The Pupil premium was initially introduced in April 2011.   Since announcing the Pupil Premium, the Government has extended its reach to cover any child that has been registered for Free School meals in the last six years. This is known as the "Ever 6" model.

Pupil Premium Grant is additional money given to schools to enable them to support pupils who may be disadvantaged, to raise their educational attainment. It is available to schools to support pupils eligible for Free School Meals (FSM), Children who are or have been Looked After or In Care (LAC), adopted children and for children whose parents are currently serving in the armed forces.

Our key objective in using the pupil premium grant is to diminish the difference between pupil groups. A significant amount of additional funding has been allocated to the school and we are determined to ensure that it has maximum impact. We have used existing research and findings of studies taken from Education Endowment Foundation (Spring 2015), Sutton Trust and Ofsted to enable us to make the best decisions to ensure consistently good provision for our pupil premium children.

The funding for pupil premium is distributed following a comprehensive analysis of individual needs through school tracking data, pupil progress meetings, internal monitoring and discussions with parents.

Total amount of PPG received per pupil:	
Ever 6	**£1,320**
Service children	**£300**
Adopted pupils	**£1,900**
LAC	**£1,900**

1. Summary information					
School	Chapelford Village Primary School				
Academic Year	2017	**Total PP budget**	£94,880	**Date of most recent PP Review**	09/18
Total number of pupils	527	**Number of pupils eligible for PP September 2017**	60	**Date for next internal review of this strategy**	September 18 (Final review to support 2018 – 2019

2. Current attainment			
Early Years Outcomes 2017	All PP 8 Pupils	PP Non SEND 7 Pupils	All Pupils 90
Reading ELG	88%	100%	78%
Writing ELG	88%	100%	76%
Number ELG	88%	100%	83%
Space Shape and Measure ELG	88%	100%	87%
GLD	88%	100%	72%
Year 1 Phonics Screen 2017	All PP 14 Pupils	PP Non SEND 8 Pupils	All Pupils 90
Working at the expected level - Phonics	64%	75%	82%
Key Stage 1 outcomes 2017	All PP 13 Pupils	PP Non SEND 8 Pupils	All Pupils 87
% achieving the expected level in reading	63%	87%	74%
% achieving the expected level in writing	54%	75%	71%
% achieving the expected level in mathematics	69%	87%	75%
% achieving the expected levels in reading/writing/maths combined	54%	86%	68%

% achieving greater depth in reading	15%	25%	28%
% achieving the greater depth level in writing	8%	13%	19%
% achieving greater depth in mathematics	8%	13%	24%
Key Stage 2 outcomes 2017	All PP 16 Pupils	PP Non SEND 11 Pupils	All Pupils 59
% achieving the expected level in reading	69%	91%	64%
% achieving the expected level in writing	88%	100%	86%
% achieving the expected level in mathematics	69%	100%	83%
% achieving the expected levels in reading/writing/maths combined	63%	91%	63%
% achieving SS 110+ in reading	19%	27%	15%
% achieving the greater depth level in writing	31%	46%	24%
% achieving SS 110+ in mathematics	19%	27%	31%

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers	
A.	Language, communication and processing skills which impact on CLL, reading, phonics and writing outcomes across EYFS and KS1
B.	SEND (including social and emotional barriers) complexities of need for a significant number of pupil premium children
C.	Development and understanding of independent learning skills – consolidation of the characteristics of effective learning so that learners demonstrate self-motivation skills and know how to learn for themselves
External barriers	

D.	Attendance of vulnerable groups	

4. Desired outcomes		Success criteria
A.	Communication, language and processing skills enable learners to access the curriculum	• Evidence of rapid progress being made across EYS & KS1 so that all non-SEND pupils meet ARE expectations. • All pupils' needs are identified. • Referrals are made and external support is implemented by teaching assistants. • Pupils working on speech and language aims make good progress from their starting points.
B.	Increase in numbers evidencing age related expectations and greater depth in English and Mathematics	• Given starting points, pupils show good progress with 80% of all PP pupils with 100% of non-SEND PP pupils achieving ARE • SEND pupils make at least expected progress from their varying and complex starting points
C.	Improve outcomes for the most able pupil premium children to secure greater depth	Increased proportions of the most able working at greater depth in English and
D.	Improved attendance of all vulnerable groups	97% attendance of vulnerable groups.
E.	Pupils are resilient and know how they learn best. They can apply appropriate skills, ask relevant questions and disseminate information when responding to challenge.	• Confident learners who are self-motivated and demonstrate high meta cognition skills • Pupils have opportunities to access wider learning opportunities • Progress in SDQ scores from play therapy

