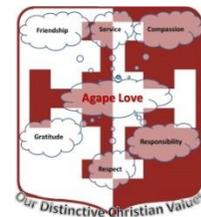


St. Chad's CE (VA) Primary School.

PUPIL PREMIUM REPORT



2018/19 ACTION AND SPENDING PLAN

1. Summary information					
School	St Chad's CE Primary School				
Academic Year	2018/19	Total PP budget	£37,560	Date of most recent PP Review	Sept 2018
Total number of pupils	211	Number of pupils eligible for PP Nb. No year group has more than 5 children eligible for PP/PP+	24 (18 PP +6 PP+)	Date for next internal review of this strategy	Jan 2019

2. Current attainment			
	<i>Pupils eligible for PP</i>	<i>School(non-PP)</i>	<i>National other(2017 data used to compare to 2018 data)</i>
% achieving expected standard or above in reading at end of KS2 2018	50% (2/4)	80.8%	77%
% achieving expected standard or above in reading at end of KS2 2017	33.3%	56.7%	71%
% achieving expected standard or above in reading at end of KS2 2016	80%	85.7%	66%
% achieving expected standard or above in writing at end of KS2 2018	75%(3/4)	88.5%	81%
% achieving expected standard or above in writing at end of KS2 2017	20%	56.7%	76%
% achieving expected standard or above in writing at end of KS2 2016	40%	46.4%	74%
% achieving expected standard or above in maths at end of KS2 2018	75% (3/4)	96.2%	80%
% achieving expected standard or above in maths at end of KS2 2017	40%	60%	75%
% achieving expected standard or above in maths at end of KS2 2016	100%	92.9%	70%
KS1-2 progress in reading for 2017-18	-1.1	+0.3	+0.3
KS1-2 progress in reading for 2016-17	-4.7	-1.7	0
KS1-2 progress in reading for 2015-16	+4.4	+1.1	-0.1

KS1-2 progress in writing for 2017-18	-2.1	-1.4	+0.2
KS1-2 progress in writing for 2016-17	-7	-5	0
KS1-2 progress in writing for 2015-16	-8.1	-8.3	-0.1
KS1-2 progress in maths for 2017-18	+1.7	+3.1	+0.3
KS1-2 progress in maths for 2016-17	+0.1	-3	0
KS1-2 progress in maths for 2015-16	+2.6	+0.4	-0.1

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.	Poor fine motor skills mean that recording work and writing legibly is challenging for some children, particularly those eligible for PP/PP+ and this is having an effect on writing throughout school, from EYFS through to KS2.
B.	Those children eligible for PP/PP+ in EYFS are lacking in self-confidence and self-awareness. There are also other children throughout school for who this is an issue and some of these are eligible for PP/PP+.
C.	Poor spelling skills and limited recognition of spelling patterns is impacting on progress and attainment in writing for some children eligible for pupil premium in KS2.
D.	Poor knowledge of times table facts for some children eligible for PP/PP+ is preventing them from making accelerated progress in maths and therefore preventing them from narrowing the gap between them and their peers.
E.	Writing progress and attainment across the school is variable for those children eligible for PP/PP+.

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

F.	Social and emotional skills are low for a small group of pupil premium and low self-esteem and reluctance to take part in challenging learning activities is also resulting in behaviour issues for a small number of PP pupils. This is having a negative impact on their academic progress and that of their peers.
G.	A small group of PP eligible children have limited opportunities for enrichment activities or resources outside of school, which is negatively impacting on learning, socialising and friendship groups.

