

Pupil Premium Strategy Statement 2019/20

1. Summary Information

School	St Chad's Church of England Primary School				
Academic Year	2019/20	Total PP budget	£29,040	Date of most recent PP Review	July 2019
Total number of pupils	289	Number of pupils eligible for PP	22 (7.6%)	Date for next internal review of this strategy	Jan 2020

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. | % of PP children achieving Greater Depth standard – focus on R, W, M |
| B. | Achievement in Maths of PP children across Key Stage One |
| 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. | Lateness and readiness for school in morning |
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3. Planned expenditure

Academic year

2019/20

% of PP children achieving Greater Depth standard – focus on R, W, M

i. Quality of teaching for all

Desired Outcome	Actions	Funding	Impact	Staff lead
<p>In 2020, 37.5% children achieving GDS in Mathematics in Year 6 (10% of these previously middle-ability attainers)</p> <p>Increased ability to verbally reason through problems</p> <p>Evidence of opportunities for reasoning and problem solving in all subject areas</p>	<ul style="list-style-type: none"> • Analysis of Summer Term Data – including question level analysis • Implement additional formal testing to expose children to test environment • Ensure verbal reasoning opportunities are encouraged and role modelled in all subjects and lessons • Analysis of Spring Term Data – including question level analysis and test performance compared with in-class performance • Test-style reasoning and problem solving questions tackled daily by all pupils in school • Collation of evidence of reasoning and problem solving in all subjects; cross-referenced with end of year outcomes and progress 	<p>Purchase of INSIGHT tool in Arbor - £400</p> <p>Cost of NFER tests termly £1000</p> <p>Cost of any additional resources required for problem solving/reasoning</p>		BF, JC

ii. Targeted Support for PP children

<p>Currently 4.5% of PP children on track for GDS in Reading. Target: 36.4%</p> <p>Currently 4.5% of PP children on track for GDS in Writing. Target: 22.7%</p> <p>Currently 4.5% of PP children on track for GDS in Maths. Target: 31.8%</p>	<ul style="list-style-type: none"> • Targetted identification of provision for PP children in planning • Class teachers direct specific higher-order questioning towards PP pupils • Planned for opportunities for reasoning and problem solving in interventions and lessons • Peer-tutoring opportunities planned for and sufficient time allowed • Whole class, small group and 1:1 intervention • SATs booster groups targeted to specific PP children 	<p>LSA support for 1:1, small group and whole class £12,000</p>		PH, JC
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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>		<p>JC, SBM</p>
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Achievement in Maths of PP children across Key Stage One

i. Quality of teaching for all

Desired Outcome	Actions	Funding	Impact	Staff lead
<p>In Year 1, currently 85% of children on track for EXS in Maths. Target: 91.5%</p> <p>In Year 2, currently 66.7% of children on track for EXS in Maths. Target: 88.9%</p>	<ul style="list-style-type: none"> • Analysis of Summer Term Data – including question level analysis • Implement additional formal testing to expose children to test environment • Ensure verbal reasoning opportunities are encouraged and role modelled in all subjects and lessons • Analysis of Spring Term Data – including question level analysis and test performance compared with in-class performance • Test-style reasoning and problem solving questions tackled daily by all pupils in school • Collation of evidence of reasoning and problem solving in all subjects; cross-referenced with end of year outcomes and progress 			<p>ECH, JC</p>

ii. Targeted Support for PP children

<p>In Year 1, currently 50% of PP children on track for EXS in Maths. Target: 100%</p> <p>In Year 2, currently 25% of PP children on track for EXS in Maths. Target: 75%</p> <p>PP children matched with LSA's to ensure maximum progress</p>	<ul style="list-style-type: none"> • PP children highlighted on planning and identified for specific questioning • Range of differentiation methods utilised to ensure most effective outcomes: R, S, T, R (Resources, Support, Task, Response) • Timely and relevant interventions implemented • In depth tracking of PP children attainment and progress – compared with non-PP and in relation to individual starting points • 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 	<p>Additional KS1 LSA employed P/T £7,000</p>		<p>ECH, JC</p>
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iii. Other Approaches

<p>Children able to show resilience, to reason and to explain thinking when working through mathematical 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 resources: £300</p>		<p>BF, JC</p>
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Wellbeing, confidence and self-esteem of children

i. Quality of teaching for all

Desired Outcome	Actions	Funding	Impact	Staff lead
<p>All children happy, confident and confident in expressing themselves</p>	<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 	<p>Relax Kids £2700 p/term = £8100</p>		<p>PH, LH, JC</p>

	<ul style="list-style-type: none"> • 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 			
ii. Targeted Support for PP children				
<p>Children happy in themselves, with a positive self-image</p> <p>Children able to access a wide range of activities to boost self-esteem and enjoyment</p>	<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 • 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>Healthy coping Journal and colouring books</p> <p>My book of feelings</p> <p>Music Tuition</p> <p>After School Clubs</p> <p>Residential</p> <p>Costumes</p> <p>Costs TBC depending upon number needed</p>		PH, LH. JC
iii. Other Approaches				
<p>Staff work alongside children to improve and enhance provision in school, and wider community</p>	<ul style="list-style-type: none"> • Increase visibility and actions of School Council to ensure pupil voice is heard and actioned • Continuation of St Chad's mile • Continuation of Friday 'Golden Table' to enhance lunchtimes • Involve children in Fayres and fundraising activities • Explore opportunities for children to engage with children in other Trust schools and create meaningful community projects – see SIP 	<p>Cost of coach travel between Trust schools</p>		JC

Lateness and readiness for school in morning

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 			JC, All staff

ii. Targeted Support for PP children

Families are supported in any/all aspects required to ensure children are present and on time for school, and ready to start the day	<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 	B&A Club costs £500 Uniform costs £200		JC, Agencies
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iii. Other Approaches

Families feel involved in aspects of school life	<ul style="list-style-type: none"> • Open classroom events • Parent/family music events • 'Big Weave' event for families • Continuation of family newsletter • SEND information events • Parent Consultation Meetings 			All staff
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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 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.