5. Planned expenditure					
Academic year		2017-2018 – funding £94,880 + additional funding allocated from budget = total planned spending £125,462 (£30,582)			
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**	**Review of expenditure for 2017 – 2018** **Also see Pupil Premium data as below**

Improved reading stamina and comprehension skills	Whole school revised guided reading strategy using the Maddy Barnes approach to guided reading (CLIMB) Literacy Box Comprehension Box Dazzle Boxes Quality texts Reading plus for identified pupils Fresh start Pre and post learning supported by teacher/TA	Securing reading, comprehension and processing skills whilst promoting stamina	Key priority on the school development plan Monitoring, evaluation and reporting of revised strategy through observations, assessments and effectiveness of provision Enhancement of reading resources to include: - • additional compreh	Reading Leader SLT	All pupil premium pupils made at least expected progress in reading in all year groups. Pupil premium pupils in Years 2, 3, 5 made expected progress in reading across the year. Pupil premium pupils in EYFS, Years 1, 4, 6 made better than expected progress in reading across the year. Attainment has increased in each year group over the year. There are 38 Non SEND pupils and 82% of these pupils are at ARE or AARE across the school. 18% of this pupils are targeted for 2018 – 2019. 100% of CLIMB sessions were judged to be at least good across the year in July 2018. Attainment and progress shows clear progress in reading stamina and specific comprehension skills. Reading plus evidence shows an increase in reading stamina and comprehension skills across KS2.

Increased maths attainment at the higher levels	Implementation of maths mastery curriculum Work with Sarah Skelley – Maths consultant to support QFT Parent Maths Workshop Pre and post learning to diminish the difference	Embedding of maths' mastery curriculum including fluency, problem solving and reasoning to secure higher standards and to empower pupils to work confidently at greater depth	Key priority on SDP – led by maths lead, SLT and First for Maths Consultants. Clear focus on pupil progress outcomes through high expectation and target setting Accurate provision mapping Challenge thoroughly sharply	Maths Leader SLT	Increase in pupils achieving greater depth in maths at the end of KS1 (9% - 15%) and KS2 (18% - 22%). There is also an increase across years 3, 4, and 5 of pupils on track for greater depth at the end of the key stage. Staff voice shows that the impact of external support from first4maths is support staff subject knowledge, support for planning, assessment, moderation and next steps for case study children. This support has resulted in all lessons across the school being judged as at least good.
Improved attainment at the end of key stages both at expected levels and greater depth – Year 2 and Year 6 to include a sharp focus on Year 3/4/5	Ability level teaching (Additional teacher support) Team teaching	Consolidation, extension and personalisation of knowledge, skills and understanding	Monitoring of provision Pupil progress meetings Review of provision to meet the dynamic needs of learners	SLT	Improved attainment outcomes at the end of KS2 in attainment for Reading and SPAG at the expected and higher level and Maths at the higher level. There is a sustained or improved attainment in Years 3, 4 and 5.
Total budgeted cost					£15,100

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	Review of expenditure for 2017 – 2018 Also see Pupil Premium data
Appropriate provision in place for those pupils causing concern	Rapid referral for educational psychologist assessments so that appropriate provision is put in place 1:1 support Play therapies Cognitive behaviour therapy	Previous success of rapid referrals to ensure appropriate provision is in place To support emotional health and wellbeing of identified learners	Monitoring and evaluation of outcomes and provision	SENDO	40% of pupil premium children from Year 1 – 6 have an identified SEND need including EHCP pupils. EP assessments have been provided of 2 pupils to support SEND identification and next steps. PP/SEND pupils are making appropriate progress based on their individual starting points. SEND data is available from the school upon request.