4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
--	---	-------------------------

A.	<p>Fine motor skills and handwriting improves for pupils, particularly those eligible for PP throughout school. The gap between the progress scores in writing for children eligible for PP/PP+ and non-PP is narrowed.</p>	<p>Pupils eligible for PP identified as requiring support with fine motor skills demonstrate improved handwriting. Higher numbers of children achieving handwriting criteria in KS1 and KS2 assessments. Presentation of pupils' work is improved. The progress score for children eligible for PP/PP+ matches that of non-PP children and is a positive score.</p>
B.	<p>The majority of children at the end of EYFS reach age related expectations for PSED – self-confidence and awareness, in particular those eligible for PP/PP+.</p> <p>Observations, SDQs or Boxall profile scores (as appropriate) for children across school show that children's self-confidence and awareness is improving.</p>	<p>Children have confidence to access all areas of learning independently. They show respect for themselves and other people. Children are aware of their own personal safety and hygiene. They are able to manage their own time and feeling to access learning and social opportunities appropriately.</p>
C.	<p>Spelling improves in writing across the curriculum. Children in each year group, including those eligible for PP/PP+, can spell the year group specific spellings.</p>	<p>The gap between the children eligible for PP/PP+ and non-PP is narrowed to 0.0. Children in each year group can spell the year group specific spellings. The percentage of children reaching the expected standard at the end of KS2 increases from year 2017-18. Spelling ages increase to age related expectation.</p>
D.	<p>Progress scores in maths for children eligible for PP/PP+ is strong and our aspiration is now that the gap between the children eligible for PP/PP+ and non-PP is narrowed to 0.0. A higher percentage of children eligible for PP/PP+ achieve GDS in maths. Children show improved times tables skills.</p>	<p>The gap between children eligible for PP/PP+ is narrowed to 0.0. Times tables data collected termly to measure progress shows that children are improving scores and are achieving age related expectations.</p>

<p>E.</p>	<p>The gap between children eligible for PP/PP+ and non-PP reaching age related expectations for writing is narrowed. The progress score for children eligible for PP/PP+ matches that of non-PP children and is a positive score.</p> <p>More children achieve literacy ELG relating to phonics. Children, particularly those eligible for pupil premium, are able to access RWI phonics at a higher level in Y1 compared to 2017-18. Fewer children need additional 1:1 phonics at the start of Y1 following a structured phonics programme in EYFS.</p>	<p>Progress scores increase in writing for pupils eligible for PP/PP+ to match that of non-PP children. Pupils can write sentences that are correctly punctuated and that make sense. Pupils complete independent writing tasks in the time given. Pupils can sustain writing independently for an amount of time appropriate to their age. Pupils use previously taught skills in independent writing across the curriculum.</p> <p>The percentage of children achieving the writing ELGs increases from year 2016-17. In school tracking systems show that children access RWI at a higher level in Y1 following phonics in EYFS.</p>
<p>F.</p>	<p>Improved social skills, including turn taking, following instructions and speaking appropriately to others, for pupils eligible for PP throughout school, including EYFS.</p> <p>Behavioural issues of PP pupils addressed with fewer refusals to complete tasks and improved self-esteem.</p>	<p>Pupils eligible for PP throughout school carry out instructions first time. Fewer incidents of refusal to complete tasks/behaviour incidents are recorded on CPOMs. Behaviour plans escalated to higher level less frequently. Fewer refusals to complete work and children being sent to 'catch-up club'. Children talking to staff and using calm down strategies rather than reacting. Children able to solve issues with peers independently when appropriate. EYFS children are able to talk about feelings and how different events make them feel.</p>
<p>G.</p>	<p>Children are able to attend social activities outside of the school day enabling them to socialise with peers and take part in community activities. Children are able to access and take part in school trips. Children have access to resources to enable them to access all aspects of learning.</p>	<p>Children attend out of school clubs regularly. Increased enjoyment of enrichment activities. Children have experiences that they would otherwise be unable to access. Children are able to attend educational visits, including residentials, with their peers. No child is prevented from accessing resources or activities.</p>

