

## Pupil Premium Strategy Statement Academic Year 2019 to 2020

1. Summary information					
<b>School</b>	Chilton Foliat Primary School				
<b>Academic Year</b>	2018/2019	<b>Total PP budget</b>	£10,464 (Inc £4584 RO 2019 Census)	<b>Date of most recent PP Review</b>	October 2019
<b>Total number of pupils</b>	82 (October 2019 census)	<b>Number of pupils eligible for PP</b>	4 inc 2 Mil	<b>Date for next internal review of this strategy</b>	October 2020
2. Current attainment			<i>Pupils eligible for PP Based on Oct 2019 Assessment</i>	<i>Pupils not eligible for PP Based on Oct 2019 Assessment KS2</i>	
% Achieving expected standard or above in reading, writing and maths			2019 50%	(2019) 62.5% (5/8)	
% Achieving expected standard or above in reading			2019 68%	(2019) 75% (6/8)	
% Achieving expected standard or above in writing			2019 50%	(2019) 62.5% (5/8)	
% Achieving expected standard or above in maths			2019 85%	(2019) 62.5% (5/8)	
3. Barriers to future attainment (for pupils eligible for PP, including high ability)					
<i>In-school barriers (issues to be addressed in school, such as poor oral language skills)</i>					
<b>A.</b>	Emotional wellbeing.				
<b>B.</b>	Accessibility to enrichment experiences.				
<b>C.</b>	Access to English and Maths Curriculum at age appropriate level.				
<i>External barriers (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.				
<b>F.</b>	Vulnerable home situation.				

#### 4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Disadvantaged pupils will have the emotional literacy skills to support their emotional wellbeing independently. Data will reflect teaching judgements and the termly assessments. If the need is identified, the ELSA will format a suitable programme of support which will be communicated to the child and their family. Assessment will take place (usually) over a 6-week period, including a starting point and end point as the method to measure success. DL and ELSA will maintain regular contact as to progress being made.	Pupils have strategies to support them within their learning. Pupils to manage themselves during less structured parts of the day. Pupils to achieve expected or better than expected progress based on their prior attainment in RW and M. To also have been assessed with a measure of success for science, RE and all foundation subjects.
<b>B.</b>	All pupils will have full access to the school's value based, broad and balanced curriculum which will ensure success for future life and support their transition into their next phase of education. Data will reflect teacher assessment termly summative assessments (3 x yearly). The PP Leader will also conduct a termly (x3 a year) Pupil Voice survey to ensure that any identified extra support received is beneficial to the pupils.	Pupils will have equal access to the full curriculum offer as well as equal access to all enrichment opportunities.
<b>C.</b>	If any disadvantaged pupil is identified as SEN Tier 1 or SEN Teacher + level of learning support they are to receive targeted support through planned interventions to support basic Maths and English Skills to ensure good or better than expected progress based on prior attainment.	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.
<b>D.</b>	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.

<b>E.</b>	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.
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## 5. Planned expenditure

<b>Academic year</b>	2019 to 2020
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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?
PP pupils will receive Quality First Teaching (QFT) from their Class Teachers. Gaps in progress and attainment will be closed between pupil premium and other pupils.	<p>Class Teachers will ensure they are aware and identify the needs of PP pupils through planning and appropriate learning activities.</p> <p>HTLA allocated time for small group support in literacy and numeracy to raise standards and attainment</p> <p>CPD to support the delivery of QFT will</p>	Quality First Teaching has proven to be the most effective form of intervention as noted by the charity EFF.	<p>CPD to support the delivery of QFT will include training in: phonics and early reading; understanding mastery within the curriculum; teachers subject knowledge across all foundation subjects and TA cluster training.</p> <p>Vulnerable families receive targeted support to overcome a range of learning barriers. TA and SENCO working alongside Class Teachers.</p> <p>Moderation of QFT will take place through:</p>	K.T (Head Teacher)	Head Teacher will complete the monitoring and evaluation of QFT as part of the schools School Improvement Action Plan

	include training in phonics and early reading		Termly assessments, Lesson observations as part of the Appraisal cycle, Monitoring of planning and book scrutinises,		
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## 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.	For those PPG pupils who are not making expected progress based on their prior attainment, teachers will organise and oversee the implementation of personalised and targeted interventions run in-class and predominantly teacher led and delivered. On occasion the intervention will need to take place out of class but these sessions will be carefully timetabled on a rota basis so as to ensure full access to the broader curriculum.	Personalised learning support and specific Intervention strategies have a positive impact in improving progress and attainment. As supported by Sutton Trust – small group tuition + 4 months research.	Pupil Progress Meetings. SENCO surgeries QFT Teacher and TA Performance Management  Spend: proportion of SENCO costs to equal £4555.00	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
Improved Emotional and Mental Wellbeing	If a need is identified, weekly ELSA interventions will be identified by the school's ELSA.	<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. As supported by Sutton Trust – social and emotional learning + 4 months research.</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>Spend: proportion ELSA costs to equal £1669.00</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>

Parental engagement	To provide support for all our vulnerable families through an open door policy and HT actively engaging in regular contact and conversation. To promote the understanding of the importance of attending school, completing homework , and setting high expectations for outcomes both academic and in behaviour and attitudes.	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. However, this expectation should be fully supported by the school.	As the first point of contact, class teachers will maintain regular contact with all of our vulnerable families, including our disadvantaged. Regular communication between families and school will be maintained through other means such as Parents Evenings, class and school newsletters and one off events. The HT will also be mindful of maintaining regular contact and offering the open door policy to discuss any matters of concern.	Class Teachers KT (Head Teacher) ELSA SENCO	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'.
Pupil attendance.	Pupil attendance is regularly monitored by Class Teachers and persistent 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.	HT	Continually throughout the year.

