

Pupil premium strategy statement

1. Summary information					
School	Chandag Infant				
Academic Year	2019,20	Total PP budget	£1320 per FSM pupil on roll Jan 2020 (Jan 19-Jan 20 £6600)	Date of most recent PP Review	July 2019
Total number of pupils	181	Number of pupils eligible for PP/FSM	6	Date for next internal review of this strategy	Sept 2020

2. Current attainment			
	Pupils eligible for PP (your school)		National (all pupils) 2019 <i>Data available Autumn 2019</i>
	EXS	GD	EXS GDS
% achieving in reading, writing and maths End of Year 18,19	86%	14%	Y2 74%
% achieving in phonics End of Year 2018,19	100%	n/a	Y1 85%
% making expected progress in reading	100%	14% rapid	
% making expected progress in writing	100%	14% rapid	
% making expected progress in maths	86%	0% rapid	

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: including Speech Language and Communication Needs – exploring Speech and Language needs for a pupil Term 1; Thrive emotional support for another pupil;
External barriers (issues which also require action outside school, such as low attendance rates)	
D.	Issues within the family eg. parental well-being and capacity; managing divorce and single parenting Lack of parental support and capacity at home eg for regular reading, spelling and maths homework (potential PSA support offer)
E.	Toileting issues (Community Early years Practitioner involvement)
F.	Lack of opportunities re cultural capital.

4. Desired outcomes		
	Desired outcomes and how they will be measured	Success criteria
A.	Effective SEND support including Speech, language and Communication Needs (SLCN). Improved SLCN skills for child receiving Speech and Language in Partnership (SLIP) intervention monitored by school Speech and Language Therapist. SEMH: Progress in using toilet at school. Behaviour observed and monitored and identified gaps in social and emotional development addressed through Thrive practice.	Pupil Premium Support Plan targets RAGGED and reviewed regularly; progress towards outcomes made and outcomes achieved. SLIP Targets achieved. Discharged from Community Early Years Practitioner. Thrive profile and Action Plan in place and reviewed showing increase in percentages eg at being safe and having needs met.

	Continued parental involvement in school activities encouraged. Pupils reading regularly at home (> x4 p./week)	Accessing Spelling Shed at home. Parent comments in Reading Record.
B.	Rapid progress for children off-track.	End of Year Age Related Expectations met. End of Key Stage 1 standard met. Tracking data shows gap closed v national non-disadvantaged attainment.
C.	Improved parenting capacity and home support. Cultural capital and enrichment opportunities offered at school.	Meetings with SENCo and class teacher. Attend parent consultation evenings. Increased parental involvement at school and home eg attend parent workshops and homework supported.

5. Planned expenditure					
Academic year 19,20					
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 and Speech, Language and Communication (SLCN) and Social, Emotional and Mental Health (SEMH).</p> <p>Improved SLC skills for children receiving SLIP intervention.</p>	<p>Advice, information and guidance from external agencies.</p> <p>Specialist support from Speech and Language Therapist.</p> <p>School PP Champion accessing ongoing CPD eg Fosseyway and/or BaNES conferences; and cascading/organising whole school training eg whole staff training and parent workshops eg. emotion coaching, Thrive practice.</p> <p>School Nurse workshops eg Anxiety.</p> <p>Close monitoring of SLCN support and training for intervention TAs.</p> <p>Targeted individual and small group support.</p>	<p>Excellence, Equity, Engagement (EEE) 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>Home-school communication.</p>	<p>Inclusion Leader</p> <p>SLT</p> <p>Sensory Support Service</p> <p>Inclusion Leader</p> <p>School Nurse</p> <p>Teaching staff</p> <p>SENCo</p>	<p>Data points x3 p.a plus</p> <p>End of year data analysis Summer 2020</p>
<p>Rapid progress for disadvantaged 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>Precision Teach approach.</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>Continued focus on strategies to improve boys writing, outstanding teaching and learning, and quality feedback.</p> <p>New Spelling strategies and</p>	<p>Deploy the best staff to support disadvantaged pupils.</p> <p>Continue to 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 for teachers and TAs.</p> <p>Lessons from training embedded in school policy.</p>	<p>SLT and Maths and English Leaders</p>	<p>Tracking progress and attainment x 3 p.a.</p> <p>Pupil Progress Meetings x 3 p.a 1/ 2 /3</p> <p>End of Year data July 2020</p>

