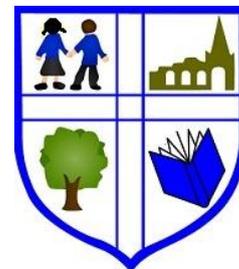


Pupil Premium Strategy Statement: **ST CHADS C.E. PRIMARY SCHOOL**



2017-18 REPORT

Background

The pupil premium is a government initiative that targets extra money at pupils from deprived backgrounds. Research shows that pupils from deprived backgrounds underachieve compared to their non-deprived peers. The premium is provided to enable these pupils to be supported to reach their potential.

The Government has used pupils entitled to free school meals (FSM), looked after children and service children as indicators of deprivation, and have provided a fixed amount of money for schools per pupil based on the number of pupils registered for FSM over a rolling six year period. At St Chad's we will be using the indicator of those eligible for FSM as well as identified vulnerable groups as our target children to 'close the gap' regarding attainment.

Context

When making decisions about using pupil premium funding it is important to consider the context of the school and the subsequent challenges faced. Common barriers for FSM children can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties, and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no "one size fits all".

Identification of Pupils

We will ensure that:

- ALL teaching staff and support staff are involved in the analysis of data and identification of pupils
- ALL staff are aware of who pupil premium and vulnerable children are
- ALL pupil premium children benefit from the funding, not just those who are underperforming
- Underachievement at all levels is targeted (not just lower attaining pupils)
- Children's individual needs are considered carefully so that we provide support for those children who could be doing "even better if...."

Overview of Funding

2016-2017 St Chad's C.E. Primary School received £41 520 in Pupil Premium funding.

2017-2018 St Chad's C.E. Primary School received £40 920 in Pupil Premium funding.

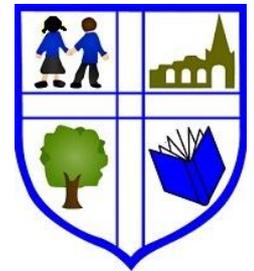
2018-2019 St Chad's C.E. Primary School has received £46 200 in Pupil Premium funding.

Current attainment of Disadvantaged Pupils in EY/Key Stage 1		
	<i>SCHOOL RESULTS 2017</i> <i>4 Disadvantaged pupils</i>	<i>NATIONAL BENCHMARKS</i> <i>2017</i>
% of PP pupils who achieved GLD at the end of Reception	67% PP 83% Non PP	57% PP 73% Non PP
% of PP pupils who achieved the Year 1 phonic check	80% PP (4/5 children) 100% Non PP	84% PP 84% Non PP

Reading at expected KS1	50% PP (2/4 children) 90% Non PP	79% Non PP
Writing at expected KS1	50% PP (2/4 children) 83% Non PP	72% Non PP
Maths at expected KS1	50% PP (2/4 children) 86% Non PP	79% Non PP
Reading at greater depth KS1	25% PP 28% Non PP	28% Non PP
Writing at greater depth KS1	0% PP 17% Non PP	18% Non PP
Maths at greater depth KS1	25% PP 24% Non PP	23% Non PP
Current attainment of disadvantaged pupils in Key Stage 2		
	<i>SCHOOL RESULTS 2017 8 Disadvantaged pupils</i>	<i>NATIONAL RESULTS FOR ALL PUPILS 2017</i>
% of pupils achieving the expected standard in Reading, Writing and Maths	50% PP	67% Non PP
Reading attainment score	63% PP	77% Non PP
Writing attainment score	63% PP	81% Non PP
Maths attainment score	75% PP	80% Non PP
Reading at greater depth	13% PP	29% Non PP
Writing at greater depth	0% PP	21% Non PP
Maths at greater depth	13% PP	27% Non PP

