



Pupil premium strategy statement (primary)

1. Summary information					
School	Chagford Church of England Primary School				
Academic Year	2018-19	Total PP budget	£32,200	Date of most recent PP Review	July 2018
Total number of pupils	122	Number of pupils eligible for PP	20 (16%)	Date for next internal review of this strategy	July 2019

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths (ARE in Sept 18)	30%	%
% making progress in reading (ARE in Sept 18)	50%	%
% making progress in writing (ARE in Sept 18)	43%	%
% making progress in maths (ARE in Sept 18)	47%	%

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.	<p>We have recognised that in some cases a child's very early development, prior to attending a school, may be significantly lower for those who will go on to be registered as a Pupil Premium child. This means that children from low income backgrounds often come into school with a lower level of social and emotional development and, in some cases, poor language and communication.</p> <p>The gender gap can begin to develop within these early years when the boys struggle to develop as quickly as the girls in their attention, listening, communication and language skills. The gap can continue to have an impact on their learning into KS1.</p>
B.	<p>Analysis of school data has shown that children registered as Pupil Premium, who also have a special education need, struggle to make sufficient progress to ensure attainment differences diminish. For this group of pupils it has been very difficult to ensure they make the rapid and sustained progress required to guarantee they are able to achieve to the best of their ability. The barriers that a special educational need presents for a child can be extremely varied and often individualised support is required. We aim to provide support packages which securely address each individual child's need and enable them to maximise their abilities.</p>
C.	<p>Ensuring that those PPG children who are more able are identified and their progress is accelerated to avoid coasting. Progress of all learners (supported by targeted interventions) is in line with all children including those who are more able.</p>

External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D.	In a small number of cases, poor attendance has become a barrier to learning. Although this does not affect a great number of children in our school, when a child has a low attendance rate the impact is highly significant. Children who do not attend school regularly develop significant gaps in their understanding. This can very quickly lead to a lack motivation and self-esteem issues. We address attendance issues on a daily basis and ensure all absence is carefully monitored.	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improve social and emotional developmental skills for pupils eligible for PPG in Reception class	Pupils eligible for PPG in Reception class make rapid progress by the end of the year so that all pupils eligible for PPG meet age related expectations.
B.	Barriers to learning are clearly identified, interventions address these barriers and SEND/PPG children achieve in line with all other pupils within school	SEND/PPG children make very good progress and achieve accelerated progress where possible, to close any gaps in attainment from all other pupils within school
C.	More able PPG children make very good progress and achieve greater depth/high scaled scores relative to end KS1/KS2 data.	Pupils eligible for PPG identified as high ability make as much progress as 'other' pupils identified as high ability, across Key Stage 2 in maths, reading and writing. Measured in Y4, 5 and 6 by teacher assessments and successful moderation practices established across the multi-academy trust (MAT).
D.	Children more engaged and confident in their learning as demonstrated by attendance data and progress data	Attendance at 97% or above and progress data in line with all children for PPG children

