

# Pupil premium strategy statement (primary)

1. Summary information					
<b>School</b>	Chapmanslade CE VA Primary School				
<b>Academic Year</b>	2017/18	<b>Total PP budget (to April 2018)</b>	£8,079	<b>Date of most recent PP Review</b>	Nov 2018
<b>Total number of pupils (of whom are PP eligible)</b>	115 (7)	<b>Number of pupils eligible for PP at October 2018 census</b>	6	<b>Date for next internal review of this strategy</b>	May 2019

2. Current attainment		
Figures based on July 2017 Sats results (2 disadvantaged pupils)	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
<b>% achieving expected standard in reading, writing and maths (end KS2)</b>	100% (2 pupils)	61%
<b>% achieving expected standard in reading (end KS2)</b>	100% (2 pupils)	71%
<b>% achieving expected standard in writing (end KS2)</b>	100% (2 pupils)	76%
<b>% achieving expected standard in maths (end KS2)</b>	100% (2 pupils)	75%

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 difficulties in some pupils eligible for the PPG leads to low resilience and coping strategies and therefore a lack of full participation.
<b>B.</b>	A lack of mastery in maths leading to poor reasoning skills.
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>C.</b>	Consistently low attendance for some pupil premium pupils despite a rigorous and pro-active approach to attendance.
<b>D.</b>	Challenging home lives including poverty, mental health issues, domestic violence and neglect.

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	To teach emotional literacy and coping strategies to help PP pupils to participate fully in school life	Improved emotional regulation leads to happier, more engaged children
<b>B.</b>	To embed a mastery approach to the teaching of maths so that no child falls behind.	PP pupils will meet or exceed age related expectations in maths
<b>C.</b>	Improved attendance in line with national so that PP pupils can access all the support available	All PP pupils to achieve at least 95% attendance in 2017-18
<b>D.</b>	School to be proactive in working with all other agencies to improve pupils' home lives	Pupils make good progress in all subjects because they can concentrate

5. Planned expenditure					
Academic year	2017/18				
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?
All pupils able to calculate rapidly and accurately, and able to apply mathematical knowledge to reasoning problems	Mastery teaching, using guidance from Boolean Maths Hub, to ensure depth and breadth of understanding for all pupils	Decision to focus on maths was a result of detailed analysis of our 2017 Sats results and other whole school data. Arithmetic and reasoning skills are relatively poor in our school. The success of the method in international comparison tables.	Using same successful whole school approach that we used last year for writing, the maths subject leader will gradually roll-out expectations so that teaching across the school becomes more uniform.	Mr Cottrell, Maths Lead	Each half term through book scrutiny, learning walks, lesson observations and data analysis.
<b>Total budgeted cost</b>					£ no cost
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?
To better support our emotionally vulnerable pupils to access all aspects of school life	To fund and train an Emotional Literacy Support Assistant	Approach recommended by Wiltshire Behaviour Support Services (BSS)	A named teaching assistant will undertake professional training to become an ELSA, and will receive on-going support from BSS. Class teachers will monitor the effectiveness of the support on pupils' general wellbeing and ability to concentrate in class.	Mrs Hale	At termly reviews of vulnerable pupils.
<b>Total budgeted cost</b>					£2,051
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?
Parents understand the importance of good parenting practice and school attendance	Employment of Family Support Worker to work with families and to support referrals to outside agencies when necessary.	Good attendance is linked to better outcomes for pupils. A pupil who is worried about a parent's mental health or has symptoms of neglect cannot focus sufficiently in class to achieve his/her full potential.	Feedback reports weekly from FSW keep HT apprised of all the work she does. Monitoring of attendance data.	HT	On-going monitoring of vulnerable pupils attendance, progress and interventions

