



Pupil Premium Strategy 2019 – 2020

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 (2019), 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	£2,300
LAC	£2,300

1. Summary information					
School	Chapelford Village Primary School				
Academic Year	2019-20	Total PP budget	£95,600	Date of most recent PP Review	09/19
Total number of pupils	558	Number of pupils eligible for PP September 2019	71	Date for next internal review of this strategy	Termly and Final review in September 2020

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

% 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%
Key Stage 2 outcomes 2019	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%
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	<ul style="list-style-type: none"> Evidence of rapid progress being made across EYFS, Yr1 & 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	<ul style="list-style-type: none"> 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 working	Increased proportions of the most-able working at greater depth in English, particularly in writing and Mathematics
D.	Improved attendance of all vulnerable groups	Increase in the attendance of vulnerable groups compared with school as a whole.
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.	<ul style="list-style-type: none"> 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	2019 – 2020 – 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 2019 – 2020
<p>In line with EEF Toolkit recommendation reduce class size in Year 5 in order to target academic support more effectively</p>	<p>Reduce class size in Year 5 into 4 groups of approx. 22 mixed ability pupils for English and Maths. Extending the school day – morning and afternoon booster sessions and targeted small group intervention.</p>	<p>Previous academic year followed EEF toolkit recommendation and in-house evidence of previous impact of targeted quality first teaching in 2018 – 2019 was very positive</p>	<p>Monitoring, evaluation and review. Lesson observation. Book scrutiny. Data analysis. ISPP meetings (case studies) and pupil voice</p>	<p>JH LT CH</p>	

<p>Continue to further improve reading stamina and comprehension skills.</p>	<p>To embed the whole school 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.</p>	<p>Reading Leader SLT</p>	
---	--	--	--	--	--

<p>To further increased maths attainment at the higher levels building on the success of 18-19</p>	<p>Further embed the maths mastery curriculum 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>To embed the mastery approach to writing through Pathways to Write (Literacy Company) across the whole school.</p>	<p>To embed the writing mastery approach working with Linda Neil as a pilot 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>	

Total budgeted cost	£35,500
----------------------------	---------

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 2019 - 2020
Appropriate provision in place for those pupils causing concern because of a lack of progress or concerning behaviours	Rapid referral to outside professionals so that appropriate provision is put in place 1:1 support Play therapies CAMHS support Advice from OT, SLT and paediatricians	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 Drop-ins Book scrutiny Coaching class teachers	SENDCO	

<p>Improved Communication, language and listening skills</p>	<p>Dedicated specialist lead for Speech and Language working in a low-stimulation, quiet room. Small group and 1:1 support targeted support using: - Talkboost materials Drawing and Talking Therapy Derbyshire Programme Bespoke S&L programmes</p>	<p>Improved CLL skills across EYFS and KS1 with language being supported with visuals and Makaton as well as using recognised speech and language programmes</p>	<p>Specialist S and L lead Progress measured from baseline Staff skills and training developments Planned timetable for provision Monitoring provision and outcomes</p>	<p>EYFS Leader of Learning SENDCO</p>	
---	--	--	---	--	--

<p>Additional support for reading</p>	<p>Fresh start Reading Plus RWInc Phonics 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>Most able PP evidence working at Greater Depth in Maths and English</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>	

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	
Total budgeted cost					£36,200
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 2019 – 2020 Also see Pupil Premium data

<p>Improve attendance of vulnerable groups to include a reduction in the number of persistent absences – attendance target is to increase percentage for all groups</p>	<p>Allocation of additional hours to support vulnerable families – designated family support role in school Breakfast Club Systems in place to contact other members of the family if child is late</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>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.</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 Developing and embedding Character Learning in the form of Commando Joe, after school club, lunch support, lessons throughout school.</p>	<p>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</p>	<p>Weekly monitoring Pupil discussions Reports and impact of therapies and Character Education.</p>	<p>H/T SENDCO SLT</p>	
Total budgeted cost					£23,900

6. Impact Data			
Early Years Outcomes 2020	All PP 7 Pupils	PP Non SEND 5 Pupils	All Pupils 78
Reading ELG			
Writing ELG			
Number ELG			
Space Shape and Measure ELG			
GLD			
Year 1 Phonics Screen 2020	All PP 12 Pupils	PP Non SEND 10 Pupils	All Pupils 90
Working at the expected level - Phonics			
Key Stage 1 outcomes 2020	All PP 13 Pupils	PP Non SEND 7 Pupils	All Pupils 90
% achieving the expected level in reading			
% achieving the expected level in writing			
% achieving the expected level in mathematics			

% achieving the expected levels in reading/writing/maths combined			
% achieving greater depth in reading			
% achieving the greater depth level in writing			
% achieving greater depth in mathematics			
Key Stage 2 outcomes 2020	All PP 9 Pupils	PP Non SEND 4 Pupils	All Pupils 64
% achieving the expected level in reading			
% achieving the expected level in writing			
% achieving the expected level in mathematics			
% achieving the expected levels in reading/writing/maths combined			
% achieving SS 110+ in reading			
% achieving the greater depth level in writing			
% achieving SS 110+ in mathematics			

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