Improved Communication, language and listening skills	Dedicated specialist lead for Speech and Language Small group and 1:1 support targeted support using: - Talkboost materials Drawing and Talking Therapy Derbyshire Programme Bespoke S&L service programmes to followed reinforced in school	Improved CLL skills across EYFS and KS1 using recognised speech and language programmes	Specialist S and L lead Staff skills and training developments Planned timetable for provision Monitoring provision and outcomes	EYFS/Lower Phase Leader of Learning SENDCo	100% of pupils new to school are screened by the specialist lead for Speech and Language. This has resulted in early identification, rapid referrals to SLCN assessment team and early intervention provided through Wave 1, 2 and 3 level.

Additional support for reading	Fresh start Reading Plus RWInc Phonics Wave Three Fischer Family Trust Inference Training CLIMB Guided Read	Effectiveness of reading intervention programmes in securing better reading outcomes	Employment of Specialist Consultant - Maddie Barnes Rigorous monitoring of progress	Reading leader SLT	All pupil premium pupils made at least expected progress in reading in all year groups. Pupil premium pupils in Years 2, 3, 5 made expected progress in reading across the year. Pupil premium pupils in EYFS, Years 1, 4, 6 made better than expected progress in reading across the year. Attainment has increased in each year group over the year. There are 38 Non SEND pupils and 82% of these pupils are at ARE or AARE across the school. 18% of this pupils are targeted for 2018 – 2019. 100% of CLIMB sessions were judged to be at least good across the year in July 2018. Attainment and progress shows clear progress in reading stamina and specific comprehension skills. Reading plus evidence shows an increase in reading stamina and comprehension skills across KS2.
Most able PP evidence working at Greater Depth in maths and English	1:1 interventions or small group support using pre learning techniques Target work to further challenge or consolidate learning Additional teacher support to accelerate progress and close the gap for PP in Year 5/6	Securing and extending class based learning So that pupils can consolidate skills and knowledge and apply in a range of challenging concepts	Highly skilled teacher and Ta deployment Staff skills and training developments Planned timetable for provision Monitoring provision and outcomes	SLT Leaders of Learning	Increase in pupils achieving greater depth in maths at the end of KS2 (18% - 22%). Increase in pupils achieving greater depth in Reading at the end of KS2 (9% - 22%). The % of pupils achieving greater depth in Writing at the end of KS2 (27% - 11%) has decreased. This will continue to be a priority next year. At KS1 in reading and writing % at greater depth has decreased but increased in Maths. This will continue to be a priority next year.

SEND pupils secure strong progress given their needs and abilities	1:1 interventions small group support using pre learning techniques target work to consolidate learning Use of bespoke learning packages to support learning and progress Additional TA time to support learners with specific difficulties Packages may include Fisher Family trust Precision teaching Additional phonics work	Support for individual pupils' needs 1:1 and small group pre and post learning activities to enable pupils to access learning		SENDCO	40% of pupil premium children from Year 1 – 6 have an identified SEND need including EHCP pupils. PP/SEND pupils are making appropriate progress based on their individual starting points. SEND data is available from the school upon request as this is tracked as group and individuals.

					Total budgeted cost	£76,780

iii. Other approaches

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented	Staff lead	Review of expenditure for 2017 – 2018 Also see Pupil Premium data
Improve attendance of the most vulnerable groups to include a reduction in the number of persistent absence – attendance target 97% for all groups	Continue to develop and refine whole school attendance strategy Allocation of additional hours to support vulnerable families – designated family support role in school Breakfast Club	Attendance overall is broadly in line with national average Attendance low for SEN support and FSM - lowest 10% Persistent absence was high for FSM and SEN Support – highest 10% Reduction of attendance service by the local authority	Weekly monitoring and discussions Regular follow up to absence	H/T SENDCO SLT	Appointment of family support lead during the academic year 2017 – 2018. This role has developed to support the most vulnerable pupils to school which has included: ➢ Family support ➢ Early help ➢ Attendance support ➢ Breakfast club The impact of this has seen an overall reduction in persistent absence and an increase in individual pupil's attendance of those identified. Where attendance has not increased referrals to the LA for attendance next steps have been actions. The school is continuing to work on this next year to ensure the attendance of all groups is at 97%+. The school holds detailed analysis of attendance and groups to support this review.

