

Pupil Premium Strategy Statement Academic Year 2018/2019

1. Summary information					
School	Chilton Foliat Primary School				
Academic Year	2018/2019	Total PP budget	£8220	Date of most recent PP Review	September 2018
Total number of pupils	96 (October 2018 census)	Number of pupils eligible for PP	7	Date for next internal review of this strategy	September 2019
2. Current attainment 2017/2018 data			<i>Pupils eligible for PP</i>		<i>Pupils not eligible for PP</i>
% Achieving expected standard or above in reading, writing and maths			50%		51 %
% Achieving expected standard or above in reading			83%		78%
% Achieving expected standard or above in writing			50%		63%
% Achieving expected standard or above in maths			50%		68%
3. Barriers to future attainment (for pupils eligible for PP, including high ability)					
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>					
A.	Emotional wellbeing.				
B.	Accessibility to enrichment experiences.				
C.	Access to English and Maths Curriculum at age appropriate level.				
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>					
D.	Lack of support from home.				
E.	Poor attendance for some PPG pupils.				
F.	Vulnerable home situation.				
4. Desired outcomes					
<i>Desired outcomes and how they will be measured</i>				<i>Success criteria</i>	
A.	Pupils to have the emotional literacy skills to support their emotional wellbeing independently. Ensuring that the pupils will achieve ARE or above in all aspects of the Curriculum. Data will reflect			Pupils have strategies to support them within their learning.	

	Teaching judgements and the termly assessments. The ELSA will also measure the success before and after the weekly intervention each term. The PP Leader will also conduct a termly (x3 a year) Pupil Voice survey to ensure the support received is beneficial to the pupils.	Pupils to manage themselves during less structured parts of the day. Pupils to achieve ARE or above in all subject areas by the end of the Academic Year.
B.	Pupil to have access to an enriched curriculum which they can draw upon within their writing and other areas of the Curriculum. Data will reflect Teaching judgements and the termly assessments. The PP Leader will also conduct a termly (x3 a year) Pupil Voice survey to ensure the support received is beneficial to the pupils.	Pupils have experiences which can enhance their writing. Pupils can have access to a broad and balanced curriculum Pupils will achieve ARE or above within writing.
C.	Pupils to receive targeted support through planned interventions to support basic Maths and English Skills to ensure the pupils achieve ARE or above in English and Maths. Data will reflect Teaching judgements and the termly assessments. The PP Leader will also conduct a termly (x3 a year) Pupil Voice survey to ensure the support received is beneficial to the pupils.	Pupils to receive weekly/daily planned interventions as organised between SENDCo and Class Teacher during SENDCo surgery. Pupils to have learning differentiated for them to enable them to access age appropriate curriculum. Pupils to achieve ARE or greater in English and Maths.
D.	Ensure Parents understand the importance of the support given at home and how this is reflected in their child's academic ability, their confidence and their resilience. This will be shared through Parents Evenings, ISP's (where appropriate), alternative meetings arranged with Class Teacher/Head Teacher, Parent workshops and Home School Agreements. By ensuring parents understand the importance of their role in their child's development, the pupils will feel more supported, especially when completing homework, regular reading sessions through the week and learning maths skills such as number bonds and times tables.	Pupils will feel supported by their parents. Pupils will understand the value of a good education in later life. Pupils will achieve ARE or greater in English and Maths.
E.	For the attendance of all pupils, including PP pupils to be at least 95%. Pupils dropping below this will be referred to the Head Teacher. Parents will be contacted and repeated absences will then be referred to the EWO for further investigation. However, the school will always work with the parents to find alternative solutions before pursuing this course of action.	Attendance for all PP pupils to be 95% or above. Increased attendance will ensure increased academic success, evidence through termly and teacher assessments. Pupils to achieve ARE or greater in English and Maths.

5. Planned expenditure

Academic year 2018/2019

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.

i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
C. PP pupils will receive Quality First from their Class Teachers	Class Teachers will ensure they are aware and identify the needs of PP pupils through planning and appropriate learning activities.	Quality Teaching has proven to be the most effective form of intervention as noted by the charity EFF.	Moderation will take place through: Termly assessments, Lesson observations as part of the Appraisal cycle, Monitoring of planning and book scrutinises,	K.T (Head Teacher)	Head Teacher will complete the Moderation as part of the schools SDIP.

ii. Targeted support

Desired outcome	Chosen action/ approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
C. Closing the gap for SEN/PPG pupils.	Teachers will organise and oversee the implementation of personalised and targeted interventions run by TAs and HLTA.	Interventions which are personalised to the individual needs of the pupils have found to be more successful and meaningful to their learning. Having the Class TA run the interventions also means that when pupils return to whole class learning, they can ensure the skills taught are utilised effectively.	Pupil Progress Meetings. SENDCo surgeries TA training TA meetings TA Appraisal process.	K.T (Head Teacher)	PP Lead will review the data each term for English and Maths of PP pupils.

