

# Pupil premium strategy statement (primary)

1. Summary information					
<b>School</b>	Chilton Foliat Primary School				
<b>Academic Year</b>	2016 2017	<b>Total PP budget</b>	£10560.00	<b>Date of most recent PP Review</b>	Sept 2017
<b>Total number of pupils</b>	86 (as at Jan 'Census)	<b>Number of pupils eligible for PP</b>	8	<b>Date for next internal review of this strategy</b>	Sept 2018

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP</i>
<b>% achieving in reading, writing and maths</b>	2017 0%	2017 50%
<b>% making progress in reading</b>	2017 0%	2017 75%
<b>% making progress in writing</b>	2017 0%	2017 0%
<b>% making progress in maths</b>	2017 0%	2017 0%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)		
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )		
<b>A.</b>	Emotional well-being including bereavement	
<b>B.</b>	Lack of independent writing skills	
<b>C.</b>	Poor phonic/spelling skills in KS2	
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )		
<b>D.</b>	Lack of support from home	
<b>E.</b>	Poor attendance for some PPG pupils	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Pupils to become more confident and resilient learners	Pupils become more independent learners

<b>B.</b>	Pupils to have the basic writing skills necessary	Pupils meet at least ARE in writing at the end of both Key Stages
<b>C.</b>	Pupils to spell words at an age appropriate level, including homophones and near homophones	Pupils spelling scores will increase and be reflected in their everyday writing.
<b>D.</b>	Parents to see importance of the support given at home and how this is reflected in their child's academic ability, their confidence and their resilience.	Pupils seeing the importance of the input of parents, pupil and teachers in their education.
<b>E.</b>	For the attendance of all pupils, including PPG pupils to increase.	For attendance for all PPG pupils to be 97% or above.

<b>5. Planned expenditure</b>					
<b>Academic year</b>	2017 2018				
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.					
<b>i. Quality of teaching for all</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Improved spelling across the school	KS2 phonics taught daily (as well as KS1)	89% of pupils passed their KS1 phonics screening check due to daily phonics groups. Spelling in books is not consistent across the school.	Termly monitoring by English Subject Lead and Head Teacher monitoring.	Mrs Pinnegar / Mrs Weston	January 2018
More pupils meeting ARE at the end of KS1 and KS2.	Talk for Writing to further embed as we move into the second year of the initiative.	All pupils across the school have made at least expected progress since baselining at the beginning of the year. 13% have made more than expected progress.	Termly monitoring by English Subject Lead and Head Teacher monitoring..	Mrs Pinnegar / Mrs Weston	End of Term1, 2, 3, 4, 5 & 6.
<b>Total budgeted cost</b>					£10,560.00

<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Closing the gap for SEN/PPG pupils	Introduce new interventions.	All SEN/PPG pupils are making expected progress but accelerated progress is required to close the gap.	Pupil Progress Meetings TA weekly SEN Meetings	DW	December 2017
Increased challenge for higher attaining PPG pupils	Weekly small group sessions in maths for high-attaining pupils with HLTA, in addition to standard lessons.	Small group interventions with highly qualified staff have been shown to be effective.	This will form part of the Maths Subject Lead, the Head Teacher monitoring and the More Able Co-ordinator monitoring schedule.	PS DW JG	January 2018
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
For pupils to have their emotional needs met	To have access to programmes such as Greatwood Horsepower.	Greatwood delivers pioneering education programmes teaching emotional literacy and life skills via interaction with rescued and rehabilitated ex-racehorses	Monitor whether the pupils are benefitting from the programme after each session.	DW	During the programme.
For all pupils to have access to extra-curricular activities.	Contribute to the cost of trips, residentials, music tuition, Summer Club & other extra-curricular activities.	Research findings indicate that participants in after-school programmes score higher on measures of academic achievement. There is evidence that there are wider benefits for low- income students in terms of behaviour and relationships with peers.	Monitor the pupils emotional well-being and academic achievement as part of Pupil Progress Meetings.	DW	During the Pupil Progress Meetings.
<b>Total budgeted cost</b>					£10,560.

6. Review of expenditure				
Previous Academic Year		2016 2017		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
For all staff to be trained Deliver high quality maths lessons Deliver high quality English lessons	CPD Abacus Wordsmith Additional resources TA delivered interventions	Good quality teaching is being delivered in all classes. Reading is strength across the school. In-year progress in writing is good. Maths is good at the end of KS1 – 83% but not so good at the end of KS2 - 43% (small cohort). PPG – 9 pupils entitled (funded for 8): Reading 66% EXS+ (33% GD) Writing 44% EXS Maths 44% EXS	Abacus and Wordsmith have not had the desired outcomes. We have introduced Talk for Writing this year and this has already had more of an impact on progress (attainment will come in time).  Abacus does not seem to align completely with the new curriculum – White Rose Hub / Hamilton Trust will be used in 2017 2018 to replace Abacus.	£465.00 (Abacus) £300.00 (Wordsmith) £100.00 (Additional resources)
ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
For all children to have access to lessons	Clicker 7 Teaching Assistant	We have not managed to implement Click 7 fully due to the lack of IT resources and unreliable WiFi.	We will continue with this approach as soon as all the IT issues have been resolved. New Wifi installed July 2017 and all classes to have new Whiteboards for September 2017.	£1,595.00 £8,004.24
iii. Other approaches				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Access for all	Music Tuition School Trips After School Club Summer Club	PPG pupils have had access to a variety of extra-curricular experiences.	We feel it is important for the pupils' emotional well-being to receive the same experiences available to other children. Therefore we will continue funding these activities for PPG pupils.	£172.65 £24.00 £336.00 £350.00

Increased confidence and ability to deal with emotional issues	Greatwood Horsepower	The increase in confidence of pupils that attended Greatwood was visible back in school. The feedback from Greatwood was extremely positive.	We will continue to use these interventions for pupils that would benefit emotionally or have specific needs.	£400.00
	Access to ELSA			£13.30
	Lego Therapy	Pupil can use this therapy time to relax and discuss issues that are of concern to them.		
For all children to feel part of an inclusive school	Pay for school uniform	Children were able to feel part of the school (not different).	This is a good use and would do this again should the need arise.	£27.19

#### 7. Additional detail

Please note that for the past three years we have had extremely small cohorts and very small numbers of PPG pupils (in 2016 we had none).