



## Pupil Premium Strategy 2018 – 2019

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:	
<b>Ever 6</b>	<b>£1,320</b>
<b>Service children</b>	<b>£300</b>
<b>Adopted pupils</b>	<b>£2,300</b>
<b>LAC</b>	<b>£2,300</b>

1. Summary information					
School	Chapelford Village Primary School				
Academic Year	2018	Total PP budget	£95,260	Date of most recent PP Review	11/18
Total number of pupils	546	Number of pupils eligible for PP September 2018	58	Date for next internal review of this strategy	Termly and Final review in September 2019

<b>2. Current attainment</b>			
<b>Early Years Outcomes 2018</b>	All PP 7 Pupils	PP Non SEND 5 Pupils	All Pupils 78
<b>Reading ELG</b>	<b>29%</b>	<b>40%</b>	<b>76%</b>
<b>Writing ELG</b>	<b>29%</b>	<b>40%</b>	<b>76%</b>
<b>Number ELG</b>	<b>29%</b>	<b>40%</b>	<b>77%</b>
<b>Space Shape and Measure ELG</b>	<b>29%</b>	<b>40%</b>	<b>79%</b>
<b>GLD</b>	<b>29%</b>	<b>40%</b>	<b>76%</b>
<b>Year 1 Phonics Screen 2018</b>	All PP 12 Pupils	PP Non SEND 10 Pupils	All Pupils 90
<b>Working at the expected level - Phonics</b>	<b>85%</b>	<b>88%</b>	<b>90%</b>
<b>Key Stage 1 outcomes 2018</b>	All PP 13 Pupils	PP Non SEND 7 Pupils	All Pupils 90
<b>% achieving the expected level in reading</b>	<b>46%</b>	<b>71%</b>	<b>78%</b>
<b>% achieving the expected level in writing</b>	<b>38%</b>	<b>71%</b>	<b>71%</b>
<b>% achieving the expected level in mathematics</b>	<b>46%</b>	<b>71%</b>	<b>78%</b>
<b>% achieving the expected levels in reading/writing/maths combined</b>	<b>38%</b>	<b>71%</b>	<b>68%</b>

% 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%
<b>Key Stage 2 outcomes 2018</b>	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%
<b>3. Barriers to future attainment (for pupils eligible for PP)</b>			
<b>In-school barriers</b>			
<b>A.</b>	Language, communication and processing skills which impact on CLL, reading, phonics and writing outcomes across EYFS and KS1		
<b>B.</b>	SEND (including social and emotional barriers) complexities of need for a significant number of pupil premium children		
<b>C.</b>	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		
<b>External barriers</b>			

<b>D.</b>	Attendance of vulnerable groups	
<b>4. Desired outcomes</b>		<b>Success criteria</b>
<b>A.</b>	Communication, language and processing skills enable learners to access the curriculum	<ul style="list-style-type: none"> <li>• Evidence of rapid progress being made across EYFS, Yr1 &amp; KS1 so that all non-SEND pupils meet ARE expectations.</li> <li>• All pupils' needs are identified.</li> <li>• Referrals are made and external support is implemented by teaching assistants.</li> <li>• Pupils working on speech and language aims make good progress from their starting points.</li> </ul>
<b>B.</b>	Increase in numbers evidencing age related expectations and greater depth in English and Mathematics	<ul style="list-style-type: none"> <li>• Given starting points, pupils show good progress with 80% of all PP pupils with 100% of non-SEND PP pupils achieving ARE</li> <li>• SEND pupils make at least expected progress from their varying and complex starting points</li> </ul>
<b>C.</b>	Improve outcomes for the most able pupil premium children to secure greater depth working	Increased proportions of the most able working at greater depth in English, particularly in writing and Mathematics
<b>D.</b>	Improved attendance of all vulnerable groups	97% attendance of vulnerable groups.
<b>E.</b>	Pupils are resilient and know how they learn best. They can apply appropriate skills, ask relevant questions and disseminate information when responding to challenge.	<ul style="list-style-type: none"> <li>• Confident learners who are self-motivated and demonstrate high meta cognition skills</li> <li>• Pupils have opportunities to access wider learning opportunities</li> <li>• Progress in SDQ scores from play therapy</li> </ul>

