

## Pupil Premium Strategy Statement and Review Academic Year 2017/2018

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>	September 2017
<b>Total number of pupils</b>	86 (as at January census)	<b>Number of pupils eligible for PP</b>	8	<b>Date for next internal review of this strategy</b>	September 2018
2. Current attainment				<i>Pupils eligible for PP (your school)</i> <small>Based on 6 because of pupils leaving</small>	<i>Pupils not eligible for PP</i>
<b>% Achieving expected standard or above in reading, writing and maths</b>				2017 50%	(2017) 51 %
<b>% Achieving expected standard or above in reading</b>				2017 83%	(2017) 78%
<b>% Achieving expected standard or above in writing</b>				2017 50%	(2017) 63%
<b>% Achieving expected standard or above in maths</b>				2017 50%	(2017) 68%
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 Key Stage 2.				
<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>F.</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, 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.

## 5. Planned expenditure

**Academic year**      2016/2017

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?
Improved spelling across the school	KS2 phonics taught daily (as well as KS1)	89% of pupils passed the KS1 Phonics Screening Check due to daily phonics groups. Spelling in books is not consistent across the school.	Termly monitoring by English Subject Leader and Head teacher Monitoring.	EP and DW	January 2018
More pupils meeting ARE at the end of KS1 and KS2.	Talk for Writing to further embed as we move in to the second year of the initiative.	All pupils across the school have made at least expected progress since base lining at the beginning of the year. 13% have made more than expected progress.	Termly monitoring by English Subject Lead and Head teacher monitoring.	EP and DW	End of each term. (6 times a year)

### 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?
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	Weekly small group sessions I 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 Leader, Head Teacher and the G and T Leader monitoring schedule.	PS DW JG	January 2018
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### 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 implementation?
For pupils to have their emotional needs met.	To have access to programmes such as Greatwood Horsepower.	Greatwood delivers pioneering educational programmes teaching emotional literacy and skills via interaction with rescued and 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, and 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 the Pupil Progress Meetings.	DW	During Pupil Progress Meetings.

**Total budgeted cost** £10,560.00

### 6. Review of expenditure

**Academic year** 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.

#### iii. 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 the PP, if appropriate.	Lessons learned: (and whether you will continue with this approach)	Cost
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Improved spelling across the school	TA delivered interventions with the focus on KS2.  Extra teacher employed to cover Y4 and Y5 in the Spring Term so Sika Class Teacher could focus on Y6 pupils.	Quality Teaching was observed in all classes.  SPAG SATS indicated that 39% of the Y6 pupils achieved ARE or GD.	The extra teacher was asked to stay on for the Summer Term to continue with targeted support for Y4, 5 and 6.  TA Intervention evolved to boosting specific Y5 pupils in preparation of Y6.	Class Teacher for 3 mornings a week. £1743.76
More pupils meeting ARE at the end of KS1 and KS2.	Talk for Writing to further embed as we move in to the second year of the initiative.	50% of the pupils achieved ARE or GD by the end of term 6.	Talk for Writing embraced in 3 of the classes and the pupils can talk confidently about the learning stages for unit of learning. Sika Class focussed on targeted support between the 2 class teachers and 2 TA's.	

#### iv. Targeted support

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for the PP, if appropriate.	Lessons learned: (and whether you will continue with this approach)	Cost
Closing the gap for SEN/PPG pupils.	Introduce new interventions	HLTA worked on targeted areas of development for individuals in small group interventions. The planned approach was based on areas identified through whole class teaching by Class Teacher.  Clicker 6 purchased for SEN Intervention. This allowed pupil to access recording through typing.	Pupil Progress Meetings identified that 33% in maths, of PPG/SEN pupils made 3 or more points progress.	Clicker Software £400  Nessy Touch typing prog. £17

Increased challenge for Higher Attaining	Weekly small group sessions   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 Leader, Head Teacher and the G and T Leader monitoring schedule.	
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Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for the PP, if appropriate.	Lessons learned: (and whether you will continue with this approach)	Cost
For pupils to have their emotional needs met.	To have access to programmes such as Greatwood Horsepower.	Pupils interviewed demonstrated increased self – confidence, having completed unknown tasks.	Pupils requiring the activity have moved on to secondary school. Potential pupil coming through the school may also benefit from this experience.	Greatwood £400
For all pupils to have access to extra – curricular activities.	Contribute to the cost of trips, Residentials, music tuition, summer club, and 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 the Pupil Progress Meetings.	ELSA £7380 Music lessons £438.80 After school Club £131 Uniform £49.44 Residential £218
<b>Total budgeted cost</b>				£10,560.00

### 7. Additional detail

For the past four years, we have had extremely small cohorts and very small numbers of PPG pupils. Pupil Premium Statement created by previous Head Teacher Mrs Denise Weston and is being reviewed by Mrs E Pinnegar.