		<p>approach.. Relentless focus on improvement. Sutton Trust. tscouncil.org.uk/resources/guide-to-effective-pupil-premium-reviews EEE Toolkit approach.</p>			
<p>Behavioural issues addressed and reviewed through behaviour strategies on Support Plans, and Thrive-based support and intervention.</p>	<p>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 emotion coaching approach and Thrive practice. Focus on developing self-confidence and belief in ability. Targeted individual support . Transition support between KS1 and KS2.</p> <p>Monitor enrichment and cultural capital opportunities eg extra-curricular participation and engagement in learning. Offer at least one school-based extra-curricular club. Take up bursary places in Rocksteady Music School Intervention</p>	<p>nance Essentials Policy Bite Oct 16</p> <p>Excellence, Equity, Engagement (EEE) Toolkit approach.</p>	<p>Informal and formal parent meetings. Minutes of TAF meetings sent to all parties.</p> <p>Brighter Futures mentoring</p> <p>Progress monitored through regular reviews of support plans, outcomes RAGGED and new plans written in response to tracking data and teacher/PP Champion discussions.</p> <p>Pupil and parent voice.</p> <p>Engagement in and take up of clubs monitored.</p>	<p>Inclusion Leader</p>	<p>Ongoing review of strategies and support.</p>
Total budgeted cost					<p>In school club £780 tbc Bursary club place £0 SENCo time x 1 pm/week</p>
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 disadvantaged pupils.	High quality lunchtime/after school club provision offered and uptake monitored for extra-curricular and wider enrichment experiences eg Forest School. 1-1 targeted teacher support for identified targets in learning and SEMH. PE intervention with specialist teacher. Individualised approach ie strengths and weaknesses identified including a One Page Profile (pupil voice). Home-school links.	Quality First Teaching from teachers (Sutton trust). EEF Toolkit identified effective approach. EEF Toolkit: important for communication and support.	Monitoring of club uptake and attendance by Administrator and Inclusion Lead. Regular analysis of tracking data including gap analysis/comparison to national data.. PPM discussions, Reporting progress to staff, governors and parents.	Inclusion Leader PE Leader	Support plan reviews between Inclusion Lead and teaching staff. Autumn, Spring and Summer data analysis . PPM review meetings.
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 when appropriate to pupil ability. 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 pupils.	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 Pupil Progress Meetings. Autumn, Spring and Summer data analysis including 'gap' analysis between PP and non PP groups. July 2020
Total budgeted cost					PE intervention SS cost tbc Bursary place at Rocksteady music school - £0
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
					End of Year 2020 to inform 2020,21 actions
Total budgeted cost					See above

6. Review of expenditure

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)	
As this year: SEND support. Rapid progress if off-track	As above	All pupils made typical/expected progress or better (one pupil 0.5 off track in Writing but exceeded own end of year target). 40% pupils made rapid progress in reading. 20% made rapid progress in writing and maths. 40% pupils met their own end of year target in reading; 60% in writing; and 80% in maths. 60% pupils exceeded their own end of year targets in reading; 40% in writing; and 20% in maths. Outcomes achieved and progress made towards Pupil Premium plan outcomes and SEN targets (see individual pupil files for evidence in CAF Reviews, SLIP IEPs and RAGGED PP Plan Reviews)	Effective SEND provision to continue. Inclusion Lead/PP Champion has started Thrive Practitioner training to enable SEMH provision to be used if required now that Behaviour and Attendance Pastoral Panel support is no longer available. School to buy in Parent Support Advisor fortnightly to continue to be able to offer parenting support.	

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)	
At least expected/typical progress for all pupils. All pupils to meet own end of year targets. Y1 PP pupils to meet National Phonics check threshold. Y2 pupils to meet end of key stage 1 standard in all areas. Opportunities for optimal achievement for all PP pupils.	As above	100% Y2 pupils met end of KS1 standard in all areas. 100% Y1 met National Phonics check standard. No gaps PP/non PP at End of Key Stage 1 in any area. Gaps in FSM v non FSM end of year Y1 cohort in Reading and Maths attainment but no gaps in progress . No gaps in disadvantaged v non PP pupils end of YR in progress or attainment. YR PP disadvantaged pupils made beyond expected progress in all areas, diminishing the difference with peers (most rapid progress Ma (5), and better progress in W and Ma than non disadvantaged pupils. (1.1, 1.7).	Will continue this approach as is proven to be effective.	

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)	
				Total cost tbc

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.chandaginfectschool.org.uk