5. Planned expenditure					
Academic year		2018-2019 – funding £95,260			
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 – Mastery Learning					
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 2018 – 2019
<b>In line with EEF Toolkit recommendation reduce class size in Year 6</b>	<p>Reduce class size in Year 6 into 4 groups of approx. 15 mixed ability pupils for English and Maths.</p> <p>Extending the school day – morning and afternoon booster sessions and targeted small group intervention.</p>	<p>EFF toolkit recommendation and in house evidence of previous impact of targeted quality first teaching in 2017 – 2018</p>	<p>Monitoring, evaluation and review.</p> <p>Lesson observation.</p> <p>Book scrutiny.</p> <p>Data analysis.</p> <p>ISPP meetings (case studies) and pupil voice</p>	JH LT RR	<p>All pupil premium pupils made at least expected progress in reading in EYFS, Year 1, Year 4, Year 5 and Year 6.</p> <p>Pupil premium pupils in Years 2, 3, have a higher proportion that are also SEND. When these were taken out of the figures the pupil premium children made expected progress in reading across the year.</p> <p>Pupil premium pupils in years 5 and 6 made better than expected progress in reading across the year.</p> <p>Attainment has increased in each year group over the year.</p> <p>There are 50 Non SEND pupils and 94% of these pupils are at ARE or AARE across the school.</p> <p>Gaps in learning were identified and booster groups set up across the school in order to accelerate learning. Groups happened before and after school and staff voice indicates that these were welcomed by parents and well attended by pupils.</p> <p>Evidence was obtained via the methods listed and this informed forward planning and was good assessment for learning evidence.</p>

<p><b>Continue to further improve reading stamina and comprehension skills.</b></p>	<p>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</p>	<p>Securing reading, comprehension and processing skills whilst promoting stamina</p>	<p>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: -</p> <ul style="list-style-type: none"> <li>• addition al compreh</li> </ul>	<p>Reading Leader SLT</p>	<p>Attainment and progress explored above shows clear progress in reading stamina and specific comprehension skills. Reading plus evidence shows an increase in reading stamina and comprehension skills across KS2.</p> <p>All pupils in Year 6 achieved 86% at ARE or AARE in reading. The Pupil Premium without SEND included slightly out-performed them by achieving 88% at ARE or AARE. All of these results are above National Average.</p> <p>Disadvantaged students were slightly below the rest of the cohort when it came to achieving greater depth in reading at the end of year 6 but the gap, when not including SEND pupils, is 3%.</p> <p>All training took place and monitoring informed learning. Pupil Premium children were closely tracked and monitoring enabled a closing of the gap.</p>
---	--	---	---	-------------------------------	---

