

Pupil premium strategy statement

1. Summary information					
School	Chandag Infant				
Academic Year	2017,18	Total PP budget	£8,120	Date of most recent PP Review	n/a
Total number of pupils	179	Number of pupils eligible for PP	5	Date for next internal review of this strategy	Summer 2018

2. Current attainment				
	Pupils eligible for PP (your school)		Pupils not eligible for PP (national average) 2017	
	Expected	GD	Expected	GD
% achieving in reading, writing and maths End of Year 2016,17	60%	20%	77%	23%
% making expected progress in reading	60%	40%	79%	28%
% making expected progress in writing	60%	0%	72%	18%
% making expected progress in maths	60%	20%	79%	23%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (issues to be addressed in school, such as poor oral language skills)	
A.	Special Educational Needs and Disabilities: (80% PP pupils on SEN register) including Hearing Impairment; Speech Language and Communication Needs; Social Emotional and Mental Health Difficulties.
B.	Underlying mental health and well-being, developmental and behavioural issues for Child in Need pupil and PLAC pupils having a detrimental effect on their learning and that of their peers eg poor social skills.
C.	More able disadvantaged pupil progress impeded by underlying SEMHD eg self-esteem.
External barriers (issues which also require action outside school, such as low attendance rates)	
D.	Issues within the family eg. parenting capacity, lack of sleep, poor nutrition, needing parenting support eg Social Care involvement with families out of school and monitored in school at TAC and CIN meetings.

4. Desired outcomes		
	Desired outcomes and how they will be measured	Success criteria
A.	Effective SEND support including Hearing Impairment and Speech, language and Communication Needs (SLCN). Improved SLCN skills for children receiving Speech and Language in Partnership (SLIP) intervention.	Support Plan targets achieved at regular reviews. EHCP outcomes achieved at Annual Review. SLIP Targets achieved. Family engagement in Theraplay sessions . Thrive assesment.

B.	Rapid progress for children off-track.	End of Year/Key Stage Age Related Expectations met. EHCP Outcomes achieved at Annual Review. Closing the gap with national non-disadvantaged attainment.
C.	Behavioural issues addressed and reviewed through behaviour strategies on Support Plans, KCV Primary Pastoral Panel referrals, and Children's Centre support.	Panel Intervention outcomes achieved and intervention ended. Support Plan Targets achieved. Fewer behaviour incidents recorded on ABC forms or class log.
D.	Improved parenting capacity and home support.	CIN stepped down to TAC meetings.

5. Planned expenditure					
Academic year 17,18					
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?
<p>Effective SEND support including Hearing Impairment and Speech, Language and Communication (SLC), and Sensory Processing Difficulties.</p> <p>Improved SLC skills for children receiving SLIP intervention.</p>	<p>Advice, information and guidance from external agencies.</p> <p>Specialist support from SLIP, Sensory Support Service, EP, Occupational Therapists, Children's Centre Outreach Worker, GP and Paediatrician.</p> <p>PP Leader accessing ongoing CPD eg BaNES conferences; and cascading/organising whole school training eg parent workshops eg. emotion coaching.</p> <p>Close monitoring of SLCN support and training for intervention TAs eg Regular Sensory Support Service in school support and training when needed.</p> <p>Targeted individual and small group support.</p>	<p>EEF Toolkit approach.</p> <p>Address barriers to learning as identified by Durnford and Hutchinson in their report on the Pupil Premium (Education Policy Institute, 2016).</p>	<p>Invite and attend training from known high quality providers eg. Virgin Care, BaNES.</p> <p>Staff training for teachers, TAs and SMSAs.</p> <p>Parent workshop/s.</p>	<p>Inclusion Leader</p> <p>SLT</p> <p>Sensory Support Service</p> <p>Inclusion Leader</p>	<p>July 2018</p>
<p>Rapid progress for children off-track.</p>	<p>Whole school approach to QFT/ focus on high aspirations for all pupils and on delivering targeted high quality teaching.</p> <p>Targeted approaches for individual children facing particular barriers.</p> <p>Use resources tailored to support pupils' progress.</p> <p>Make decisions based on data and respond to evidence.</p> <p>Clear, responsive leadership with high aspirations.</p>	<p>Promote an ethos of attainment for all pupils, an individualised approach to addressing barriers to learning and emotional support , and focus on high quality teaching first, as identified in NFER Research Report (Supporting the attainment of disadvantaged pupils: Articulating success and good practice, DFE Research Report, Nov 2015) 7 'building blocks of success'.</p> <p>Staff training on outstanding teaching and learning.</p> <p>Relentless focus on improvement.</p> <p>Sutton Trust.</p> <p>tscouncil.org.uk/resources/guide-to-effective-pupil-premium-reviews</p> <p>EEF Toolkit approach.</p>	<p>Deploy the best staff to support disadvantaged pupils.</p> <p>Develop skills of teachers, TAs and SMSAs.</p> <p>Use staff meetings to deliver training.</p> <p>Autumn/Spring/Summer Data analysis.</p> <p>Regular PPM meetings.</p> <p>PM observations.</p> <p>Lessons from training embedded in school feedback policy.</p>	<p>SLT and Maths Leader</p>	<p>PPMS 1/ 2 /3</p> <p>July 2018</p>