III. Other approaches

Desired outcome	Chosen action/ approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review
<p>A. Improved Emotional and Mental Wellbeing</p>	<p>Weekly ELSA interventions by a trained Teaching Assistant.</p>	<p>This will allow the pupils the opportunity to discuss worries within a calm and safe environment through a planned weekly session. Thus allowing the pupils to have an emotional outlet as well as given the tools to help them cope with their current situations.</p> <p>This system has been used by other pupils with Emotional Challenges and has mainly been a success.</p>	<p>The ELSA will assess the pupil before the sessions begin and then after a six - week block.</p> <p>Ongoing discussions between the SENDCo, Class Teacher and ELSA take place to ensure all issues are covered within the weekly ELSA sessions.</p> <p>The 'Tools' taught to the pupils during the sessions are also utilised during learning time, break times and at home, consistently.</p> <p>This will be monitored by the PP through termly Pupil Voice Sessions and discussions with the Class Teacher.</p>	<p>Class Teacher</p> <p>SENDCo</p> <p>PP Lead</p> <p>ELSA</p>	<p>Class Teacher will have ongoing weekly discussions with ELSA.</p> <p>Class Teacher will also liaise with SENDCo to discuss impact of ELSA sessions and review next steps.</p> <p>Pupil Progress Meetings.</p>

	<p>A terms worth of support at Greatwood.</p>	<p>This has worked previously with pupils who have needed Emotional support in challenging situations. This gave the pupils the opportunity to feel success which they used within their academic learning as well.</p> <p>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.</p>	<p>SENDCo and Class Teacher will meet during SENDCo surgeries to discuss the impact of the sessions and evaluate the success of them for the pupil.</p> <p>PP will conduct a Pupil Voice survey after the sessions have been completed.</p>	<p>SENDCo</p> <p>Class Teacher</p> <p>PP Lead</p>	<p>Pupil Voice survey.</p> <p>4 weekly SENDCo surgeries.</p> <p>Pupil Progress Meetings.</p>
B. Enriched Curriculum	<p>Ensuring PP pupils have access to an enriched curriculum.</p>	<p>Pupils to be given the opportunity to attend Gifted and Talented Courses at Braeside; attend Residential Trips with their peers to experience activities which would otherwise be limited within their own life. This will then allow the pupils to draw upon a range of experiences within their own writing during a variety of aspects within the curriculum.</p>	<p>Pupils will be identified by their Class Teachers as needing further enrichment which cannot be accessed easily and have assessed that pupils will benefit from the experiences and further enhance their learning capacity. This should then be reflected within the pupil's increase attainment and further engagement with the curriculum.</p> <p>PP will conduct a Pupil Voice survey after the sessions have been completed.</p>	<p>Class Teacher</p> <p>Head Teacher</p> <p>PP Lead</p>	<p>Pupil Voice Survey after each activity the identified pupils have been involved in.</p>

D. Parental engagement	To provide parent workshops and information leaflets to ensure parents understand the importance of supporting their child.	Parents are the pupil's primary teachers and they spend a majority of time within their care. Therefore, parents have a duty of care to ensure their child completes homework, reads regularly and practises maths skills at home in a conducive environment on a regular basis.	Parent workshops will be held and information leaflets provided for parents. Class Teachers will also talk to parents during Parents Evenings and other negotiated times to discuss the best way to support their child's needs. Head Teacher will also follow up any concerns where a child appears to need further support in conjunction with Class Teacher and SENDCo (where appropriate)	KT (Head Teacher)	This will be ongoing throughout the year with careful moderation of data and during weekly staff meetings where pupils are regularly discussed, especially those deemed 'vulnerable'.
E. Pupil attendance.	Pupil attendance is regularly monitored by Class Teachers and continual absences are referred to Head Teacher.	Research indicates that the impact on the pupils wellbeing and academic success is detrimental to the pupil when attendance is low.	Class Teachers and Head Teacher will continually monitor the attendance of all pupils and where attendance is deemed a concern, the Head Teacher will contact the parents to discuss and resolve the issue/s. If this becomes a habitual problem, then the Head Teacher will contact the EWO for advice and support with further action where absolutely necessary.	KT (Head Teacher)	Continually throughout the year.

Total budgeted cost	£8220
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Additional Notes

Most of the Pupil Premium children represented in this statement are new to the list this academic year.
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