

Pupil Premium Strategy Statement 2018/19

1. Summary Information

School	St Chad's Church of England Primary School				
Academic Year	2018/19	Total PP budget	£19,800	Date of most recent PP Review	Jan 2019
Total number of pupils	289	Number of pupils eligible for PP	15 (5.2%)	Date for next internal review of this strategy	July 2019

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.	Deep thinking – children's ability to respond to higher order questioning and to achieve greater depth
B.	Timeliness, quality and impact of 1:1 and small group intervention
C.	Wellbeing, confidence and self-esteem of children

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

D.	Additional, external and complex home situations
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3. Planned expenditure

Academic year

2018/9

Deep thinking – children’s ability to respond to higher order questioning and to achieve greater depth

i. Quality of teaching for all

Desired Outcome	Actions	Funding	Impact TBC July 2019	Staff lead
Pupils able to respond to high-level Bloom’s taxonomy question	<ul style="list-style-type: none"> o Blooms questioning training for all staff working with children o Targeted, additional Bloom’s questioning training for support staff (across Trust schools) o Produce small versions of Bloom’s questions for use in guided reading o Staff to explicitly plan in Bloom’s questions when planning and preparing learning experiences: <p>Remember – Understand – Apply = Analyse – Evaluate - Create</p>	<p>Cost of covering support staff for training: £430</p> <p>Printing and laminating Bloom’s £100</p>		
Children able to show resilience, to reason and to explain thinking when working through problems	<ul style="list-style-type: none"> o CPA (concrete, pictorial, abstract) approach to mathematics o Use of Characteristics of Learning to engage children with learning and thinking process o Staff to role model problem solving and reasoning by ‘thinking aloud’ when teaching whole class and small groups o Staff to deliberately make errors (where appropriate) to encourage children to reason through the problem correctly o Characteristics of Learning tracked termly through Arbor MIS 	<p>Concrete maths materials £400</p> <p>Characteristics of learning character toys: £200</p>		
Children settled and ready for learning so they can achieve the best possible outcomes	<ul style="list-style-type: none"> o Ear defenders purchased o Wobble cushions purchased o Individual workstations purchased 	£400		

ii. Targeted Support for PP children

<p>PP children to access achievable but challenging higher-order questions and develop deeper thinking skills</p>	<ul style="list-style-type: none"> ○ In class interventions specific to children's needs – assess effectiveness and adjust support where necessary throughout the year ○ Involvement with outside agencies for assessments, advice and support ○ Whole class, small group and 1:1 intervention ○ Class teachers direct specific higher-order questioning towards PP pupils ○ SATs booster groups targeted to specific PP children 	<p>LSA support for 1:1, small group and whole class £14,000</p>		
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iii. Other Approaches

<p>Good practice shared across Trust schools</p>	<ul style="list-style-type: none"> ○ Termly phase group meetings between Trust schools – facilitated by senior leaders ○ Trust personnel to visit other schools – look at use of characteristics of learning and greater depth questioning ○ School Direct students visit classrooms and observe high level questioning – feedback WWW and EBI to staff ○ Coaching pairs across Trust schools to encourage challenge and self-driven professional development ○ Weekly strategic meetings of Trust Heads and Exec Head to facilitate sharing of good/best practice 	<p>Cover for staff to visit Trust schools £1000</p>		
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Timeliness, quality and impact of 1:1 and small group intervention

i. Quality of teaching for all

Desired Outcome	Actions	Funding	Impact	Staff lead
<p>LSA's confident working with individuals and small groups</p>	<ul style="list-style-type: none"> ○ LSA performance management carried out by SLT and targets supported by Key Stage teams ○ Staff confidence questionnaires ○ Weekly LSA meeting – issues raised; Safeguarding training updated in timely fashion ○ Direct LSA's towards relevant training opportunities ○ Offer opportunities for LSA's to explore range of roles outside of previous experience ○ Explore opportunities for coaching between LSA's in Trust schools 			

LSA's matched to personalities and academic needs of individuals in each class	<ul style="list-style-type: none"> ○ Careful construction of split and straight classes for academic year 2018/19 ○ Detailed handover between class teachers and support staff for new academic year ○ Regular discussions between LSA's, Class teachers, SENCO and SLT ○ Regular pupil progress discussions ○ Sufficiently flexible LSA timetable arrangements to ensure consistency but allow for responding to need 			
Timely and relevant interventions implemented	<ul style="list-style-type: none"> ○ Toe by Toe intervention ○ Power of 2 intervention ○ Coaching systems for Maths purchased ○ ELSA training for LSA ○ Boardmaker Studios purchased ○ Beat Dyslexia intervention ○ Handwriting interventions ○ Secondary transition group ○ Lego Therapy Interventions ○ Reading Interventions – focussed on comprehension ○ Writing interventions, 1:1 and small group 	Resources £800 LSA intervention costs as above		
ii. Targeted Support for PP children				
PP children matched with LSA's to ensure maximum progress	<ul style="list-style-type: none"> ○ In depth tracking of PP children personal, social and academic progress ○ Strengths and training of LSA's matched to individual and group PP children needs ○ Successes celebrated and areas for improvement identified regularly ○ LSA training organised where required ○ Changes in support timetable made where identified as necessary and beneficial for PP children 	ELSA training £300		
iii. Other Approaches				

