

Pupil Premium Strategy Statement 2017/18

1. Summary Information

School	St Chad's Church of England Primary School				
Academic Year	2017/18	Total PP budget	£15,840	Date of most recent PP Review	July 2018
Total number of pupils	280	Number of pupils eligible for PP	12 (4.3%)	Date for next internal review of this strategy	New Strategy 2018/19

2. Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers *(issues to be addressed in school, such as poor oral language skills)*

A.	Self Esteem and Mental Well Being of PP children
B.	Access to Extra-Curricular, Enrichment Activities
C.	Preparedness for the school day – uniform, PE kit, substantial snack etc

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

D.	Attendance rates for pupils eligible for PP are 94.9% (other pupils 97.3%)
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3. Planned expenditure				
Academic year	2017/18			
Self-Esteem and Mental Well Being of PP Children				
i. Quality of teaching for all				
Desired Outcome	Actions	Funding	Impact TBC July 2018	Staff lead
<p>Encourage children to feel happy and confident to express their emotions and thoughts verbally in a safe and understanding environment.</p>	<p>Relax Kids sessions for children and staff where necessary. Relax Kids workshop for parents. 'Open Classroom' events where children can share learning with parents/carers; develop 'open' ethos of school PHSE and P4C lessons regularly. SMSC sessions exploring current pertinent topics, eg children's mental health. School ethos is obvious and explicit. Class ethos is clear and open to ensure all children feel safe to talk about their feelings. Mental health Questionnaire for all children and staff, repeated termly. RAG rate mental health provision in school and complete action plan. Assign staff member to mental health. Assign school governor to mental health. Attend current updates on mental health. Ensure all staff are trained and up to date on developments and research into children's mental health. Weekly assemblies to celebrate success and individual and unique talents. School culture assemblies, utilising children's ideas about our school. Provide children with more ownership of school grounds and environment. SMSC and British Values assemblies weekly. Themes revisited regularly. Provide Mindful Journals for children, to support with organising thinking and being able to express personal thoughts.</p>	<p>Well-Being, Mindfulness Journals £50</p>	<p>Summary of % increase in Key Areas on pre/post assessment tools:</p> <ul style="list-style-type: none"> • Positive self-image: 46% Inc • Speak positively about abilities 27% inc • Communicate feelings: 65% inc • Strategies to deal with emotions: 39% inc • Form healthy relationships: 55% inc • Work well with other children: 26% inc • Concentrate for a period: 31% inc • Listen and follow instructions: 33% inc • Be reflective: 57% inc • Be calm for periods of time: 19% inc <p>PP children displayed 92.75% increase in positive responses to post sessional, compared with 31.33% for non-pupil premium.</p> <p>Children's quotes: Relax Kids makes me: "Relaxed and calm, ready to carry on with my day"</p> <p>Relax Kids makes me: "Happy. It's fun! It shows you how to relax your mind."</p>	<p>FM PH ECH BF JD</p>

<p>Children make expected or better attainment and talk with enthusiasm about their academic future</p>	<p>Pupil progress meetings held termly to inform how the children are achieving. Use of Arbor assessment tool to track attainment and progress of all children and disadvantaged groups. Regular moderation of books and learning in classrooms. Classroom learning walks with WWW and EBI reflections. Staff buddy work to encourage sharing of good practice for maximum impact on learning. Regular student voice questionnaires. School council interviews and consultations with school community. Assemblies and lessons to share with the children the purposeful learning and how it can lead to a desired career.</p>	<p>Arbor 'Insight' Tool for measuring and comparing progress and attainment of disadvantaged children £300</p>	<p>In 2016/17, 40% (2/5) PP children in KS2 achieved expected standard in R, W, M. Whole cohort 85%. In 2017/18, 100% PP children in KS2 achieved expected standard in R,W,M. Whole cohort 80.5% In 2017/18, 100% PP children in KS1 achieved or exceeded expected standard in R, W, M.</p>	<p>FM ECH BF Subject leaders</p>
<p>School's SEND provision externally moderated in order to ensure rigour in provision and to highlight any areas for improvement</p>	<p>An external consultant to carry out whole-school SEND review. To include:</p> <ul style="list-style-type: none"> ➤ Interviews with parents of SEND children ➤ Meetings with SEND children ➤ Interviews with school staff, LSA's, SENDCO, SLT, SEND Governor ➤ Lesson observations ➤ Intervention Observations ➤ SEND paperwork scrutiny <p>Regular SEND update meetings for all staff</p> <p>Regular meetings/contact between SENDCO and SEND Governor.</p>	<p>£350</p>	<p>Comments from external SEND review:</p> <p>The school has a culture of high aspiration for all children including those with SEND. Leaders of SEND have created a culture that actively welcomes and engages parents of children with SEND. Leaders of SEND are knowledgeable about SEND policy and practice and have embedded the SEND reforms in school.</p> <p>School has a successful track record of supporting children with SEND both into school and into their next stage of education.</p> <p>School is appropriately resourced and staffed to meet the current need of children with SEND,</p> <p>The school has a holistic approach to many areas of SEND provision and is responsive to the needs, development and wellbeing of children.</p>	<p>PH KB ECH RH FM</p>