**Total budgeted cost** £1,326.08

**6. Review of expenditure**

**Previous Academic Year**      **2016/17**

**i. Quality of teaching for all**

<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Improved progress and attainment in writing to match reading outcomes	Whole school CPD through Writing Weeks, effective feedback and assessment, and moderation	Regular book scrutiny and a “fewer things in greater depth” approach to the SDP kept writing and the quality of work in children’s books to the forefront of our practice during 2016-17. KS2 Writing results went from 67% 2016 to 89% 2017, and at KS1 from 60% to 89% indicating this was a successful whole school intervention that benefitted all pupils and raised the skill of teachers to teach writing.	During 2017/18, not all teachers maintained the high standards of planning, marking and assessment of writing once the school’s focus moved to maths. The quality of work in some children’s books was not high enough. The lesson learned was to maintain a very high level of book scrutiny to ensure high standards in writing.	No cost
To improve the rates of progress made by lower able and SEND pupils particularly in writing	To ensure the right differentiation (work and resources) is provided for lower able and SEND pupils	Further investigation of training and resources available and our evaluation of the likely impact, made us reconsider investing up to £1500 in the RWI handwriting scheme. In house training was given to teachers at no cost and some resources were bought to support a whole school approach.	More staff training will be needed to embed the teaching of basic skills in English – phonics / spelling / handwriting / grammar – and this will need to include all TAs. Future TD Days will be for all teaching staff (teachers and TAs) as necessary. Cost involved will be salary for TAs on TDs.	£1500

**ii. Targeted support**

<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Improved language skills in named YR pupils	Additional adult in YR for x2hrs per day to allow speech and language work to be undertaken	A consistent programme of Speech and Language exercises was delivered to named pupils due to having additional TA hours in Year R. None of the named pupils were known to be eligible for PPG at the time of the intervention.	There are no plans to fund additional TA hours in YR due to budget constraints.	£3000 (TA)
Automaticity of handwriting to be achieved by all	1-2-1 handwriting catch-up practice where needed	Further investigation of training and resources available and our evaluation of the likely impact, made us reconsider investing up to £1500 in the RWI handwriting scheme. In house training was given to teachers at no cost and some resources were bought to support a whole school approach.	More staff training will be needed to embed the teaching of basic skills in English – phonics / spelling / handwriting / grammar – and this will need to include all TAs. Future TD Days will be for all teaching staff (teachers and TAs) as necessary. Cost involved will be salary for TAs on TD Days.	£2600 (TA)

**iii. Other approaches**

<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>

All parents to understand the importance of emotional resilience and good levels of school attendance for their child	Employment of Parent Support Adviser	Three out of four of our families with children eligible for FSM drew on the support of our PSA during 2016/17. This had a positive impact on parental engagement with the school. PSA support is available to all parents and some parents whose children are not eligible for PPG also met with her.	Investing in a PSA has a positive impact on the school's relationship with families with a child eligible for FSM as their situations are often complex involving housing associations, health care professionals and other agencies. PSA support can help with parenting skills and with prioritising the needs of the child. Continue with this intervention.	£1500
All PP children to achieve at least 95% attendance	Appointment of an Assistant Pupil Premium Lead to assist the HT	A change in SENCo forced reconsideration of the plan to widen the scope of the SENCo role. HT remains the PP lead. Two out of four pupils eligible for FSM were put on School Attendance plans. One improved significantly; one did not.	To use the SAM process when attendance first becomes an issue, for all pupils but especially PPG pupils.	£1200

## 7. Additional detail

Please note - Chapmanslade School receives PPG for a financial year (April to March) but reports on PPG expenditure for an academic year (September to August) therefore the financial figures do not always reconcile fully until after the end of the financial year.

The School's SENCo is partially funded by PPG to reflect the level of SEND need of pupils in receipt of FSM. The sum allocated for 2017-18 was £3,240

The school allocates part of the PPG to fund essential items (uniform, books) and enrichment opportunities (trips, music, swimming) for specific pupils in order to ensure that they are able to participate fully in school life. The sum allocated for 2017/18 was £350.92

A ring-fenced PPG rollover figure of £2,695 was carried forward to 2018/19