

Pupil premium strategy statement 2018-19

| 1. Summary information | | | | | |
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| School | Henry Chichele Primary School | | | | |
| Academic Year | 2018/19 | Total PP budget | £32620 | Date of most recent PP Review | July 2018 |
| Total number of pupils | 312 | Number of pupils eligible for PP | 24 | Date for next internal review of this strategy | July 2019 |

| 2. Current attainment | | |
|---|---|---|
| | <i>Pupils eligible for PP (your school)</i> | <i>All Pupils (national average – end of KS2 Sats 2018)</i> |
| % achieving expected standard or above in reading, writing & maths | 40% | 64% |
| % making expected progress in reading (as measured in the school) | 44.5% | 75% |
| % making expected progress in writing (as measured in the school) | 35.5% | 78% |
| % making expected progress in mathematics (as measured in the school) | 40% | 76% |

3. Barriers to future attainment (for pupils eligible for PP)

Academic barriers

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| A. | Lower baseline entry level to Early Years Foundation Stage. Identified SEND increasingly diverse. |
| B. | Poor learning skills e.g. innovation, resilience, resourcefulness and risk-taking |

External barriers

| C. | Attendance – staff, teachers, parents, carers and pupils understand the casual link between attendance and achievement. Attendance levels for pupils eligible for the Pupil Premium are not in line with the rest of the school. | |
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| D. | Parental engagement | |
| 4. Intended outcomes | | Success criteria |
| A. | Gaps are identified and targeted teaching/interventions teach to gaps through high quality interventions. High levels of progress in English and Maths for pupils eligible for the Pupil Premium. | Formative assessment will show gaps being addressed. Pupils eligible for the Pupil Premium will make (or exceed) expected progress, in line with their non-pupil premium peers. |
| B. | Pupils have raised aspirations and know how to be successful and what is required to achieve these aspirations. | Pupils to have a broader experience with extended school opportunities linked to personal aspirations. Pupils to engage with activities which promote the schools aims and values: 5Rs and fish philosophy. |
| C. | Improved attendance for Disadvantaged pupils. | Attendance levels for all are regularly checked and acted upon. Attendance figures show a reduced gap between students eligible for the Pupil Premium and non-pupil premium Pupils. |
| D. | Parental engagement within school and perceptions of education. Priority placed upon learning and achievement. | 95% of parents responding to the annual survey are engaged with their child/rens learning. |

5. Review of expenditure 2017/18

Previous Academic Year

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 |
|--|--|--|---|---|
| <p>A phonics approach to teaching reading is used consistently throughout the school. Learners have a sound understanding of the relationship between sounds and written spelling patterns which represent them.</p> | <p>Planning and teaching across the school is informed by synthetic phonics programme (Read Write Inc)</p> <p>Delivered by all staff.</p> <p>Peer mentoring continued to promote and model good practise.</p> | <p>Phonics resources have been audited and resources are now consistent across KS1 to support consistency in the teaching of phonics.</p> <p>There was an increase in the percentage of Y1 pupils passing the Y1 phonics screening assessment. (July 17 – 80% and July 18 – 90%)</p> <p>Children across KS2 have been identified and phonics intervention groups have been implemented.</p> <p>Books in the school library have been audited and new books purchased.</p> | <p>Phonics techniques are embedded in to teaching and planning across the curriculum for early readers in KS1. Alternative strategies for the teaching of phonics to support targeted intervention groups in KS2 need to be explored. The intention is to be involved in the reading project (2018/19) and through this review the teaching of reading across the school and explore intervention strategies available to us.</p> | <p>Resources costs met by school budget for consumable materials, books and staff training and development.</p> |
| <p>Improve the rate of progress for pupil eligible for the Pupil Premium across all cohorts.</p> | <p>Additional teachers/teaching assistants to liaise with class teachers to ensure intervention groups are planned and delivered to support identified pupils. 2 additional qualified teachers employed to support identified pupils. (1 in KS1, 1 in KS2)</p> | <p>100% of pupils with identified needs received access to additional support (1:1 or small group) from a teaching assistant of qualified teacher in English and Maths.</p> <p>The introduction of Rising Stars assessment tool has enabled class teachers and school leaders to identify gaps and plan intervention strategies carefully. This has also</p> | <p>Raise the profile of pupils eligible for the Pupil Premium amongst staff. (encourage staff to plan targeted intervention to accelerate progress for these pupils from their starting point)</p> <p>Build confidence amongst teaching staff with using the gap analysis tool with Rising Stars assessments for English and Maths.</p> | <p>Direct staffing cost £23604 + undisclosed support assistant costs</p> |

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| | Phase leaders to ensure quality first teaching across the phase. | enabled school leaders to review and deploy staffing structures accordingly and more frequently. | Continue to evaluate impact of intervention strategies through data analysis and 1:1 review meetings and redeploy staff accordingly. | |
| 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 |
| Promote the rate of attendance and punctuality for all eligible pupils. | There are 12 families who have children eligible for the Pupil Premium. Attendance and punctuality to be closely monitored and early communication instigated to raise awareness and support put in place. | This continues to be an important focus. Across the school disadvantaged pupils continue to have a lower rate of attendance than non- pupil premium pupils. Attendance rates monitored closely by administrator and letters sent out accordingly. 100% parental engagement with parental agreement contacts; where attendance was a cause for concern. | Continue to liaise with inclusion team to support parental engagement for families with poor attendance. Evaluate uptake of wrap around care. (Has this had an impact on attendance/punctuality for pupils eligible for the Pupil Premium?) | Undisclosed support staff costs. £100 |
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| 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 |
| Ensure that all children, regardless of financial capacity have access to a wide | The school offers all children access to a number of clubs (during, before and after school) Parents of children | 100% of pupils eligible for the Pupil Premium were offered a place at homework club. 100% of pupils eligible for the Pupil Premium were | Monitor up take of places in wrap around care sessions and target families eligible for wrap around care on a needs basis. | Undisclosed support staff costs + expenditure to external providers. |