Record of Pupil Premium Grant spending 2017 - 2018			
Item/project	Cost	Objective	Outcome
Provide TA support in every class- every morning	£8 000	TA's support individual pupils and groups with precision teaching and specific interventions for different groups/ individuals- thus raising attainment (in addition to the Maths/ English hours)	Monitoring from our SENCo and SLT show that attainment is improving for these groups of children.
Smaller class sizes in KS2 groups	£24,500	Class sizes below 30 in KS2 which ensures more individualised learning	All pupils receive more learning time with the teacher
'School Ranger' to work on vocational activities, every afternoon, such as: woodwork, outdoor and indoor painting/decorating, bricklaying, gardening, cookery, sewing, Eco work, Literacy through outdoor learning.	£8 000	To provide a rounded education and develop the characteristics that lead to successful employment in the future	Pupil discussions and teacher feedback informs us that children's social skills and confidence are improving and their confidence in their own working future is improved. Children have gained new life skills.
Educational Visits/ Residential	£420	To ensure that all pupils can access all visits that the school provides including outdoor education.	All pupils are able to access a wide and varied curriculum

Pupil Premium Strategy Statement: ST CHADS C.E. PRIMARY SCHOOL



2018-19 PLAN

1. Summary information			
School	St Chads C.E. Primary School		
Academic Year	2017/18 Summer 2018-19 Autumn / Spring	Total PP budget	£46 200 (April 2018)
Total number of pupils	287 - Sept 17 290 - April 18	Number of pupils eligible for PP	43- Sept 17

1. Barriers to future attainment (for pupils eligible for PP including high ability)	
<i>In-school barriers (issues to be addressed in school, such as poor oral language skills)</i>	
A.	Many pupils do not have access to additional opportunities that are needed to provide a rounded education and the characteristics that lead to successful employment in the future.
B.	Approx 30%-40% of PP children in each cohort are not achieving expected standards due to additional SEN needs
C.	PP children achieving level 2a in the old assessment system are not converting to the new GD.
<i>External barriers (issues which also require action outside school, such as low attendance rates)</i>	
A	Many of our parents work and therefore the amount of support from home can be limited.
B	Attendance for our Ever6 pupils has been an issue in the past and requires regular monitoring.
C	Parents own confidence in supporting their child at home with Reading (and Phonics) , Writing and Maths

2. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	To provide a rounded education and develop the characteristics that lead to successful employment in the future.	To ensure that children are developing life skills which will raise self esteem and provide [pupils with the skills required for successful employment in the future.
B.	Improve the attainment of Pupil Premium pupils who also have additional needs-SEND.	Pupils eligible for PP identified as having additional SEND make at least the same progress as 'other' pupils so at least 30% pupils with PP and SEND will attain the Expected standards.
C.	Ensure that the prior higher ability disadvantaged pupils make the right progress - PP children achieving level 2a in the old assessment system are not converting to the new GD.	The number of disadvantaged pupils in the prior higher attainment group make the expected progress
D.	Increase the progress of those eligible for PP in writing across Key Stage 2 but particularly in Lower Key Stage 2.	The gap between pupil progress for eligible pupils and their peers is reduced rapidly so that all pupils make rapid progress in writing across Year 3 and Year 4.
E.	Increase the rate of attendance for those eligible for the grant.	Reduce the % of Persistently Absent pupils who are eligible for the grant so that it matches other groups.

3. Planned expenditure					
Academic year	2017-18 Summer		2018/19 Autumn/ Spring		
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?
To provide a rounded education and develop the characteristics that lead to successful employment in the future.	School Ranger- TA employed every afternoon to provide vocational approach to learning	The TA/ Ranger will work with the HT and Teachers to plan for activities which will improve children social skills, confidence and help them learn life long skills.	Pupil interviews will be carried out. Evidence book collated. HT to monitor implementation of the Ranger timetable. Governors and parents will receive newsletters and reports from the School Ranger. Children on PP will be targeted for support.	Headteacher Ranger Teachers	End of every term- Summer 18 Autumn 18 Spring 19 £9,000
Further increase the progress of those eligible for PP in writing across Key Stage 2 but particularly in Lower Key Stage 2.	SLT support for Y34 team specifically focussed on teaching writing in Lower Key Stage 2. Increase TA and teacher focus on writing. Focus on children's ownership of learning and editing of writing.	Pupil Progress meetings to track children in Writing and plan for intervention/ additional support	SLT leader identified to work with Y34. Key driver for our School Improvement Plan (SIP) and incorporates regular reporting mechanisms with Governor involvement.	Dep HT / Assist HT	July 18- End of year data October 18/ Feb 19- Pupil progress meetings TA support- £9,000
To maintain small class sizes in Y34	Maintain a smaller Y3 class and two Y34 classes	The children in the year 3 class are identified as requiring more specific transition into KS2. Smaller class sizes with TA support will allow for more focused support in smaller groups and individually	Monitoring of T&L/ Outcomes. Pupil progress meetings Impact of TA support	HT DHT	July 18- End of year data October 18/ Feb 19- Pupil progress meetings £25,000
Total budgeted cost					£43 000

