

Pupil Premium Strategy Statement

1. Summary information					
School	Carleton Rode CEVA Primary School				
Academic Year	2018/19	Total PP budget	£26,580	Date of most recent PP Review	n/a
Total number of pupils	53 (49 in Jan '19)	Number of pupils eligible for PP	17	Date for next internal review of this strategy	Feb 2018

2. Current attainment & progress of Y6 in 2018 SATs		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving expected standard or above in reading, writing and maths	0	70%
% average progress in reading	-9.18	0.31
% average progress in writing	-9.39	0.24
% average progress in maths	2.31	0.31
Average scaled score in reading	93.5	106.1
Average scaled score in maths	104.0	105.4
% reaching a higher level of attainment in reading, writing and maths	0	12%

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.	The majority of our PP children also have SEN. The nature of some children's SEN has sometimes meant that it's been a challenge to secure good progress for them so we have chosen to buy additional qualified teacher hours to improve the pupil-teacher ratio as well as some TA hours to support the class so the teacher can then focus on these children more often.
B.	Some PP children have very challenging family circumstances and/or mental health and wellbeing issues, such as high levels of anxiety. We find that this can prevent them from participating fully in wider school life, so we have chosen to use some of the fund to enable these children to access trips, music lessons in KS2 and after-school clubs to build confidence and widen experience.

External barriers (*issues which also require action outside school, such as low attendance rates*)

C. The attendance of a few PP children was below the NA last academic year.

4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improved rates of progress for PP children with SEN across the school.	PP children who also have SEN are clearly identified, set challenging targets and regularly tracked so that they make at least expected progress. Progress will be measured through formative and summative assessment and monitored through half-termly progress meetings and other leadership monitoring activities. All PP children with SEN will have a provision plan to ensure barriers to learning are clearly identified and catered for.
B.	Access to music lessons and clubs and assistance with trips.	All PP KS2 children will have been offered access to music tuition via parents/carers and this will have been taken up wherever desired. Children will be encouraged and supported with lessons/instrument care etc. Clubs will be offered to all PP children after-school. Children will access all trips/admissions etc.
C.	Improved attendance.	Attendance for the 5 PP children whose attendance was less than 96% over 2017-18 will improve. Parents & Carers of all PP children will be kept fully informed about their child's attendance and the reasons for good attendance. All attendance will be closely monitored and reported to FGB each half-term. Referrals to the Attendance Service will be made if necessary. Parents and carers will continue to be strongly discouraged from taking short unauthorised leave during term-time.

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?
Improved rates of progress for all children, including PP children and those PP who also have SEN.	SIDP targeting Assessment for Learning strategies and practices.	This evidence-based strategy (see John Hattie's research and Education Endowment Fund research) if well-used, has been proven to accelerate children's learning, ensuring improved progression.	Quality CPD and monitoring activities (leadership, governors and external) across the year in line with the SIDP plan	Headteacher with SLT	Feb 2018

Total budgeted cost					£18,081
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?
Improved rates of progress for PP children with SEN across the school.	Bespoke programmes of support as identified for individual children including speaking and listening skill-building, reading support and maths calculation support.	Some of the children need bespoke targeted support to make or maintain good progress. Our bespoke, targeted support groups proved successful last year so are being repeated.	Identify children needing targeted support and establish a baseline. Organise timetable to ensure teacher or TA delivering provision has sufficient preparation and delivery time. Set targets for the end goal and number of sessions. Resource the sessions with materials required. Monitor the progress.	SENCO with other SLT	Feb 2018
Total budgeted cost					£7,329
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?
PP children have equality of opportunity for things extra to the school's usual provision.	Access to music lessons and clubs and assistance with trips.	Research shows that PP children cannot always access the 'extras' others can. We want all PP children to have the same chances as all non-PP children. This has been successful in the past.	Ensure all PP children/families are fairly and equitably offered opportunities. Monitor uptake and collate feedback/soft data outcomes.	SLT	Feb 2018
Increased attendance rates for those few PP children with poorer attendance due to authorised and unauthorised absences.	Follow up immediately on any absences. Hold individual meetings with families to re-explain detrimental effect of unauthorised absence.	Attainment and progress rates can only be improved if children attend school. NFER briefing for school leaders identifies addressing attendance as a key step to securing improvements.	Ensure attendance policy and procedure is all clear, transparent and ensure it is well-communicated to all families. Ensure staff trained to alert office/headteacher to PP absences that morning so swift contact can be made with parents/carers. Liaise with attendance officer to ensure support and advice is sought.	Head	Feb 2018
Total budgeted cost					£1,170
Total budgeted cost					£26,580

6. Review of expenditure

Previous Academic Year

2017-18

The school received £22,720 for the support of 15 PP children in the school.

How the money was spent:

- To enhance teaching of pupil premium children by providing an additional class teacher in Year 2, keeping lower numbers in all classes.
- To enable teaching assistants to support PP pupils with Special Educational Needs through small group and 1:1 support in KS2.
- To provide pupils with access to school trips and additional activities (Club 99, music lessons, after-school clubs) and necessary resources such as blue paper etc.

Impact/Lessons learned:

- The impact of the PP spend has been fully analysed and the results have helped to inform the 2018-19 PP Strategy and the school's improvement and development plan. It is not possible to publish the EYFS/KS1 and KS2 impact in detail here because of the very small numbers of children involved as it is likely to lead to the identification of that child by the school community.
- Small cohorts and small PP numbers mean data has to be treated with caution as it varies widely year on year and may not be statistically significant. A case by case study approach seems more helpful and informative.
- After evaluation, it was felt that creating an extra 'morning' class of Y2's to ensure PP children had more individual attention across the whole school brought mixed results. It was helpful to SEMH and to some individuals but it was felt that overall it was not a sustainable model (although worth trying). We feel that qualified teacher expertise makes a positive difference, but we will work this differently from September 2018.
- Having TA support for the teacher to use for class cover while they taught PP children or vice-versa was valuable and made a real difference to ensuring children received targeted support. We will continue to do this.
- Providing after-school clubs, trip extras, various resources and KS2 music provision (which was well-received with 4 children taking up the offer) benefitted all the PP children in various ways. Feedback was positive so we plan to repeat these offers.