<p>LSAs and support staff to feel more confident in leading interventions, 1:1 and small group work – focussing upon positive behaviour management, SMSC and mental health</p>	<p>Work with staff at other Trust schools to develop a series of facilitated training sessions for LSAs and support staff.</p> <p>Facilitated sessions run half termly. Focus on:</p> <ul style="list-style-type: none"> ○ Engagement and Challenge ○ Questioning ○ Behaviour Management ○ Differentiation ○ Teaching and Learning <p>Post-sessional tasks from facilitated training where LSAs have opportunity to embed learning and put ideas into practice.</p>	<p>Cost of LSA cover for 1 morning per half term £400</p>	<p>All LSA's attended Trust wide training sessions at St Anne's.</p> <p>In post-sessional impact statements, LSA's feedback that they felt:</p> <p>"More involved in my own professional development."</p> <p>"More confident when questioning children."</p> <p>"Full of ideas about new things to try."</p> <p>"More confident in working with children with a wider range of needs."</p>	<p>Staff across Trust Schools</p>
<p>ii. Targeted Support for PP children</p>				
<p>Encourage children to feel happy and confident to express their emotions and thoughts verbally in a safe and understanding environment.</p>	<p>Weekly counselling sessions with private, qualified counsellor.</p> <p>Pupil centred Review meetings to address all areas of child's well-being and learning, eg: <i>What is important to ____? What is important for _____? What's working well at home? What's working well at school? What's not working well?</i></p> <p>Ensure all relevant adults are involved in, and given adequate release time for, PCR meetings.</p>	<p>£800</p> <p>Cost of cover for PCR £1000</p>	<p>15 children currently have PCR meetings; 4 PP children currently have PCR meetings.</p> <p>All staff involved with child now attend PCR meetings – not just Class Teachers.</p>	<p>PH ECH BE All staff</p>
<p>Provide children with an outlet, and coping mechanisms, for feelings of anger, frustration and loneliness.</p>	<p>'Marvellous Me' 1:1 and small group interventions.</p> <p>Children's mental health questionnaire.</p> <p>Relax Kids intervention groups.</p> <p>Social Stories 1:1 groups.</p> <p>Lego therapy 1:1 and small group work.</p> <p>Facilitated friendship groups.</p> <p>BLAST speech and language intervention.</p>	<p>1:1 adult support £7110</p>	<p>Wide range of specialist interventions now available for children at different stages in school career.</p> <p>A referral form/process is now in place.</p> <p>Class teachers and other adults have a choice of what to put in place for individuals.</p>	<p>PH Class Teacher LSAs</p>
<p>iii. Other Approaches</p>				

Children and are offered meaningful, regular opportunities for reflection and meditation	Mindfulness training for all staff. Relax Kids training for all staff. Focus on massage and 8 steps of Relax Kids.	Funded through Sport Premium	Staff highlighted the skills they developed from Relax Kids staff meeting: <u>Active listening</u> – being more aware of what children are saying with words and actions. <u>Experimenting</u> – trying new things and giving sufficient time to take effect. <u>Calmness</u> – shutting out the world and focussing on self	FM PH Relax Kids
Medical needs are met and do not adversely affect learning	Provide on-going medical support for pupils with conditions and support in writing health care plans with parents. Learning provided for home study where illness/medical appointments cause school absence. Liaise with school nurse where necessary.		Class teachers and school SENCO have liaised with School Nurse and family GPs to share relevant and timely information on individuals in order to ensure best outcomes, eg to apply for an EHC plan	LH School Nurse Class Teacher