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| range of extra-curricular activities. | eligible for the Pupil Premium are given first opportunity for their child/children to attend. | included in school trips including residential trips in Year 4 and 6. The introduction of breakfast and after school club (wrap around care) has enabled us to offer places to pupils eligible for the Pupil Premium on a needs basis. (places have been offered and funded by the Pupil premium) | Continue to enhance enrichment and extra-curricular opportunities to ensure that all disadvantaged pupils have access to a wide range of opportunities. (The intention is to widen the range of clubs we offer) | |
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6. Planned expenditure

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| Academic year | 2018/19 |
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The three headings enable you to demonstrate how you 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 | How will you ensure it is implemented | Staff lead | When will you review |
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| Ensure all pupils have access to quality first teaching | Dedicated CPD provision for all staff. Regular monitoring of planning/ teaching and assessments to ensure appropriate support can be allocated as required. Introduction of Bloom taxonomy within planning/ teaching. | The school regularly refers to the Education Endowment Foundation (EEF) toolkit. High quality teaching is effective in increasing progress of disadvantaged pupils. Feedback studies tend to show very high effects on learning. | Planning regularly scrutinised by subject leaders. Lesson observations by members of SLT. Learning walks to monitor class room environment. Book looks to monitor making and feedback. | Subject leaders Leadership Team All teaching staff | Continually reviewed as part of monitoring process. |
| Ensure pupils have raised aspirations and | Promote schools aims and ethos. Ensure 5Rs, fish | Ofsted report (March 2016): Pupils do not have | Learning walks | Leadership team | Termly |

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| know how to be successful and what is required to achieve these aspirations. | philosophy and Blooms are all explicit within the school environment. Enable pupils eligible for the Pupil Premium to access a range of enrichment and extended schools opportunities. | sufficient opportunities to take responsibility for their own learning and solve problems independently of the teacher. And to improve further the school must provide pupils with even more opportunities to take responsibility for their own learning and challenge themselves further. | Staff meetings to promote planning/teaching to include activities which encourage independence. Review of uptake of wrap around care. Review of clubs-ensure places are offered to pupils eligible for the Pupil Premium. | All staff Inclusion team Inclusion team | Continually as part of monitoring process. 3 times a year (T1/T3/T5) 3 times a year (T1/T3/T5) |
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ii. Targeted support

| Desired outcome | Chosen action/ approach | What is the evidence and | How will you ensure it is | Staff lead | When will you review |
|---|--|--|---|--|---|
| Reduce the gap between pupils eligible for the Pupil Premium and non-pupil premium pupils. Accelerate progress of PP Pupils with low prior attainment in English and Maths. | A focus on high quality targeted interventions in English and Maths. Ensure Rising Stars assessment tools are embedded across the school and consistency in the use of the gap analysis tools to identify targeted intervention groups. | Consistency in use of gap analysis tool (Rising Stars assessments) to inform planning of intervention groups, will lead to accelerated progress. | Staff meetings to review Rising Stars assessment tools. Monitoring of consistency in recording assessments. Monitoring of intervention plans. (reviews/ targets) Track and monitor provision in place and progress | Assessment co-ordinator- Leadership Team Leadership team All teaching staff. Inclusion manager Inclusion manager | Continually reviewed as part of monitoring process. Intervention plans/ provision map reviewed termly. |

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| | | | through whole school provision map. | | |
| Improved attendance for disadvantaged pupils. | Attendance levels for all are regularly checked and acted upon. Ensure attendance figures show a reduced gap between pupils eligible for the Pupil Premium and non-pupil premium pupils. | Each day of school that a pupil misses has a significant impact on educational outcomes and leads to progressively lower attainment. Historically attendance for pupils eligible for the Pupil Premium is lower than non-pupil premium pupils. | Attendance reviews completed. Letters sent to parents of pupils with low attendance. Parental contracts completed for families where attendance raises cause for concern. | Admin staff Admin staff Leadership team Leadership team Inclusion team | 3 times a year As part of monitoring process. As part of monitoring process. |

iii. Other approaches

| Desired outcome | Chosen action/ approach | What is the evidence and | How will you ensure it is | Staff lead | When will you review |
|--|---|---|---|---|--|
| Parental engagement within school and perceptions of education. Priority placed upon learning and achievement. | Annual survey to establish parental view. Increased opportunities for parental involvement throughout the school year. | Parental engagement is consistently associated with pupils' success at school | Annual survey to be analysed. Opportunities for parental engagement planned and timetables throughout the school year. | Admin team HT Governors Leadership team All staff | Annually Term 1 – establish timetable of events/ opportunities. Review termly. |

7. Additional detail

The school regularly provides financial support to parents for a range of activities to include; educational visits; residential experiences; uniform (PE kits, trainers, shoes, clothes etc). Pupils eligible for Pupil Premium Grant are actively encouraged to participate in all aspects of school life to ensure that they have equal access to a broad and balanced curriculum particularly encouraging healthy and active lifestyles.

We have emerging links with local business who seek to provide charitable support to disadvantaged families in need e.g. Co-op; Your Farmer Produce; Bobbys Butchers & JP Fresh Fruit and Veg.