	Readiness for learning will improve and there will be less disruption in classes.

5. Review of expenditure				
Previous Academic Year	**2018-19**			
i. Quality of teaching for all				
Action	**Intended outcome**	**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**
TA training	To raise standards and CPD in order to support children's needs and learning	Staff training took place on reading, bench marking, speech and language and maths to ensure everyone was consistent with strategies. This was particularly successful with the bench marking across the school.	We know the value and importance of providing CDP for all staff members to support all children across school. This has proved extremely beneficial and we will continue to plan for this for the next academic year.	£500
Early years/KS1 speech and language and phonics	For children to be able to speak/read correctly in order to write/spell correctly.	We now have a qualified TA in SaLT who worked with various children across the school.	This TA has devised a schedule to work with children across the school for 2019-20 for SaLT and to work with class teachers to offer support and strategies.	£9000

Reading resources (alongside Literacy volunteers programme)	To support KS2 children with their progression in reading.	Benchmarking and book banding is now consistent across the school and resourced with books accordingly. The Literacy volunteers scheme started in the Spring and showed on the whole positive progress made (for selected children).	Literacy Volunteers will continue until the Spring (to complete the year) and then will be reviewed for the remainder of the year.	£550
ii. Targeted support				
Action	**Intended outcome**	**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**
Interventions and resources	Achieve consistency with interventions across both sites. *Raise standards in reading, writing and maths – pupil results.* To raise self-confidence.	We monitor the interventions used across each year group to ensure the children are receiving interventions appropriate to their needs. Resources have been bought as needed for the required interventions.	Staff training and resources which are needed for interventions have proved extremely valuable in supporting the attainment and achievement of children.	£1500

Attendance officer	To monitor and raise the attendance of pupils.	Attendance was closely monitored and the attendance officer liaised with parents accordingly to ensure children were in school.	This proved valuable for 2018-19, but will not continue for 2019-20. We now have strategies and procedures in place to monitor this ourselves.	£2200
Extra T.A. support time for identified children	To support SEN and other vulnerable groups including emotions groups/ Henry's House/school dog Gail etc.	Henry's House and Gail time (school dog) has proved invaluable within our school.	This will continue for 2019-20 along with other specific interventions for children as needed.	£14000
iii. Other approaches				
Action	**Intended outcome**	**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**
Lunchtime sports provision – sports coaches to provide some lunchtime activities	To ensure vulnerable children have an enjoyable lunchtime/playtime and to support social skills etc – *less arguments/issues*	Lunchtimes are generally a more enjoyable time for all pupils. Midday staff and sports coaches ensure children are active and using social skills.	Lunchtimes are a calmer time now within our school day. Middays and sports coaches interact with the children and provide positive activities. This will continue for 2019-20, along with training identified on the SIP for restorative justice.	£975

Assistance with the cost of school visits and residential	Ensure all vulnerable children can access all aspects of the curriculum – *to improve confidence and independence*	Support was given to families as needed to ensure children were able to access trips and residentials.	This ensured that children were able to attend school trips and residential trips with support. We have identified that more children may need this support who are eligible, so will increase this amount for 2019-20.	£1900

6. Planned expenditure

Academic year	2019-20

The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

i. Quality of teaching for all

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Interventions and resources	Consistency is achieved with interventions across both sites. *Raise standards in reading, writing and maths - pupil results.* To raise self confidence. See Intervention sheets to monitor impact of intervention	Whole staff training and resources bought linked to this proved valuable in raising attainment and achieving consistency for children with use of interventions eg: bench marking.	This will work alongside staff and TA training to ensure interventions and resources are used effectively and consistently. Restorative justice will be a key area for training linked to the SIP.	SLT	Termly (provision map and target intervention forms) and end of year with final year data.