Access to Extra-Curricular, Enrichment Activities

i. Quality of teaching for all

Desired Outcome	Actions	Funding	Impact	Staff lead
Extend range of extra-curricular activities available for all children	Explore wider range of free, lunchtime clubs, eg chess, art, cross country etc Extend after school football club to Reception children in Spring Term.		Lunchtime chess club has over 30 members Lunchtime art club runs on Thursday and Friday lunchtime After school Science club now offered to KS1 After school Spanish club is offered to KS1 and KS2 After school football club open to Reception class from Easter onwards Cross country opportunities have been extended to Year 2 (up to Year 6)	FM BF
Increase amount of usable space available for outdoor and extra-curricular activities	Consult with children and staff on ways of developing school grounds. Explore installation of astroturfed area on school site – to be used by all age groups; could potentially be used by local community.	Funded through Sport Premium, Parent Fundraising and School Funds	Astroturf installed Autumn 2018 and Spring 2019. Impact to be monitored once installed.	FM School Council All staff

ii. Targeted Support for PP children

<p>Ensure all children are able to access all academic and non-academic opportunities regardless of cost</p>	<p>Cover costs of music tuition provided by Oldham Music Centre in curriculum time. Cover costs of extra-curricular sporting clubs and activities. Ensure transport to and from sporting activities is not a barrier to participation.</p>	<p>Music £1000 Sports Clubs £500</p>	<p>5 courses of music lessons paid for through PP 15 school visits trips paid for through PP 1 residential trip paid for through PP No PP children missed out on music tuition/sporting activity or class trip due to insufficient funds in 2017/18 academic year</p>	<p>FM LH CG</p>
<p>Develop learning and love of learning through a range of academic and non-academic opportunities.</p>	<p>Cover costs of extra-curricular trips and visits to ensure cost is not a barrier to attendance. Cover costs of residential trip to ensure cost is not a barrier to attendance.</p>	<p>Trips and Visits £1000</p>		<p>FM LH CG All staff</p>

iii. Other Approaches

<p>Ensure smooth transition to secondary school for all children.</p>	<p>Encourage visits from personnel in local secondary school(s) so children are familiar with names/faces and feel confident meeting them. Arrange additional enrichment visits and activities for vulnerable children in Year 6. Attend SS 'Tea Party' for update on how leavers are settling in and to share developments in their learning.</p>		<p>10+ St Chad's staff attended Tea Party at Saddleworth School. Year 7 children were well settled and successful in new environment. X6 additional transition visits organised for identified children in Summer Term 2018. Year 7 pupils (one PP) return to St Chad's weekly to support in KS1 classes as part of transition programme.</p>	<p>BF PH AM</p>
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Preparedness for the school day – uniform, PE kit, substantial snack etc