Behavioural issues addressed and reviewed through behaviour strategies on Support Plans , Panel referrals and Children's Centre support and intervention.	Increase the range of skills and personal qualities of the disadvantaged pupils. Open communication between school/home. Ensuring parents are informed and involved. Behaviour support offered through KCV PPP Panel. Targeted individual support. Transition support between KS1 and KS2. Focus on developing self-confidence and belief in ability. Monitor extra-curricular participation and engagement in learning.	nace Essentials Policy Bite Oct 16 EEF Toolkit approach.		Inclusion Leader	Ongoing review of strategies and support.
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Total budgeted cost

In school club £780
Remaining budget £7340

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?
At least expected progress for all PP pupils.	High quality lunchtime/after school club provision offered and uptake monitored for extra curricular and wider experiences. 1-1 targeted teacher support. Individualised approach ie strengths and weaknesses identified eg One Page Profile. Home-school links.	Quality First teaching from teachers (Sutton trust). EEF Toolkit identified effective approach. EEF Toolkit: important for communication and support.	Regular analysis of tracking data including gap analysis/comparison to national data.. PPM discussions, Reporting progress to staff, governors and parents.	PE Leader Inclusion Leader Deputy Head	Regular PPMs. Autumn, Spring and Summer data analysis
To maximise the opportunities for and optimise the achievement of more able pupils	As above. Specific focus on progression, with active response by pupil. Planned work at higher levels/in depth and focussed feedback. Monitor extra-curricular participation and engagement in learning.	nace Essentials policy Bite Oct 2016 EEF Toolkit approach/startegy tailored to individual learner's needs eg effective feedback. Clearly articulated outcomes principled rationale other than related to attainment, progress and achievement , as described in nace Essentials Policy Bite, Oct 16, on evaluating the use and impact of PP with more able	In-house training on greater depth has been delivered and accessed. Regular use of data to identify gaps in attainment and any risk of underachievement. Research effective feedback and INSET on critical analysis of feedback as a whole school.	Inclusion Leader SLT	Regular PPMs. Autumn, Spring and Summer data analysis including 'gap' analysis between PP and non PP groups. July 2018

Total budgeted cost					See above
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
					Summer 2018 decisions to inform 2018,19 actions
Total budgeted cost					See above

6. Review of expenditure

Previous Academic Year

i. Quality of teaching for all

Desired outcome	Chosen action/a pproach	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)	
As this year: SEND support Rapid progress if off-track	As above	Progress made towards EHCP outcomes and SEN targets(see individual pupil files for evidence in CAF Reviews and Annual Reviews, SLIP IEPs and Support Plan Reviews). Case study for MC who did not make expected progress.	Effective SEND provision to continue and to include Panel SEMHD support and further referrals if needed.	

ii. Targeted support

Desired outcome	Chosen action/a pproach	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)	
As this year: At least expected progress for all pupils Opportunities for optimal achievement for HA pupils	As above	No gaps PP/non PP in End of Key Stage Reading Attainment. AB made rapid progress and exceded ARE in Reading (see case study). No gap FSM/non FSM end of year Y1 cohort in Reading and Maths. HW made rapid progress in Reading. SB (PLAC) made rapid progress in Reading and Writing.	Will continue this approach.	

iii. Other approaches

Desired outcome	Chosen action/a pproach	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)	
				Total cost £9820

7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.

Additional information about our Pupil Premium spending allocation and impact statements from previous years can be found online on our school website at: www.chandag-inf.bathnes.sch.uk