5. Planned expenditure

Academic year

2018-19

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?
A. Fine motor skills and handwriting improves for pupils, particularly those eligible for PP throughout school. The gap between the progress scores in writing for children eligible for PP/PP+ and non-PP is narrowed.	<p>Weekly handwriting sessions for focus children.</p> <p>Weekly fine motor skills sessions for focus children.</p> <p>Fine motor skills sessions for children in EYFS.</p> <p>High expectations for presentation throughout school in all areas of the curriculum.</p>	<ul style="list-style-type: none"> - Activities recommended by occupational therapist for improving fine motor skills - Previous fine motor interventions have had a positive impact on handwriting and fine motor skills - Baseline assessments in EYFS show that 'moving and handling' is an area of need compared to other areas of learning - Previous experience suggests that handwriting improves with regular practice. 	<ul style="list-style-type: none"> - Monitoring of work in books - Greater number of children achieving handwriting objectives - Monitoring of interventions - Monitoring of ELG for Physical Development, in particular those relating to pencil control, use of tools and small movements - Monitoring of termly writing outcomes to show attainment 	SP MF EP/SM (lit leads)	<p><u>Jan 2019</u></p> <p><u>Costs over year:</u> TA x 3hr20 p/w = £1760 HLTA x 30min p/w = £291 UPS teacher x 30min p/w = £796.28</p>

<p>E. The gap between children eligible for PP/PP+ and non-PP reaching age related expectations for writing is narrowed.</p> <p>The progress score for children eligible for PP/PP+ matches that of non-PP children and is a positive score.</p> <p>More children achieve literacy ELG relating to phonics.</p> <p>Children, particularly those eligible for pupil premium, are able to access RWI phonics at a higher level in Y1 compared to 2017-18.</p> <p>Fewer children need additional 1:1 phonics at the start of Y1 following a structured phonics programme in EYFS.</p>	<p>In-class writing interventions throughout school.</p> <p>1:1/small group literacy work with Inclusion Manager for focus children.</p> <p>Small group RWI phonics for children in EYFS with additional adults.</p> <p>Additional 1:1 phonics in place for those children who need further support in EYFS.</p> <p>School to take part in PEARL project focusing on improving outcomes in literacy. (Release time for literacy leads).</p>	<ul style="list-style-type: none"> - Assessment in school shows that writing 'basics' are missing for some children and these are addressed by specific interventions. - PEARL project has been shown to improve literacy outcomes and uses research by EEF. - Additional 1:1 phonics has proven successful in Y1 and when used last year in EYFS. - 1:1 interventions such as Beat Dyslexia recommended by educational psychologist for some children. 	<ul style="list-style-type: none"> - Monitoring of interventions - Monitoring of writing across the curriculum - Parents will be encouraged to be involved and asked for feedback - Pupil progress meetings to discuss areas of need - Analysis of data to inform next steps, including spelling and GL assessment data - Regular monitoring and assessment of RWI outcomes - Monitoring of writing to check for correct spelling of common irregular words - Monitoring of work carried out as part of PEARL project 	<p>SP MF – EYFS lead EP – RWI lead SM – lit lead</p>	<p><u>Jan 2019</u></p> <p><u>Costs over year:</u> TA x 7hr 55min p/w = £4180 HLTA x 20min p/w = £194 UPS teacher x 2hr 20 p/w = £3715.97</p>
Total budgeted cost					£20,780.31
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. The majority of children at the end of EYFS reach age related expectations for PSED – self-confidence and awareness, in particular those eligible for PP/PP+.</p> <p>Observations, SDQs or Boxall profile scores (as appropriate) for children across school show that children’s self-confidence and awareness is improving.</p>	<p>Children supported on a 1:1/small group basis to access areas of the classroom.</p> <p>Children are supported to enable them to show respect for themselves and others. They are supported to manage their own personal safety, hygiene and their own time and feelings so that they can access learning and social opportunities appropriately.</p> <p>Regular observations of children leading to completion of learning journey.</p> <p>Social group interventions where required throughout school.</p>	<ul style="list-style-type: none"> - EYFs scores show that children eligible for PP/PP+ are lacking in self-confidence and awareness. - Observations/behaviour records show that other children throughout school are also lacking self-confidence and awareness. - Previous use of social groups has had a positive impact on children’s confidence and self-awareness. 	<ul style="list-style-type: none"> - Improved Boxall profile and SDQ scores. - Monitoring of progress through EYFS developmental stages. - Feedback from parents about their child’s confidence and self-awareness. 	<p>MF JD SP</p>	<p><u>Jan 2019</u></p> <p><u>Costs over year:</u> HLTA x 30min p/w = £291 TA x 2hr 30min p/w = £1320</p>
---	--	---	--	-------------------------	--