<p><b>To further increased maths attainment at the higher levels building on the success of 17-18</b></p>	<p><b>Further embed the maths mastery curriculum</b>  Work with Sarah Skelley – Maths consultant to support QFT  Parent Maths Workshop  Pre and post learning to diminish the difference</p>	<p>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.</p>	<p>Key priority on SIP – 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 differentiated</p>	<p>Maths Leader  SLT</p>	<p>At the end of KS 1 the disadvantaged children were making greater progress than the cohort as a whole.</p> <p>At KS1 in maths % at greater depth has remained fairly consistent. Slightly lower than last year but higher than the year before. This will continue to be a priority next year.</p> <p>Staff voice shows that the impact of external support from Sarah Skelley 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.</p>
<p><b>To implement the mastery approach to writing through Pathways to Write (Literacy Company) across the whole school.</b></p>	<p><b>To embed the writing mastery approach</b> working with Linda Neil as a piolet school for the Pathways to Write – high quality text based approach – exposing all pupils to challenging texts.  CPD for all staff to develop subject knowledge.  In house and external moderation.  Lesson study</p>	<p>Writing attainment at the end of KS 1 at ARE and ARE+ and ARE+ at KS 2</p>	<p>Key priority on the school development plan  Monitoring, evaluation and reporting of revised strategy through observations, assessments and effectiveness of provision</p>	<p>English Team  SLT</p>	<p>The % of pupils achieving greater depth in Writing at the end of KS2 has increased (11% - 25%). If SEND children are taken from the data, the pupil premium children were 38% at AARE which slightly out-performed the cohort as a whole at 35%. These children also slightly out-performed the cohort as a whole with 88% at ARE compared with 85%.</p> <p>At the end of Key Stage One Pupil Premium children performed very well in reading, when SEND was taken out of the data they out-performed the cohort as a whole. However, it is noticed that further work needs to be done on Pupil Premium reaching greater depth in reading and writing. In maths the Pupil Premium children out-performed the cohort as a whole in achieving greater depth in maths.</p> <p>Staff voice from Year Group Leads recognised the value in upskilling middle leadership in order to further improve Quality First Teaching in writing across the school. Teaching content and interventions were regularly reviewed; needs were identified and support was given to teachers to develop their skills to support</p>

<b>Total budgeted cost</b>	<b>£35,200</b>
----------------------------	----------------

**ii. Targeted support**

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>Review of expenditure for 2018 – 2019</b>
<b>Appropriate provision in place for those pupils causing concern</b>	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	SENDCO	<p>During this academic year a full-time SENDCO was employed by the school which has meant that referrals are responsive to the needs of the child and the wishes of the parents. Initial assessments take place in school that can provide information that can then inform which professionals to link to.</p> <p>There has been greater involvement with CAMHS (6 children); access to parenting courses (12 families currently); play therapy; a behavioural specialist; an educational psychologist completes assessments on children at least once a term. New initiatives such as Commando Joe, pastoral groups and a Listening Space every day has meant the school has increased options for targeted provision.</p>



<p><b>Improved Communication, language and listening skills</b></p>	<p>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&amp;L service programmes to followed reinforced in school</p>	<p>Improved CLL skills across EYFS and KS1 using recognised speech and language programmes</p>	<p>Specialist S and L lead Staff skills and training developments Planned timetable for provision Monitoring provision and outcomes</p>	<p>EYFS/Lower Phase Leader of Learning  SENDCo</p>	<p>The programmes listed have all been implemented and continue to be monitored for impact. There is a clear view over the school from the SENDCO which has meant that the children with the highest need have accessed provision quickly.</p> <p>Speech and Language Therapists access the school and baseline assessments in Early Years within the first couple of weeks in September mean that needs are identified early and provision explored, reviewed and amended where necessary.</p> <p>The provision of the My Zone as a working space has meant that there is a quiet space for children to work and talk. Parent voice continues to be very positive regarding the impact they have seen in their children.</p> <p>Drawing and Talking therapy and other therapies continue to be used and are adapted with increased confidence to fit the needs of the child. There has been a greater understanding about the need to generalise these skills in the classroom day-to-day.</p> <p>Training for staff in Makaton has taken place and will continue to be embedded – for everyday use in school – particularly in Early Years and other classes where children need Makaton to support language.</p>
---	---	--	---	--	---

