



## Pupil premium strategy 2017-2018

1. Summary information					
<b>School</b>	Chesterton CE Primary School				
<b>Academic Year</b>	2017/18	<b>Total PP budget</b>	15,840	<b>Date of most recent PP Review</b>	October 2017
<b>Total number of pupils</b>	131	<b>Number of pupils eligible for PP</b>	12	<b>Date for next internal review of this strategy</b>	October 2018

2. Current attainment		
*Results are for 2016/2017 KS2	<i>Pupils eligible for PP included</i>	<i>Pupils not eligible for PP (national average)</i>
<b>% achieving in reading, writing and maths</b>	47%	61%
<b>% making progress in reading</b>	71%	71%
<b>% making progress in writing</b>	71%	76%
<b>% making progress in maths</b>	65%	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>	Poor self-esteem for some pupils eligible for PP means that they lack learning resilience and independence.
<b>B.</b>	Other special educational needs
<b>C.</b>	Welfare and social issues
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>D.</b>	Attendance rates for pupils eligible for PP are below those of non-pupil premium pupils. This reduces their school hours and can cause them to fall behind on average.

4. Desired outcomes	
<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>

<b>A.</b>	<p>Higher rates of progress across KS1 and KS2 for pupils eligible for PP who may be experiencing poor mental health and need an improved emotional well-being.</p> <p>Focus on families with Mental Health issues and pupils requiring nurture.</p>	<p>Pupils eligible for PP to make as much progress as non-PP pupils across Key Stage 1 and 2 in maths, reading and writing. Measured with tests and teacher assessments, and successful moderation practices across the partnership.</p> <p>Nurturing intervention programmes will enable successful re-integration into all aspects of school, including academic achievement.</p>
<b>B.</b>	<p>Higher rates of progress across the school for pupils eligible for PP, especially SEND PP pupils</p>	<p>Pupils eligible for PP, especially SEN make as much progress as 'other' pupils across the school in reading, writing and maths.</p>
<b>C.</b>	<p>Welfare and social issues of pupils and families are addressed in partnership with school and other agencies as appropriate.</p>	<p>Fewer behavioural or welfare issues are recorded for these pupils on the school system.</p>
<b>D.</b>	<p>Increased attendance rates and improved punctuality for pupils eligible for PP.</p>	<p>Overall PP attendance improves from 94.7% to 96.7% in line with school attendance target for the academic year. Reduce lateness for specific children eligible for PP.</p>

## 5. Planned expenditure

Academic year

2017 - 2018

### How will Pupil Premium be spent in 2017/18?

Desired outcome	Chosen action / approach What is the evidence and rationale for this choice?	Success Criteria	Staff lead	When will you review implementation?
A.	<p>Sutton Trust's Teaching and Learning Toolkit, identifies 'learning to learn' strategies as effective in improving outcomes for disadvantaged children. We believe that in building children's resilience towards challenge, by supporting them in developing independent learning strategies, and building self-esteem and belief will support them in making more progress.</p> <p>Children eligible for PP attend Forest School sessions to support risk taking, building self-esteem and resilience to challenge.</p> <p>We believe that Forest Schools – involving collaborative activities; physical and emotional challenge; and practical problem solving, reflection and discussion – helps to build self-esteem which support learners in other areas of the curriculum. This is also supported by the Sutton Trust's Teaching and Learning Toolkit.</p> <p>For this reason we also ensure that children eligible for PP are always able to access residential trips.</p>	<p>All Pupils eligible for PP will attend Forest Schools sessions and will make accelerated progress so they close the gap by the end of the academic year in 2018.</p>	<p>SLT/ Forest School Lead</p>	<p>October 2018 termly thereafter</p>
B.	<p>To accelerate progress and close the gap in attainment for pupils eligible for PP with a particular focus on SEND PP pupils by employing additional adult support. Pupils undertake identified, targeted and measured intervention programmes.</p> <p>To redeploy, through our provision map, teaching assistants to provide small group and 1:1 intervention for children in receipt of pupil premium who are currently working below national year group expectations.</p>	<p>SEND Pupils eligible for PP make accelerated progress so they close the gap by the end of the academic year in 2018.</p>	<p>SENCO / SLT</p>	<p>October 2018, termly thereafter</p>

	<p>Rationale: Education Endowment Foundation (June 2016): One to One tuition: evidence indicates that 1:1 tuition can be effective, on average accelerating learning by approximately 5 additional months progress. Short, regular sessions set over a set period of time appear to result in optimum impact.</p> <p>Small group tuition: Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind. Evidence indicates that small group tuition can accelerate learning by 4+ months.</p> <p>To continue to ensure that, through our SENDCo, appropriate SMART targets are set for identified SEND pupils and that these are closely monitored.</p> <p>Increase targeted support from TA's for phonics, reading, writing and maths. Focussed narrowing the gap support. We will continue to track and monitor data of PP children and exit data analysed for intervention programmes.</p>			
<b>Total budgeted cost</b>				<b>£9080</b>
<b>Desired outcome</b>	<b>Chosen action / approach</b> <b>What is the evidence and rationale for this choice?</b>	<b>Success Criteria</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>

C. Welfare and social needs are met through support from additional adults in school, SENCo, Home School Link Worker and ELSA.