Individual financial support	The HT will be responsible for agreeing individual financial support where the need has been identified and discussed with our disadvantaged families.	To ensure that all of our disadvantaged children have full access to the school's curriculum offer and to maintain attendance at school. To also support the emotional wellbeing of our disadvantaged children developing self-esteem and resilience.	<p>Examples of targeted financial support</p> <p>Residential fees x 3 pupils May and June 2020 £500  Participation at After School Club x 2 pupils on a part-time basis. £300  Transport support to attend G&amp;T courses for 1 x pupil. £50  RDA attendance for 1 x pupil £200  Attendance at EOT Year 6 event x 2 pupils £200.</p> <p>Targeted costs to equal £1250.</p>		
<b>Total budgeted cost</b>					£7474.00

Note: the school is mindful that due to the low PPG numbers which will be captured on Jan 2020 censure, PPG funding will be reduced as compared to previous years. On this basis, roll over is planned for so that we can maintain ELSA provision and targeted expenditure.

## 6. Review of expenditure

**Academic year** 2018 to 2019

The three headings below enable schools to demonstrate how they have used the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

### 1. 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 PPG, if appropriate	Lessons learned/next steps/will you continue with this approach?
PP pupils will receive Quality First from their Class Teachers. Gaps in progress and attainment will be closed between pupil premium and other pupils.	<p>Class Teachers will ensure they are aware and identify the needs of PP pupils through planning and appropriate learning activities.</p> <p>HTLA allocated time for small group support in literacy and numeracy to raise standards and attainment</p>	<p>KS2 pupil who joined in October 2018 made significant progress both academically and emotionally and was well prepared for the next stage in education. Impact from Class Teacher 1:1 support and intervention</p> <p>No PPG in KS1 Year 2.</p> <p>Attainment in other year groups</p> <p>2 pupils working at GDS in RW&amp;M (1 pupil since left)</p> <p>4 pupils increased stamina in writing and spelling quality improved moved from WTS to EXP. (1 since left). Attainment in maths also improved. All working at expected in this area who are still at CF.</p> <p>2 x mil pupils making expected progress based on prior attainment</p> <p>2 pupils attended for only two months however settled well and gaps identified and were being worked towards.</p>	<p>Continue with high quality QFT supported by CPD for class teachers and TA's</p> <p>Continue to promote inclusive learning for all (minimum time spent outside of classroom) so that all children have access to the full curriculum.</p>

### 2. Targeted support

Desired outcome	Chosen action/approach	Estimated impact: did you meet the success criteria? Include impact on pupils not eligible for PPG, if appropriate	Lessons learned/next steps/will you continue with this approach
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Closing the gap for SEN/PPG pupils.	For those PPG pupils who are not making expected progress based on their prior attainment, teachers will organise and oversee the implementation of personalised and targeted interventions run in-class and predominantly teacher led and delivered. On occasion the intervention will need to take place out of class but these sessions will be carefully timetabled on a rota basis so as to ensure full access to the broader curriculum.	See Above	
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3. Other approaches			
Desired outcome	Chosen action/approach	Estimated impact: did you meet the success criteria? Include impact on pupils not eligible for PPG, if appropriate	Lessons learned/next steps/will you continue

Improved Emotional and Mental Wellbeing	<p>If a need is identified, weekly ELSA interventions will be identified by the school's ELSA.</p> <p>This system has been used by other pupils with Emotional Challenges and has mainly been a success.</p>	<p>Improvement in resilience and Can Do approach to all areas of learning. Attainment and progress celebrated across all areas of learning.</p> <p>Attendance at events supported by PPG.</p>	Continue with this provision for foreseeable future.
Parental Engagement	To provide support for all our vulnerable families through an open door policy and HT actively engaging in regular contact and conversation.	Strategy has proved successful with improved engagement from home. All PPG families attended parents' evenings and further meetings, took part in end of year events (Year 6's). Positive feedback received via Parent Survey. On-going communication expected.	

Pupil attendance.	Pupil attendance is regularly monitored by Class Teachers and persistent absences are referred to Head Teacher.	Average attendance for our PPG pupils over the year 2018 to 2019 was 94.95% with 4 pupils enjoying 100% attendance in term 6. Where there is persistent low attendance under 95%, the school has engaged with the family to support and encourage improvements.	Continue with this provision for foreseeable future
Individual financial support	The HT will be responsible for agreeing individual financial support where the need has been identified and discussed with our disadvantaged families. To ensure that all of our disadvantaged children have full access to the school's curriculum offer and to maintain attendance at school. To also support the	<p>Examples of targeted financial support</p> <p>Residential fees x 2 pupils June 2019 £300</p> <p>Support for school trips x 4 £350</p> <p>Attendance at EOT Year 5 event x 2 pupils £200.</p>	Continue with this provision for foreseeable future