Confident, independent and resilient learners who demonstrate a thirst for learning and positive attitudes to all aspects of learning. They can apply appropriate skills, ask relevant questions and disseminate information when responding to challenge.	Embedding of school values curriculum, development of Empowering Learning Skills. Continuation of residential, visits, school holiday support, extracurricular clubs and visitors to school enhance knowledge and learning and broaden experiences for pupils Drawing and talking therapy – training for and deployment of teaching assistant and FSW to deliver therapy to identified pupils.	Increased numbers of pupils requiring additional support to promote self- esteem and emotional wellbeing. Pupils demonstrate high meta cognition skills and are strong self- regulated learners	Weekly monitoring Pupil discussions Reports and impact of therapies	H/T SENDCO SLT	- Family support lead and teaching assistant trained in drawing and talking therapy and this has been delivered on an individual basis with success against the outcomes. This is based on individual children's progress and the school holds evidence of progress made. - All pupil premium pupils have access to school trips and residentials which are funded by the pupil premium grant. This has enabled pupils to enhance their knowledge and broaden learning experiences. - The values curriculum has continued to be developed and all staff new to school are implementing the long term plan. All lessons show that the children are developing effective behaviours for learning and values.
Total budgeted cost					£33,582

6. Impact Data			
Early Years Outcomes 2018	All PP 7 Pupils	PP Non SEND 5 Pupils	All Pupils 78
Reading ELG	**29%**	**40%**	**76%**
Writing ELG	**29%**	**40%**	**76%**
Number ELG	**29%**	**40%**	**77%**
Space Shape and Measure ELG	**29%**	**40%**	**79%**
GLD	**29%**	**40%**	**76%**
Year 1 Phonics Screen 2018	All PP 12 Pupils	PP Non SEND 10 Pupils	All Pupils 90
Working at the expected level - Phonics	**85%**	**88%**	**90%**
Key Stage 1 outcomes 2018	All PP 13 Pupils	PP Non SEND 7 Pupils	All Pupils 90
% achieving the expected level in reading	**46%**	**71%**	**78%**
% achieving the expected level in writing	**38%**	**71%**	**71%**
% achieving the expected level in mathematics	**46%**	**71%**	**78%**
% achieving the expected levels in reading/writing/maths combined	**38%**	**71%**	**68%**

% achieving greater depth in reading	15%	29%	26%
% achieving the greater depth level in writing	0%	0%	10%
% achieving greater depth in mathematics	15%	29%	27%
Key Stage 2 outcomes 2018	All PP 9 Pupils	PP Non SEND 4 Pupils	All Pupils 64
% achieving the expected level in reading	67%	100%	78%
% achieving the expected level in writing	56%	100%	81%
% achieving the expected level in mathematics	56%	100%	79%
% achieving the expected levels in reading/writing/maths combined	56%	100%	73%
% achieving SS 110+ in reading	22%	50%	29%
% achieving the greater depth level in writing	11%	25%	19%
% achieving SS 110+ in mathematics	22%	50%	27%

GLOSSARY OF TERMS USED: -

PP – Pupils who are eligible for additional funding through free school meals, services children, Looked after children

CLL – communication, language and literacy in the Early Years – Reception class

EYFS – Early Years Foundation Stage – the Reception class

KS1 – Years 1 and 2

KS2 – Years 3,4,5 and 6

ARE – Age related expectations

GD – Greater depth – the level exceeding age related expectations

Maddy Barnes – Literacy training consultant

SLT – Senior Leadership Team

TA – Teaching Assistant

S&L – Speech and Language

CBT – Cognitive Behavioural Therapy

GAPS – Spelling, punctuation and grammar

ECAR – Every child a reader intervention programme