Children and families welfare needs are supported and met so that children are able to learn and fully engage in school life.

SENCo October 2018, termly thereafter

This support will provide 'strong social and emotional support strategies to help pupils in need of additional support' (NfER).

Specialist 1:1 support for children experiencing significant difficulties in welfare and social needs such as work with the HSLW / ELSA.

We will continue to track and monitor the data of PP children including achievement and welfare concerns.

D.	<p>The HSLW provides 'support for families in order to help improve behaviour and attendance' (NfER).</p> <p>HSLW and SENCo will meet regularly to discuss how the PP children are being supported and will make any necessary adjustments to provision if required.</p>	<p>Improved attendance and parental engagement of PP children and of vulnerable learners.</p> <p>PP attendance will be in-line with 'other' pupils.</p>	SENCo	Weekly
<b>Total budgeted cost</b>				<b>£4230</b>

**Measure of impact for Pupil Premium expenditure in 2017/18:**

- A and C –** Review termly tracking data of PP pupil progress to outline reduction in attainment gap and set appropriate targets.  
Monitor intervention programmes and quality first teaching to identify that children have access to high quality support/teaching.
- B and D -** Support the work of HSLW by facilitating half termly meetings and reports as necessary.  
Monitor the attendance of PP children.  
We will evaluate the impact on confidence and self-esteem through attendance.

<b>Review of Expenditure</b>			
<b>Previous Academic Year</b>	<b>2016 - 2017</b>		
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated Impact and lessons learned</b>	<b>Cost</b>
To provide targeted maths intervention support, with a focus on pupil premium children with identified gaps in their learning in Key Stage 1 and 2	Purchase additional online tutoring resources to support pupils in securing key maths skills	100% children have engaged with online resource.  To continue with this resource	£200
To provide maths intervention support, with a focus on targeted children to reach ARE and more able to achieve the higher standard.	MAST maths teacher deployed in Key Stage 2 to deliver targeted interventions & booster sessions.	100% children made expected or better progress in Maths.	£2000
To provide additional targeted TA intervention support for identified groupings in Key Stage 1 and 2 in specific core subject skills.	TA / HLTA support to deliver interventions to identified pupils across Key Stage 1 and 2.	Interventions target specific areas identified. This gives pupils the opportunity to practise key skills in a small group situation, which in turn builds confidence. Small group Whole School phonics and spelling groups have improved the outcomes of reading and writing especially in EYFS and KS1 Interventions have also included some pre-teaching, which has built confidence and prepared pupils for up-coming class work.	£4000
To enable all vulnerable children to benefit from the full curriculum range, helping to create and maintain a love of learning and a thirst for knowledge.	Enablement of vulnerable pupils to participate in enrichment experiences and learning opportunities provided by specialist practitioners, extra-curricular clubs and educational visits.	100% of targeted pupils have participated in enrichment activities.	£2200
To offer targeted support to	Home School Link Worker / HLTA	100% Attendance of children and	£3700

children who may be struggling with emotional, behavioural difficulties.	to work with our most vulnerable children and families.	families engaging with HSLW and ELSA sessions.  100% of PP children attending sessions expressed that it makes them feel happier at school.	
To provide reading 1-1 support and targeted interventions.	Teaching Assistant to support identified vulnerable pupils with 1-1 reading throughout Key Stage 1 & 2.	Targeted pupils are more confident about their reading and have developed an enjoyment of books. The opportunity to work 1 to 1 allows them to engage in targeted discussions about language and develop their comprehension skills.  Pupils are given the opportunity to gain reading awards for regular reading that they may not otherwise have received due to limited home reading.	£1000
To enable all vulnerable children to benefit from the full curriculum range, helping to create and maintain a love of learning and a thirst for knowledge.	Additional items i.e. school uniform for children who are disadvantaged.	This expenditure has supported children in not being disadvantaged, in feeling positive about school and in building self-esteem and emotional resilience.	£200
To provide diagnostic assessments to specific pupils to support effective teaching and learning.	To continue with current provision for vulnerable children with specific needs, through the scheduling of Educational Psychologist support.	Continued early identification for outside agency support.	£1000
			Total expenditure: £13,900