<p>F. Improved social skills, including turn taking, following instructions and speaking appropriately to others, for pupils eligible for PP/PP+ throughout school, including EYFS.</p> <p>Behavioural issues of PP/PP+ pupils addressed with fewer refusals to complete tasks and improved self-esteem.</p>	<p>Regular timetabled time for focus children with learning mentor.</p> <p>Time to Talk/Let's Talk about...school groups throughout school.</p> <p>Use of CPOMs to monitor incidents.</p> <p>1:1 time with learning mentor/teacher for focus children to complete tasks.</p> <p>Circle time/SULP with small groups of children in EYFS</p> <p>Use of sentence starters to encourage children to talk about feelings.</p> <p>Meet and greet for focus children each morning.</p> <p>Staff trained to deliver Rainbows sessions (supporting children with emotions linked to loss) and purchase of resources.</p>	<ul style="list-style-type: none"> - Advice from therapist that children have a key worker/person in school - Advice from behaviour support teacher/SALT to use social group interventions for specific children - Previous use of learning mentor to have dedicated time weekly with children has reduced incidents in class and number of refusals to complete work. - Previous use of circle time/SULP groups has had a positive impact on behaviour in the playground - Previous experience of children accessing Rainbows sessions showed that children are able to deal more effectively with their emotions in school 	<ul style="list-style-type: none"> - Feedback from parents - Monitoring of interventions - Feedback from class teachers regarding impact of interventions on class time - Monitoring on CPOMs of number of incidents - Observations of children in EYFS - Monitoring of attainment of ELG for PSED - Managing feelings and behaviour - Reduced number of playground incidents logged on CPOMs - Children will be settled and ready to learn at the start of each day following meet and greet - Fewer incidents of children refusing to complete tasks logged on CPOMs 	<p>SP JD</p>	<p><u>Jan 2019</u></p> <p><u>Costs over year:</u> HLTA x 12hrs p/w = £6984 UPS teacher x 1hr p/w = £1592.56 Rainbows training costs and resources = £490</p>
Total budgeted cost					£10,677.56
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?

<p>H. Children are able to attend social activities outside of the school day enabling them to socialise with peers and take part in community activities. Children are able to access and take part in school trips. Children have access to resources to enable them to access all aspects of learning.</p>	<p>School trips funded for those children who are eligible for PP. After school clubs funded for those pupils eligible for PP. Additional resources provided by school as appropriate to enable students to access all aspects of learning.</p>	<ul style="list-style-type: none"> - A research review by Barker et al. found that children who attended after school activities were able to strengthen friendships and establish new ones and that self-confidence and social skills increased. - Children will be able to take part in activities/experiences that may have otherwise been unavailable to them. - Children will not be disadvantaged because they do not have access to resources. - Previous experience shows that attendance at school is high as a result of children being given the opportunity to attend breakfast club. 	<ul style="list-style-type: none"> - Monitoring of attendance by school business manager/Inclusion Manager - Feedback from parents/children 	<p>SBM SP</p>	<p><u>Jan 2019</u></p> <p><u>Costs over year:</u> Budgeted for £5700 to cover trips and breakfast and after school club.</p>
Total budgeted cost					£5700
Overall total budgeted cost					£37,157.87