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?
<p>Ensure that early intervention for pupils who are identified as having barriers to their progress is well planned and monitored. This includes preventative whole class strategies, intervention programmes for groups and individuals and tutoring by teachers and classroom assistants.</p>	<p>Class sizes are monitored and analysed for SEN need and PPG numbers.</p> <p>Any plans for 'mixed age' classes are monitored to ensure that numbers do not reduce opportunities for children to work with teacher and teaching assistants to reduce barriers.</p> <p>Children with identified SEND or who are included in a vulnerable group are monitored half termly and intervention planned that is a recognised programme to support progress and improve self-esteem.</p>	<p>It has been found that the most powerful approaches identified for closing the gap for vulnerable groups comes through the use of well-specified, well-supported and well-implemented programmes and practices, incorporating extensive continuing professional development that is delivered within the school context.</p> <p>Early intervention is particularly effective, where preventative whole-class strategies are adopted first followed by tutoring for the small numbers of pupils who still need it. If specific tutoring is required, teaching assistants as well as classroom.</p> <p>Teachers can deliver good learning outcomes, as long as they are well supported.</p> <p><i>'Schools with a history of closing gaps made the early identification of barriers to learning part of the whole school vision. Identifying why children were not learning and then putting in compensatory measures without attaching blame to the child almost became the moral purpose for successful schools.</i></p> <p><i>Put children at the centre of the learning process by involving them in marking work alongside the teacher, or enable them to decide upon a stimulus for writing or agendas for reading clubs. Schools that established high levels of pupil self-esteem by celebrating even the smallest of gains or by the practice of 'pre teaching' a concept or skill to a group or individual prior to whole class teaching, were able to demonstrate positive outcomes for pupils. As were those which concentrated on improving pupils' attitudes to learning.'</i></p> <p>Dept for Education - Closing the gap in the new Primary Curriculum 2014</p>	<p>SENDCo to meet regularly with staff, teaching and non-teaching,, to provide INSET, teaching and learning support, data analysis, INSET for specific approaches and to meet the needs of some vulnerable groups .</p> <p>Half termly analysis of data to support decision making and priorities Regular lesson and book monitoring. Environmental observations to ensure access for all.</p> <p>Observations of targeted interventions and support improved outcomes for vulnerable groups.</p> <p>Listening to the voice of parents through Parent voice meetings with SENCO.</p> <p>Half Termly Monitoring of Behaviour Logs on CPOMS safeguarding information and attendance to support needs of individuals and groups; information sharing with staff and positive approach to building relationships with parents.</p>	<p>Governors HT SENDCo Class Teachers Teaching Assistants</p>	<p>Termly Pupil Support Meeting reviews and PPG plans by leadership team with class teacher</p> <p>Termly Assessment Data, Learning walks, Lesson observations, Intervention monitoring, Book scrutiny.</p> <p>Parent meetings with SENDCO feedback</p> <p>SLT SEF Action Plan Monitoring – Feb/March 2019</p>

Strengthened EYFS as a Unit	Additional time for EYFS staff to plan together and review learning needs. Early identification of children's health, development and learning needs and strategies to support 'school readiness'	Strong transition impacts on outcomes for learners EYFS/Induction:	Staff better informed and well prepared (teachers and SENDCO) Parents engaged in their children's learning from very early on	Headteacher SENDCO SH	Autumn 2018 Spring 2019 Summer 2019
Support all learners in achieving greater depth through higher level questioning and dialogue, understanding of success criteria and extension activities.	All learners to be supported with key questions on learning walls and with dialogue prompts to support effective discussions/collaboration and higher level thinking. All learners to be supported with visible success criteria and modelling of 'what makes 'good' work. Extension/challenge activities to be visible in books – part of effective feedback to support children to achieve greater depth and reflect on their learning.	We are promoting a curriculum designed for young people to make a wider contribution to their society. Over two thirds of young people globally think that making a wider contribution to society beyond themselves and their family is important. 19% of young people globally said that greater skills would help them make a bigger contribution to society. Evidence based approaches include: cooperative learning (structured group work), frequent assessment and 'learning to learn' strategies – The Learning Pit, for example.	Staff Meeting training to support a wider view of greater depth learning. Reflect on changes on practice and share good practise at planned INSET/PDM opportunities. Learning Walks, Pupil conferencing, Book scrutiny, Lesson observations. Maths Lead and KS1 teacher to attend Maths Mastery training and disseminate information to ensure effective challenge is available to all pupils including PPG	HT Literacy and Numeracy Leads SENDCo	Assessment Data, Learning walks, Lesson observations, Book scrutiny. Termly Pupil Support Meeting reviews and PPG plans by leadership team with class teacher
Total budgeted cost					£8,000 SENDCO planning time £1,400 supply costs to release Maths lead and KS1 teacher £1,030 FSU additional time Total £10,430
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 improve language and phonics skills of targeted children in order to enable access to full curriculum using a dyslexia specialist support teacher	Employment of specialist dyslexia support teaching	Oral and phonics language interventions emphasise the importance of spoken language and phonics/reading comprehension in the classroom. They are based on the idea that comprehension and reading skills benefit from explicit discussion of either the content or processes of learning, or both.	Regular Feedback and written reports from Dyslexia specialist and teacher's assessment of progress and learning Analysis of intervention children's data across core curriculum subject areas	HR / SH	Termly Reports from Dyslexia support teacher to Head and SENDCO