<p><b>Additional support for reading</b></p>	<p>Fresh start Reading Plus RWInc Phonics Wave Three Fischer Family Trust Inference Training CLIMB Guided Read</p>	<p>Effectiveness of reading intervention programmes in securing better reading outcomes</p>	<p>Employment of Specialist Consultant - Maddie Barnes Rigorous monitoring of progress TA support</p>	<p>Reading leader SLT</p>	<p>Maddy Barnes completed the training and rigorous monitoring which has meant that SLT know the members of staff that get the best progress in the children they teach which is valuable when placing staff in roles in the school.</p> <p>Wave Three FFT took place with children in year 1. The SENDCO monitored impact by work scrutiny and assessment to ensure that this additional support was effective in acquiring better reading outcomes. Parent and child voice was also very positive about the impact.</p> <p>CLIMB Guided reading is now being embedded across the school and training of teaching staff continues to ensure that effectiveness is sustained.</p>
<p><b>Most able PP evidence working at Greater Depth in Maths and English</b></p>	<p>1:1 interventions or small group support using pre learning techniques Target work to further challenge or consolidate learning Additional teachers support to accelerate progress and close the gap for PP in Year 5/6 with a particular focus on writing</p>	<p>Securing and extending class based learning So that pupils can consolidate skills and knowledge and apply in a range of challenging concepts</p>	<p>Highly skilled teacher and Ta deployment Staff skills and training developments Planned timetable for provision Monitoring provision and outcomes</p>	<p>SLT Leaders of Learning</p>	<p>Vulnerable children who weren't SEND out-performed the cohort as a whole in gaining AARE in Writing (38% - 35%) and the areas combined (25% - 19%).</p> <p>AARE data for reading was only 3% lower than the rest of the cohort (25% - 28%). Gaining a higher % in maths at AARE continues to be a target for teaching vulnerable children this coming year.</p> <p>Additional teachers and targeted interventions took place. Staff and parent voice was very positive and the children were engaged and the interventions well attended.</p>

<p><b>SEND pupils secure strong progress given their needs and abilities</b></p>	<p>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</p>	<p>Support for individual pupils' needs 1:1 and small group pre and post learning activities to enable pupils to access learning</p>		<p>SENDCO</p>	<p>Training has been implemented across the school looking at dyslexia and children who are in need of dyslexia-friendly strategies. Assessments available to the SENDCO have furthered the identification of these children. Parent voice has been positive in this area. Classroom were audited to check that they are Dyslexia-Friendly and teachers have access to Dyslexia-friendly resources.</p> <p>Wave Three FFT took place with children in year 1. The SENDCO monitored impact by work scrutiny and assessment to ensure that this additional support was effective in acquiring better reading outcomes. Parent and child voice was also very positive about the impact.</p> <p>Speech and Language Therapists access the school and baseline assessments in Early Years within the first couple of weeks in September mean that needs are identified early and provision explored, reviewed and amended where necessary.</p> <p>The provision of the My Zone as a working space is used to provide opportunities for interventions and overlearning that identified children need. Parent voice continues to be very positive regarding the impact they have seen in their children.</p>
<p><b>Total budgeted cost</b></p>					<p><b>£37,500</b></p>
<p><b>iii. Other approaches</b></p>					
<p><b>Desired outcome</b></p>	<p><b>Chosen action / approach</b></p>	<p><b>What is the evidence and rationale for this choice?</b></p>	<p><b>How will you ensure it is implemented</b></p>	<p><b>Staff lead</b></p>	<p><b>Review of expenditure for 2018 – 2019</b> Also see Pupil Premium data</p>

<p><b>Improve attendance of the most vulnerable groups to include a reduction in the number of persistent absence – attendance target 97% for all groups</b></p>	<p>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</p>	<p>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</p>	<p>Weekly monitoring and discussions Regular follow up to absence</p>	<p>H/T SENDCO SLT</p>	<p>Attendance for Pupil Premium children increased in years 6, 5 and 2 and stayed consistent in year 3. There was a slight drop in years 4 and 1. Average attendance for Pupil Premium children in school was 93.7% (94.1% not including SEND) for the year compared with 95.8% for the whole school.</p> <p>Involvement by the local authority has not lessened because there are more parents choosing to take holidays in school time. School have narrowed parameters which means that they will intervene earlier when attendance is flagged up as an issue.</p> <p>There is now a member of staff that parents, teachers and professionals can access more easily. Where possible parents can now access meetings/phone calls on the day they raise a concern.</p>
--	--	---	---	-------------------------------	--

