

Pupil Premium Strategy Statement 2018/19

1. Summary Information

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| 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)*

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| 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)*

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| 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 |
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| Pupils able to respond to high-level Bloom's taxonomy question | <ul style="list-style-type: none"> ○ Blooms questioning training for all staff working with children ○ Targeted, additional Bloom's questioning training for support staff (across Trust schools) ○ Produce small versions of Bloom's questions for use in guided reading ○ 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> | <p>Wide range of high order questioning evidenced in formal and informal lesson observations throughout school.</p> <p>Evidence of Bloom's questioning specifically planned for in lesson plans and notebooks.</p> <p>2019: % Year 6 children achieving or exceeding expected standard in reading 97.5% - evidencing ability to access and respond to deep thinking higher order questions.</p> | All staff |

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| <p>Children able to show resilience, to reason and to explain thinking when working through problems</p> | <ul style="list-style-type: none"> ○ CPA (concrete, pictorial, abstract) approach to mathematics ○ Use of Characteristics of Learning to engage children with learning and thinking process ○ Staff to role model problem solving and reasoning by 'thinking aloud' when teaching whole class and small groups ○ Staff to deliberately make errors (where appropriate) to encourage children to reason through the problem correctly ○ Characteristics of Learning tracked termly through Arbor MIS | <p>Concrete maths materials £400</p> <p>Characteristics of learning character toys: £200</p> | <p>Evidence of Characteristics of Learning becoming part of everyday parlance for children and parents, especially across FS and KS1. Positive feedback from parents when using CoFL in homework.</p> <p>Year 1 – CoFL average mark increased from 26% to 65% Year 2 – CoFL average mark increased from 38.9% to 67.9% Year 3 – CoFL average mark increased from 39.9% to 63.9% Year 4 – CoFL average mark increased from 22.6% to 62.7% Year 5 – CoFL average mark increased from 38.9% to 67.9% Year 6 – CoFL average mark increased from 22.6% to 58.8%</p> <p>Next step: Key Stage 2 to develop Characteristics of Learning characters and share with children.</p> | <p>All staff</p> |
| <p>Children settled and ready for learning so they can achieve the best possible outcomes</p> | <ul style="list-style-type: none"> ○ Ear defenders purchased ○ Wobble cushions purchased ○ Individual workstations purchased | <p>£400</p> | <p>Reduced Keep in Step and CPOMS incidents of low-level classroom disruptions.</p> <p>Positive feedback from children and parents in PCR meetings.</p> | <p>PH</p> |
| <p>ii. Targeted Support for PP children</p> | | | | |
| <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> | <p>All staff no aware of PP children in cohort and in other classes when covering.</p> <p>Evidence of PP children highlighted in planning and targeted in small group and 1:1 work.</p> | |
| <p>iii. Other Approaches</p> | | | | |

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| <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> | <p>School staff reported:</p> <p>“We are thinking more creatively about cross-Trust and community sharing of work.”</p> <p>“We have better relationships and are feeling more comfortable around different Trust personnel.”</p> <p>“We are thinking more openly about my subject/phase group and ways it fits into the wider curriculum, rather than seeing it as a stand-alone.”</p> <p>100% of staff attending felt more comfortable und Trust staff from other schools</p> <p>80% of staff attending requested further time for developing relationships and sharing practice.</p> | <p>FM, JF, SBM</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 |
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| <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 | | <p>Following LSA performance management, several staff accessed further training opportunities:</p> <p>ELSA, Autism, TA training qualification, Visual Literacy, Speech and Language, PREVENT.</p> <p>Increased levels of confidence in LSAs and support for children evident in these areas.</p> | <p>PH</p> |

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| 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 | | <p>In 2019 Summer Term there were fewer concerns/queries about decision for straight and split classes raised by parents/carers than in previous 5 years.</p> <p>Parents positively fed back on impact of including future teacher and LSA in final PCR meetings of the academic year.</p> | FM, PH |
| 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 | <p>Resources £800</p> <p>LSA intervention costs as above</p> | <p>Interventions mapped and tracked by SENCO. Regular feedback from LSAs, teachers and parents as to effectiveness. Interventions altered/discontinued where appropriate.</p> <p>Future action: track intervention groups and progress in Arbor.</p> | PH |
| 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 | LSA timetables have been altered flexibly throughout the year to ensure targeted support where most required. | FM, PH |
| 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 | | LSA feedback indicates they would welcome further opportunities to meet and share practice across Trust schools. Next step: Explore opportunities for coaching/practice-sharing in 2019/20. | FM |
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| 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 | See Relax Kids evaluation Autumn/Spring/Summer Term 2018/19. | FM, ECH |
| 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 | Friendship groups identified as key priority for PP children. Set up and run by class teacher and LSA in conjunction with whole class work. Positive impact on reducing play and lunchtime incidents. | |

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| 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> | <p>PP children access 100% of available extra-curricular visits and trips.</p> <p>4 PP children able to attend Robinwood residential with Year 6 cohort.</p> <p>2 PP children able to partake in school performances with costumes.</p> <p>2 PP children accessed breakfast club facility to reduce incidents of lateness and non-attendance at school.</p> | FM, LH |
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iii. Other Approaches

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| 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 | | <p>Positive feedback from children and staff on Golden Table. Reduced incidents of low-level behaviours in lunch hall.</p> <p>Over 50% of KS2 children volunteered to lead careers assemblies for their peers.</p> | |
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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 | | <p>Positive parental and governor feedback on introduction of termly newsletter.</p> <p>Positive parental feedback on introduction of email rather than paper copy letters where possible.</p> <p>Positive parental and governor feedback on introduction of noticeboard.</p> | FM |

| ii. Targeted Support for PP children | | | | |
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| <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> | <p>Parents/carers of PP children reported feeling more confident in approaching and accessing support from school.</p> <p>Increased incidents of PP Parents/Carers contacting school to request support rather than school contact home.</p> | <p>FM, Various agencies</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 | | <p>Higher than previous year's attendance at open classroom events; Larger than previous year's attendance at big draw; Increased attendance at Summer music assemblies.</p> | <p>All staff</p> |
| 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> | | | | |