To ensure children make expected progress in English	HLTA/learning support Targeted support in areas where children have been identified as underperforming by delivering specific interventions: precision teaching, additional phonics, handwriting booster; additional guided reading sessions Resources to support interventions at home and at school: Nesy learning, Wordshark, Touchtyping	HLTA/learning support Targeted support in areas where children have been identified as underperforming by delivering specific interventions: precision teaching, additional phonics, handwriting booster; additional guided reading sessions	Time allocated for staff to deliver effectively. Intervention grids completed by lead staff and monitored by SLT Children's progress and next steps decided between intervention lead and class teacher	(JD, BR, LS)	At least termly but more often if the intervention is for limited weeks or half term Pupil progress meetings Class profiles SPTO
To ensure children make expected progress in maths	Early identification of children making slow progress in maths but also to extend more able learners in maths Maths intervention teacher providing booster lessons Counting to Calculating Y2 HLTA/learning support	Short, regular sessions (about 30 minutes, 3-5 times a week) over a set period of time (6-12 weeks) appear to result in optimum impact. Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial (EFF)	Time allocated for staff to deliver effectively. Intervention grids completed by lead staff and monitored by SLT Children's progress and next steps decided between intervention lead and class teacher	DP/CT	At least termly but more often if the intervention is for limited weeks or half term Pupil progress meetings Class profiles
Developing confidence and self-esteem for individuals and small groups led by THRIVE practitioner and Mentoring support	Individual and Group sessions (THRIVE based) Learning support/teacher THRIVE training and resources (continuing professional development) Thrive resources Individual Mentoring sessions with trained Mentoring Practitioner	Thrive draws on neuroscience, attachment theory, child development and research into the role of creativity and play in developing emotional resilience. It focuses on what can be done differently to re-engage children with learning. Evidence suggests behaviour interventions produce large improvements in academic performance along with a decrease in problematic behaviours. Effect sizes are larger for targeted interventions matched to specific students with particular needs or behavioural issues, than for universal interventions or whole school strategies.	Feedback from children and their families. Attendance data Behaviour data Report from Family Support Advisor Thrive assessment (individual, family and class assessments)	CT/TA/BR	Termly
Total budgeted cost					£19,540
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?
To enable all pupils to participate fully in residential visits	Residential in KS2 – Y5 and Y6	Learn away project 2015 (6 year project) presented to national Geographic Society claims residential trips impact on self-esteem, relationships with others and ability to work in team as well as improving disposition to learning OFSTED Pupil Premium 2016-17	Ensure all PPG pupils have access to residential – class teachers to monitor take-up	Headteacher	Autumn 2018
Total budgeted cost					£1,000

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 class teachers to plan effectively for pupils using formative assessment for learning and the school's tracking system/class profiles.	Staff meeting and PPA time Subject leader monitoring time (school budget) Leadership closely monitor and link CPD/performance management /School Improvement Plan to emerging trends	High quality teacher professional development	Regular learning walks and learning scrutiny to ensure high quality teaching and learning by SLT and subject leaders Ensuring sufficient non-contact time for monitoring staff development and Regular reporting to Governors.	
All pupils, including disadvantaged pupils to be listened to and share responsibility for setting and meeting their targets	Time with individual children and staff (class teacher and SLT) reviewing progress and setting targets	Timetabled on Annual Monitoring Calendar	Staff meeting time to discuss outcomes; Built into Performance Management	
Strengthened EYFS as a Unit	Additional time for EYFS staff to plan together and review learning needs. Early identification of children's health, development and learning needs and strategies to support 'school readiness'	Strong transition impacts on outcomes for learners EYFS/Induction:	Staff better informed and well prepared (teachers and SENDCO) Parents engaged in their children's learning from very early on	£1,025
Strengthened transition Y6 to Y7	Cluster working with other Primary Schools and College within the DMAT 'Closing the Gap' English project CPD for Y6 teacher re transition (based on lesson study) Supply release	Past experience of strengthened transition has produced good feedback from children, their parents and secondary schools.	Time given to Year 6 teacher to visit other primary schools and the college for collaborative learning through lesson study. Time to feedback to staff and governors (inc evaluation report)	£155
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