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?
Improve the attainment of Pupil Premium pupils who also have additional needs-SEND.	Appointment of additional SENCo to work alongside current SENCo. The new SENCo has a focus of T&L across Year 2 and Lower KS2. Precision teaching introduced into Y3/4 with CPD provided for TAs. Increase TA support	New SENCO role with a direct focus on the quality of teaching and attainment and progress of PP/SEND pupils CPD based around feedback and marking	Additional training for relevant members of staff. SENCO to provide CPD and carry out monitoring exercises in Y2/3/4 Key driver for our School Improvement Plan (SIP) and incorporates regular reporting mechanisms with Governor involvement. Additional support from Entrust SENSS	SENCo's Headteacher	July 18- End of year data October 18/ Feb 19- Pupil progress meetings £600 Additional SENSS SENCO leadership Time £800
Ensure that the prior higher ability disadvantaged pupils make the right progress - PP children achieving level 2a in the old assessment system are not converting to the new GD	Improve the opportunities for CPD in GD Additional moderation with other schools. Y2 and Y6 teachers to attend Moderation training and disseminate to staff. Review the teaching of GD in Reading Writing and Maths across the school	Additional high quality CPD for staff in GD. Pupil Progress meetings to track children who have the potential to reach GD and plan for intervention/ additional support	Key driver for our School Improvement Plan (SIP) and incorporates all reporting mechanisms	SLT All staff	July 18- End of year data October 18/ Feb 19- Pupil progress meetings TA intervention £600
Total budgeted cost					£ 2000
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?
Increase the rate of attendance for those eligible for	Employment of a family worker to develop family attendance, learning and well-	PP attendance is not always as strong as it could be due to environmental factors affecting a child's	Monitored by Attendance Lead. Key Issue in the school improvement plan and regularly	HT Office staff	Half termly

the grant.	being support.	health and well-being.	reported to the Governors.		
Access to educational visits for all	To ensure that all children are able to attend the residential visits by subsidising these	This universal benefit is planned to reflect the falling income for vulnerable families as a result of the government's welfare reforms.	Take up of this subsidy will be monitored by the Bursar.	SLT	April 2018 £300
Increase the opportunity for pupils to attend residential adventurous activity courses	Outdoor Education provision for Year 3, 5 and 6 pupils- subsidised for PP pupils	The importance of Outdoor Education provision for our PP pupils is a high priority for our staff and governors. The evidence has been seen by all staff to support the subsidisation for PP pupils. Pupil grow in confidence, raise their own expectations of themselves and rise to the challenges the face.	The annual report to the Governing Body incorporates the use of the grant for this purpose.	Assistant HT/ HT	April 18 £600
To support parents in primary Reading, Phonics, Writing and Maths	To provide Family Learning events to support parents in helping their child in primary Reading, Phonics, Writing and Maths	Parent events have previously been held and we have been asked for further sessions. Our Parent Forum supports this request	Parent feedback at the end of sessions. Feedback at Parent Forum meetings. Teacher to monitor completion of homework in PP pupils and report any impact.	DHT	Parent training events termly. Maths/ Phonics- Autumn term Reading/ writing- Spring term £300
Total budgeted cost					£1200