<p><b>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.</b></p>	<p>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.</p>	<p>Increased numbers of pupils requiring additional support to promote self- esteem and emotional wellbeing.</p> <p>Pupils demonstrate high meta cognition skills and are strong self- regulated learners</p>	<p>Weekly monitoring Pupil discussions Reports and impact of therapies</p>	<p>H/T SENDCO SLT</p>	<p>The School's Values Curriculum has continued to be developed and has been extended by the addition of Character Education which is being delivered through Commando Joe Education. After School Clubs and Targeted Interventions have proved successful and this will now be extended to whole class delivery.</p> <p>In addition to what was planned the SENDCO has delivered training to staff on Emotion Coaching, Early-Life Trauma and its effects on early brain development as well as ACES Training (Adverse Childhood Experiences) and its long term effects on children. Separate Emotion Coaching was delivered to vulnerable children in Year 6.</p> <p>All stakeholders have been positive about the quality and range of the residential trips on offer.</p> <p>Two different provisional were offered to families of vulnerable children and other free provisions were signposted in order to offer some support to these families through the summer.</p> <p>Drawing and Talking Therapy, Play Therapy, Sand Therapy, Individual Intervention Therapy have all been offered and accessed by vulnerable pupils.</p>
<p><b>Total budgeted cost</b></p>					<p><b>£22,560</b></p>

<b>6. Impact Data</b>			
<b>Early Years Outcomes 2019</b>	All PP 6 Pupils	PP Non SEND 5 Pupils	All Pupils 77
<b>Reading ELG</b>	<b>50%</b>	<b>40%</b>	<b>74.7%</b>
<b>Writing ELG</b>	<b>50%</b>	<b>40%</b>	<b>76%</b>
<b>Number ELG</b>	<b>50%</b>	<b>40%</b>	<b>77.3%</b>
<b>Space Shape and Measure ELG</b>	<b>50%</b>	<b>40%</b>	<b>77.3%</b>
<b>GLD</b>	<b>50%</b>	<b>40%</b>	<b>73.3%</b>
<b>Year 1 Phonics Screen 2019</b>	All PP 8 Pupils	PP Non SEND 5 Pupils	All Pupils 85
<b>Working at the expected level - Phonics</b>	<b>50%</b>	<b>60%</b>	<b>85.7%</b>
<b>Key Stage 1 outcomes 2019</b>	All PP 16 Pupils	PP Non SEND 12 Pupils	All Pupils 89
<b>% achieving the expected level in reading</b>	<b>75%</b>	<b>92%</b>	<b>78.7%</b>
<b>% achieving the expected level in writing</b>	<b>56%</b>	<b>67%</b>	<b>71.9%</b>
<b>% achieving the expected level in mathematics</b>	<b>62.5%</b>	<b>75%</b>	<b>79.7%</b>
<b>% achieving the expected levels in reading/writing/maths combined</b>	<b>50%</b>	<b>58%</b>	<b>62%</b>

% achieving greater depth in reading	1.25%	17%	27%
% achieving the greater depth level in writing	0%	0%	16.8%
% achieving greater depth in mathematics	19%	25%	22.5%
<b>Key Stage 2 outcomes 2019</b>	All PP 12 Pupils	PP Non SEND 7 Pupils	All Pupils 58
% achieving the expected level in reading	75%	88%	86%
% achieving the expected level in writing	75%	88%	86%
% achieving the expected level in mathematics	75%	88%	85%
% achieving the expected levels in reading/writing/maths combined	75%	88%	83%
% achieving SS 110+ in reading	16%	25%	28%
% achieving the greater depth level in writing	25%	38%	35%
% achieving SS 110+ in mathematics	25%	25%	35%

**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

EFF – Education Endowment Foundation Teaching Toolkit

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