

Pupil premium strategy statement (primary)

1. Summary information					
School	Chapmanslade CE VA Primary School				
Academic Year	2018/19	Total PP budget (to April 2018)	£6,140 plus 17/18 rollover	Date of most recent PP Review	Nov 2018
Total number of pupils (of whom are PP eligible)	114 (6)	Number of pupils eligible for PP at October 2018 census	6	Date for next internal review of this strategy	May 2019

2. Current attainment		
Figures based on July 2018 Sats results (0 disadvantaged pupils)	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving expected standard in reading, writing and maths (end KS2)	None	64%
% achieving expected standard in reading (end KS2)	None	75%
% achieving expected standard in writing (end KS2)	None	78%
% achieving expected standard in maths (end KS2)	None	75%

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 difficulties in some pupils eligible for the PPG leads to low resilience and coping strategies and therefore a lack of full participation.
B.	A lack of mastery in maths leading to poor reasoning skills, and a lack of secure basic skills in English leading to poor writing outcomes.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
C.	Consistently low attendance for some pupil premium pupils despite a rigorous and pro-active approach to attendance.
D.	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>
A.	To teach emotional literacy and coping strategies to help PP pupils to participate fully in school life
B.	To embed a mastery approach to the teaching of maths and English so that no child falls behind.
C.	Improved attendance in line with national so that PP pupils can access all the support available
D.	School to be proactive in working with all other agencies to improve pupils' home lives
	<i>Success criteria</i>
	Improved emotional regulation leads to happier, more engaged children
	PP pupils will meet or exceed age related expectations in writing & maths
	All PP pupils to achieve at least 95% attendance in 2018-19
	Pupils make good progress in all subjects because they can concentrate

5. Planned expenditure					
Academic year	2018/19				
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 to achieve mastery in mathematics and in the basic skills of English to ensure rapid progress and high attainment.	Mastery teaching, using guidance from Boolean Maths Hub, and in-house CPD in a whole school approach to teaching handwriting, phonics, spelling and grammar	We have assessed the methods used over the previous two academic years to raise standards of teaching and learning at Chapmanslade and wish to build on the successful strategies we have used because they have a high impact at no/low cost. PPG is available to fund resources if/when they are needed.	Using same successful whole school approach that we used over the previous 2 years, we want teaching across the school to become more uniformly based on best practice.	Mr Cottrell, Maths Lead Mrs Chapman, English Lead	Each half term through book scrutiny, learning walks, lesson observations and data analysis, and x3 visits from Hub Maths Specialist
Total budgeted cost					£ (1000 contingency)
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 maintain training for our Emotional Literacy Support Assistant. To furnish and equip the ELSA room to improve our provision.	Approach recommended by Wiltshire Behaviour Support Services (BSS), also beneficial impact seen on pupils who have worked with the ELSA	We have an established ELSA, who trained last year. She will receive on-going support and training from BSS and an ELSA mentor. Class teachers will monitor the effectiveness of the support on pupils' general wellbeing, ability to concentrate in class, and outcomes.	Mrs Hale	At termly reviews of vulnerable pupils.
Total budgeted cost					£3,812
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?
All parents to understand the importance of good parenting practice and good levels of school attendance for their child	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 who is hungry, suffering from sleep deprivation or is in pain 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 £1,750

6. Review of expenditure

Previous Academic Year

2017/18

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
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	At KS2, 85% of pupils met the standard for maths and 31% met the higher standard; at KS1 90% met the standard and 16% met the higher standard. Across the school, evidence of improved reasoning was seen. Teachers feel more confident teaching maths and pupils report more enjoyment of maths and feeling more successful.	The school will continue to focus on maths for a second year (2018/19), taking part in a Teacher Research Group through the Boolean Hub, in order to ensure we maintain and build on the good practice established last year.	No cost

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
To better support our emotionally vulnerable pupils to access all aspects of school life	To fund and train an Emotional Literacy Support Assistant	Training an ELSA was initially suggested due to the needs of one vulnerable PPG pupil, however the intervention is now accessed by a number of PPG pupils as well as others and is one of the most impactful interventions we run.	The school is considering training a second ELSA, however, we would not have the funds to take a second TA out of class. The additional training would be to better support pupils generally in class or on the playground.	£2,051

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
All parents to understand the importance of good parenting practice and good levels of school attendance for their child	Employment of Family Support Worker to work with families and to support HT with referrals to outside agencies when	All of our families with children eligible for FSM were involved with or supported by other agencies during 2017/18. FSW advice and liaison between home and school can be vital in maintaining relationships and ensuring children attend school. FSW support is available to all parents, and some parents whose children are not eligible for PPG also accessed this service.	Investing in a FSW has a positive impact on the school's relationship with families that have a child eligible for FSM as their situations are often complex, involving housing associations, health care professionals and other agencies. FSW support can help with parenting skills and with prioritising the needs of the child. Continue with this intervention.	£1,326

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 2018-19 is £1,026. A contingency of approx. £1,000 is available for additional SENCo hours if required)

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 2018/19 is £200, with a contingency of approx. £250 if required.

A ring-fenced PPG rollover figure of £2,695 was carried forward to 2018/19 from 2017/18.