<p>To improve language and phonics skills of targeted children in order to enable access to full curriculum using a dyslexia specialist support teacher</p>	<p>Employment of specialist dyslexia support teaching</p>	<p>Oral and phonics language interventions emphasise the importance of spoken language and phonics/reading comprehension in the classroom. They are based on the idea that comprehension and reading skills benefit from explicit discussion of either the content or processes of learning, or both.</p>	<p>Regular Feedback and written reports from Dyslexia specialist and teacher's assessment of progress and learning Analysis of intervention children's data across core curriculum subject areas</p>	<p>£4800</p>
<p>To ensure children make expected progress in English</p>	<p>HLTA/learning support Targeted support in areas where children have been identified as underperforming by delivering specific interventions: precision teaching, additional phonics, handwriting booster; additional guided reading sessions Resources to support interventions at home and at school: Nesy learning, Wordshark, Touchtyping</p>	<p>HLTA/learning support Targeted support in areas where children have been identified as underperforming by delivering specific interventions: precision teaching, additional phonics, handwriting booster; additional guided reading sessions</p>	<p>Time allocated for staff to deliver effectively. Intervention grids completed by lead staff and monitored by SLT Children's progress and next steps decided between intervention lead and class teacher</p>	<p>£11,390 £500</p>
<p>To ensure children make expected progress in maths</p>	<p>Early identification of children making slow progress in maths but also to extend more able learners in maths Maths intervention teacher providing booster lessons Counting to Calculating Y2 HLTA/learning support</p>	<p>Short, regular sessions (about 30 minutes, 3-5 times a week) over a set period of time (6-12 weeks) appear to result in optimum impact. Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial (EFF)</p>	<p>Time allocated for staff to deliver effectively. Intervention grids completed by lead staff and monitored by SLT Children's progress and next steps decided between intervention lead and class teacher</p>	<p>£11,390</p>
<p>Developing confidence and self-esteem for individuals and small groups led by THRIVE practitioner and Mentoring support</p>	<p>Individual and Group sessions (THRIVE based) Learning support/teacher THRIVE training and resources (continuing professional development) Thrive resources Individual Mentoring sessions with trained Mentoring Practitioner</p>	<p>Thrive draws on neuroscience, attachment theory, child development and research into the role of creativity and play in developing emotional resilience. It focuses on what can be done differently to re-engage children with learning. Evidence suggests behaviour interventions produce large improvements in academic performance along with a decrease in problematic behaviours. Effect sizes are larger for targeted interventions matched to specific students with particular needs or behavioural issues, than for universal interventions or whole school strategies. The direct involvement of parents with their child's school (e.g. through meetings with teachers or volunteering in school) has also been shown to be positively related to student behaviour (Pomerantz et al, 2007).</p>	<p>Feedback from children and their families. Attendance data Behaviour data Report from Family Support Advisor Thrive assessment (individual, family and class assessments)</p>	<p>£2,850</p>

To reduce social/emotional barriers and lessen impact of family issues on learning.	Family support advisor employed one day a week to provide family support by referral, signpost to other help	SEL (social and emotional) interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (EFF). Ensure school leaders have access to training in a range of behavioural strategies and examples of best practice in the school system	Feedback from children and their families. Attendance data Behaviour data Report from Family Support Advisor	£2050
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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
N/A				

7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.
Our full strategy document can be found online at: www.aschool.sch.uk