TA training (inc. ELSA training for 2x TA)	Staff can support children with self-confidence and self-esteem. *Raising pupil results, self-confidence and self-esteem.*	ELSA training (Emotional Literacy support) will help to improve the readiness to learn of identified children and ensure a calmer working environment for all.	TAs to feedback from training. Staff to monitor and use within classes with identified children. Restorative justice will be a key area for training linked to the SIP.	EW and RD (TAs) SLT	TAs to feedback after training. TAs to feedback to class teachers the work with identified children.
Additional teacher support for boosters in identified classes/year groups at required times of the year	Pupil achievement/ attainment has risen in R,W&M – end of year data.	This has proved extremely valuable at certain times of the year with identified groups/classes to support attainment and progress.	Timetable in place and progress/ attainment monitored from booster sessions.	SLT	After interventions/boosters have taken place and with end of year data.
				Total budgeted cost	£18,400

ii. ,Targeted support

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Counsellor (working 1 day across both sites)	Vulnerable children have received support in a weekly session. *To develop self-awareness and confidence with some vulnerable children.*	2018-19 work with identified children showed great benefits. A waiting list was created for children who could benefit from sessions.	Our counsellor regularly feeds back to staff and the head teacher. Staff will monitor the impact of identified children and how it has benefited them.	Senco / head teacher / head of school	After each block of sessions for each child.

Extra T.A. support time for identified children	Progress of identified children is closely monitored and further interventions planned/carried out.	TAs building relationships and working with identified children has shown its benefits in previous years.	TAs to complete intervention sheets and liaise with class teachers on level of support and progress.	SLT	Termly as required
Early years/KSI speech and language and phonics	Children highlighted in F2 have had support and strategies introduced to improve S&L – *look at Fn stage data*	Previous Fn staff baseline data has shown a lower level entry for speech, language and phonics. Early support has shown previously the benefits in identifying and supporting children.	SaLT (in school trained TA) will closely monitor timetable, support and impact, whilst liaising with class teachers and SLT.	SLT Fn lead SaLT	Termly as required
Reading resources (alongside Literacy volunteers programme)	Children's understanding and reading skills will improve – *analyse reading levels*	Literacy volunteers began January 2019 and February 2019 (2 volunteers, one at each site). These volunteers have worked with 4 identified children. I is funded for I year, the other is paid.	Monitor reading bookband and reading level of the identified children.	SLT and K.Owen/A.Fell / A Wilson	Termly as required and by Jan/Feb 2020.
				Total budgeted cost	£28,100

iii. Other approaches

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
After school clubs	All children have the opportunities to take part in extra curriculum activities. *To build confidence and self-esteem.*	Some children haven't been able to attend after school clubs, but identifying children who could benefit and targeting these individuals builds self-esteem.	Staff to target certain individuals who could benefit (eg: jigsaw club for social interaction and to build confidence).	SLT	Half termly when new clubs begin/end

Assistance with the cost of school visits and residential	All vulnerable children can access all aspects of the curriculum – *to improve confidence and independence*	Some families have struggled to pay for trips or residential visits previously, so this support ensures all children can access visits.	Staff are aware of the children who receive PP funding and when trips arise can ensure that they can attend.	SLT Teaching staff	yearly
Lunchtime sports provision – sports coaches to provide some lunchtime activities	Vulnerable children have an enjoyable lunchtime/playtime and can develop social skills etc – *less arguments/issues*	Lunchtimes have previously been difficult for certain individuals. Clubs and activities at lunchtime help to eliminate any behaviours or issues and makes lunch a positive experience for all. This will work alongside restorative justice training (identified in the SIP) for staff and midday supervisors.	Restorative justice training for all staff and peer mentors which is used at lunchtimes. Midday supervisors and sports coaches will ensure various activities and interaction happens at lunchtime to support all children and identified children.	Whole school staff SLT	Termly / end of year
				Total budgeted cost	£6380

7. Additional detail

School improvement plan areas which will support children (and staff training):

- Restorative justice training (for staff, midday supervisors and peer mentors) which will provide a consistent approach for staff dealing with issues and for children in supporting them to solve any issues and to calm down.
- School development plan – whole staff school objective – to develop the role of subject coordinator. This will involve creating an overview of progression in each subject along with vocabulary progression which will support the children with their knowledge, learning and understanding.