i. Quality of teaching for all

Desired Outcome	Actions	Funding	Impact	Staff lead
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<p>Ensure all children are ready for the school day and have all necessary uniform and equipment</p>	<p>Share information about the school day with parents and carers at 'Meet the Teacher' events Ensure parents and carers are aware of PE and music timetables Use SMS messaging to inform parents/carers of any changes to weekly routines Regularly remind children of school expectations around uniform and presentation Have spare ties/ hair bobbles etc in school for lending to children Have spare PE kit, trainers and wellies in school Ensure there is always fruit available for children with no snack or requiring additional snack.</p>	<p>Uniform and PE kit donated by parents/staff</p>	<p>Engagement rates in PE sessions for PP and non PP children is same across Year 1-5. In Year 6 PP engagement in PE is significantly lower than non PP. This is being addressed through various actions.</p>	<p>All Staff</p>
<p>ii. Targeted Support for PP children</p>				
<p>Learning opportunities are maximised by ensuring readiness for the school day</p>	<p>Provide school uniform (skirt, blouse, shoes), PE Kit (trainers, shorts, trousers, t-shirt) and Forest School attire (wellies and waterproofs) to ensure that vulnerable children do not feel different to peers</p> <p>Provide healthy, substantial snack for vulnerable children where necessary/appropriate. Ensure snacks are always available and that children know where these are kept. Ensure adults working with children are aware of availability of snack.</p>	<p>Uniform £100 Snack £400</p>	<p>Spare snacks purchased by school and utilised by PP children (approximately 2/3 times per week)</p> <p>Winter coats and additional uniform purchased for PP children to ensure readiness for all weather conditions and events.</p>	<p>FM LH Class Teacher</p>
<p>Ensure learning begins in most relaxed and organised way</p>	<p>Cover cost of Before and After School Club care for PP children. Ensure a healthy and substantial breakfast is provided in before school club. Offer opportunities for completed relevant homework activities in after-school club.</p>	<p>B&A £800</p>	<p>62.5% PP children attend B&A club.</p>	<p>FM CD B&A Club Staff</p>
<p>iii. Other Approaches</p>				
<p>Restructure Before and After School Club after consultation with children</p>	<p>Conduct B&A Club child questionnaire, eg <i>'What activities do you particularly enjoy in club?'</i> <i>'What activities would you like to have in club?'</i> Utilise results of questionnaire to restructure activities in B&A club. Offer children more choices about their activities. Engage children in preparing club snack sharing ideas for new, healthy snacks. Offer a quiet place where children can complete homework activities at after school club.</p>		<p>Children's responses to B&A club questionnaire:</p> <p><i>"We would like to help to make snack."</i> (this is now included on club activity list)</p> <p><i>"We would like a bigger range of snacks."</i> (garlic bread and other foods now available)</p> <p><i>"We would like the TV to be available in the mornings."</i> (license purchased and this is now available)</p>	<p>FM CD B&A Club Staff</p>

Attendance of pupils, especially focussing on those eligible for PP

i. Quality of teaching for all

Desired Outcome	Actions	Funding	Impact	Staff lead
Children motivated to come to school and engaged by their learning	Carry out pupil and staff well-being questionnaires. Evaluate results of questionnaires. Identify where appropriate in class interventions needs to take place for well-being and motivation. Revisit whole school curriculum tracker; identify topics and areas which have been particularly motivating for pupil's and those which have not. Develop new and engaging schemes or work for cohorts of children. Offer regular opportunities for staff to share good practice in teaching and learning that has motivated and engaged learners. Feedback for lesson observations to identify elements of DR ICE (Deepening Thinking, Role Modelling, Impact, Challenge, Engagement)		Curriculum tracking and topic ideas have been shared across Trust schools. Children, and adults, have increased ownership of topics and content taught. Whole school curriculum will be revisited and revised in 2018/19 academic year.	All Staff

ii. Targeted Support for PP children

Attendance of PP children more closely in line with that of non-pupil premium over time	Address concerns about individual's attendance with key workers and other involved agencies. Work closely with families to track attendance data, using Arbor MIS system. Identify barriers to attendance for parents/carers and children and work on 1:1 basis to break down these barriers. Celebrate improvements in attendance with individual children and families.		New attendance officer for Oldham visits school half term. Attendance officer and Head have met with parents/carers of pupils (including PP) to work together to improve attendance. School now works with local secondary school to improve attendance for families – not just individuals. <u>2017/19 Attendance:</u> PP:96.2% (3.1% authorised, 0.7% unauthorised) Non PP: 95.1% (4.0% authorised, 0.9% unauthorised)	FM PH Class Teacher
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iii. Other Approaches

<p>Promote excellent attendance levels for all children</p>	<p>Track attendance daily through new MIS system, Arbor. Meet with LA attendance representatives to monitor attendance of individuals and families. Flag attendance areas for improvement with parents/carers of individuals. Celebrate 100% or high attendance figures with certificates in Celebration Assembly. Share 'Every Day Counts' information with all families; encourage parents/carers struggling with child's attendance to seek support from school.</p>		<p>Class attendance award shared weekly. Every day counts shared with parents. Attendance for PP children increased from 94.9% to 95.1% over academic year 2017/18.</p>	<p>FM LA Attendance Officer</p>
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4. Additional detail

In order to be more effective we will:

The Senior Leadership Team and SENCO will continue to robustly track individuals and ensure that the pupil premium strategy is reviewed and updated regularly. Groups and individuals will be discussed in detail at termly pupil progress meetings where strategies will be evaluated and next steps agreed. The Governing Body will be updated on progress each half term.