Flexible arrangements across Trust schools so support staff can be deployed in most appropriate place	<ul style="list-style-type: none"> ○ Skill set audit of support staff ○ LSA to work part time at 2 schools and feedback effectiveness ○ All support staff to meet together at Trust day, facilitated by Executive Head – begin to build relationships 			
Wellbeing, confidence and self-esteem of children				
i. Quality of teaching for all				
Desired Outcome	Actions	Funding	Impact	Staff lead
All children happy, confident and confident in expressing themselves	<ul style="list-style-type: none"> ○ 1:1 counselling sessions weekly for identified children ○ Relax Kids small group sessions for identified children ○ Whole class Relax Kids for all children ○ Relax Kids training for adults ○ Mental Health questionnaire for children ○ Mental Health Questionnaires for adults ○ Social and friendship groups ○ Lego therapy groups ○ Social Story sessions ○ Targeted resources 	Relax Kids £2700 p/term = £8100		
ii. Targeted Support for PP children				
Children happy in themselves, with a positive self-image	<ul style="list-style-type: none"> ○ 1:1 counselling sessions weekly for identified children ○ Relax Kids small group sessions for identified children ○ Purchase Healthy coping colouring book and journal ○ 1:1 opportunities for debrief with identified staff member ○ Staff alerted to identifying changes in behaviour/mood and are able to respond sensitively 	Healthy coping Journal and colouring books £99 My book of feelings £11		

Children able to access a wide range of activities to boost self-esteem and enjoyment	<ul style="list-style-type: none"> ○ Small group musical instrument tuition paid for by school ○ After school clubs paid for by school (Relax Kids, Science club etc) ○ Residential visits paid for by school ○ Extra-curricular trips paid for by school ○ Play costumes purchased for PP children 	<p>Music Tuition £2000</p> <p>After School Clubs £1000</p> <p>Residential £268 x 4 = £1072</p> <p>Costumes £50</p>		
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iii. Other Approaches

Staff work alongside children to improve and enhance provision in school	<ul style="list-style-type: none"> ○ Increase visibility and actions of School Council to ensure pupil voice is heard and actioned ○ Trial of St Chad's mile ○ Introduction of Friday 'Golden Table' to enhance lunchtimes ○ Wednesday career assemblies for Key Stage 2, to inspire and explore choices ○ Involve children in Fayres and fundraising activities 			
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Additional, external and complex home situations

i. Quality of teaching for all

Desired Outcome	Actions	Funding	Impact	Staff lead
Home-school communications are open and effective	<ul style="list-style-type: none"> ○ Open door policy ○ Class blogs detailing learning ○ Text, email, phone call, face to face communications ○ Open classroom events ○ Parent/family issues dealt with promptly and sensitively ○ Work with Attendance Officer to address and improve attendance ○ Parent Consultation Meetings ○ Termly reports ○ Noticeboard in playground 			

ii. Targeted Support for PP children				
<p>Families are supported in any/all aspects required to improve children's attendance and attainment</p>	<ul style="list-style-type: none"> ○ Early Help Referral support ○ Housing support and advice ○ Multi-agency support accessed ○ Support with key family events where necessary ○ Uniforms and winter coats purchased ○ Personalised support programmes agreed with families and regularly re-visited and amended ○ Cost of B&A club covered 	<p>B&A Club costs £500</p> <p>Uniform costs £200</p>		
iii. Other Approaches				
<p>Families feel involved in aspects of school life</p>	<ul style="list-style-type: none"> ○ Open classroom events ○ Parent/family music events ○ 'Big Draw' event for families ○ Introduction of family newsletter ○ SEND information events ○ Parent Consultation Meetings 			
4. Additional detail				
<p>In order to be more effective we will:</p> <p>The Senior Leadership Team and SENCO will continue to robustly track individuals and ensure that the pupil premium costed provision map is updated each term. Groups and individuals will be discussed in detail at termly pupil progress meetings where strategies will be evaluated and next steps agreed.</p>				