

Chandos Primary School – Pupil Premium Strategy

1. Summary information					
School	Chandos Primary				
Academic Year	2016/17	Total PP budget	£319440	Date of most recent PP Review	09/16
Total number of pupils	458	Number of pupils eligible for PP	260	Date for next internal review of this strategy	09/17

2. Current attainment		
	<p><i>Pupils eligible for PP (Y6 June 2017)</i></p> <p><i>Please note these are unvalidated results. Validated data will be published towards the end of 2017.</i></p>	<p><i>Pupils not eligible for PP (national average 2016)</i></p>
End of key Stage 2		
Reading	68%	66%
Writing	60%	74%
Maths	75%	70%
GPS		72%
RWM Combined	55%	53%
Progress Reading		

Progress Writing		
Progress Maths		
End of key Stage 1		
Reading	48%	74%
Writing	52%	66%
Maths	48%	73%
RWM Combined		60%
Phonics		
Year 1	75%	81%
Year 2	85%	90%
EYFS Good Level of Development		
	62%	69%
3. Barriers to future attainment (for pupils eligible for PP)		
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>		
A.	Poor language and communication skills on entry to school	

B.	Limited wider experiences to support learning and development
C.	English not first language
D.	Emotional needs limiting engagement in learning
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	High levels of mobility/newly arrived families, which can impact on attendance and engagement in learning
E.	Complex family needs including health/medical, social, parenting
F.	Parental capacity to support learning: language barrier, familiarity and confidence with National Curriculum expectations
4. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)	
A.	To raise standards of attainment, ensuring accelerated progress for disadvantaged pupils, reducing the gap with all children nationally in reading, writing and maths.
B.	To ensure higher ability disadvantaged pupils are challenged to achieve higher standard by end of KS2
C.	To ensure disadvantaged children make swift progress in achieving the expected standard in the Y1 phonics check so that they have the necessary reading skills to support their progress in all other subjects
D.	To provide targeted support to vulnerable families and so enable parents to support their children at home through a more varied range of workshops and resources
Success criteria	
At least 53% RWM combined KS2 KS1 55% RWM GLD 65%	
10% of disadvantaged pupils work at greater depth by end Y6.	
80% disadvantaged pupils achieve expected standard	
75% of disadvantaged families attend at least one workshop in the year.	

5. Planned expenditure				
Academic year	2016-17			
A. Quality of Teaching for all				
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	Staff lead	When will you review implementation?
To raise standards of achievement in Maths, Reading and Writing at the end of Y6	Additional staff and targeted support in Year 6, focusing on needs of disadvantaged and off track children identified in pupil progress reviews	Rigid setting did not work for our pupils last year, in particular Y6 where the cohort were not test ready. Developing a more fluid, responsive and rigorously monitored programme of teaching and assessment across the year group, with high quality in lesson feedback, enables us to address off target pupils quickly and ensure accelerated progress. This has had significant and sustained impact to date.	JA LH	Fortnightly Raising Achievement Plan review
To raise standards of achievement in Maths, Reading and Writing at the end of Y2	Additional targeted staff and support in Year 2, focusing on needs of disadvantaged children identified in pupil progress reviews		JA BL	Fortnightly Raising Achievement Plan review ½ term pupil progress
To sustain and further improve standards of achievement in Y1 Phonics screen	Ongoing training and support for staff in the delivery of RWInc phonics/reading programme. Additional staff to provide daily 1-1 and small group targeted interventions across KS1.	Secure grasp of phonics feeds directly into successful reading and writing outcomes. Finely tuned groupings, with well-coached staff have previously rapidly closed gap on national comparisons and ensured newly arrived and disadvantaged pupils make good progress.	DC	Half termly assessment and review of children and groups
To raise standards of achievement in basic skills in the EYFS in particular speaking, listening, phonics and social skills	Additional support staff to develop language needs in Early Years, with additional training from S&L therapist to deliver Welcomm interventions daily in 1-1 and small groups.	Confident communication skills and social interaction for our youngest learners are key. Providing an uncluttered, language friendly environment, coupled with additional trained staff to provide language support throughout the learning day is critical.	GD	½ termly pupil progress

Total budgeted cost				£120,591
B. Targeted support				
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	Staff lead	When will you review implementation?
To ensure achievement of PP children is improving consistently across the school compared to all children nationally	To implement specific interventions eg Wave 3 Maths, Read Write Inc Phonics, EAL provision, led by teachers and TAs based on the needs of vulnerable children identified at Pupil Progress/ Raising Achievement Plans meetings	We are adjusting the role of our class-based support in the afternoons in KS2 to be more specifically focused on delivering targeted support to pupils identified in progress reviews. This needs further evaluation and refinement, to be securely embedded over the summer 2017.	AA DC	½ Termly evaluation of interventions and impact – progress reviews
To ensure children’s communication skills, especially in EYFS and KS1 are secure	S&L therapist once a week, providing staff training, targeted support and assessment for identified children.	Although expensive, the provision over the last two years has proved invaluable in the quality of pupil support and staff training. The number of children receiving specific 1-1 support in KS2 has reduced significantly. Focus now on EYFS and KS1.	DC GD	½ Termly pupil progress review Twice annually review of provision with Soundswell
To ensure children’s emotional needs are fully met, ensuring full engagement and accelerated progress in class.	Play therapist employed one day a week, providing targeted support for most vulnerable children. Significant role of Learning mentor to provide targeted emotional support to vulnerable, disadvantaged children identified in half termly Pastoral Team reviews	Ensuring children feel physically safe and emotionally secure is essential to enable successful learning. Play therapy is an essential tool enabling vulnerable and traumatised children to address emotional barriers, develop solutions, and engage fully in learning with reduced disruption and poor behaviour.	AA FS	Monthly Pastoral Team review meeting

Total budgeted cost				£97,045
C. Other approaches				
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	Staff lead	When will you review implementation?
To ensure children attend school, arrive on time and ready to learn.	To extend the opportunities available before school and provide additional resources for Breakfast Club. To have spare uniform, kit and also supply food as needed for vulnerable children.	A number of our families travel a distance to school and some drop off at more than one site. Enabling an earlier arrival in the day, offering a healthy breakfast, access to light physical activity has impacted positively on children's settling into school, ready to learn.	JA/ FS	Monthly report to HT by attendance/mentor Weekly review of attendance
To provide support and challenge for parents in getting their children to school every day	Further develop the role of the mentor/att' worker, enabling her to effectively challenge poor attendance and further increase attendance, working with external agencies when required.	Our previous actions in 2015 – 16 have showed that this rigorous level of analysis and persistence when challenging poor attendance has been very successful.	FS	Monthly report to HT by attendance/mentor Weekly review of attendance
To provide support and advice to vulnerable and disadvantaged families	Further enhance the role of the parent link worker, with support of external agencies, enabling her to meet the health, social and family needs of disadvantaged children Eg: curriculum workshops, health advice drop-ins, English language parent tuition, parenting discussion groups, housing issues, legal advice, translation services, transport issues	Parent engagement has improved consistently over the last three years. Relationships based on trust and honesty have positively influenced children's engagement in school life and academic performance.	HK	Monthly Pastoral Team review meeting

To provide additional opportunities for disadvantaged children to benefit from additional life skills and wider experiences	To provide additional out of school activities and residential for children where support is needed to develop focus, engagement and determination to achieve. Eg: residential Y5, subsidised school trips 50%, music tuition, theatre visits, visiting drama groups	It is essential that we can broaden our children's experiences beyond the classroom. Linked to our question driven, enquiring topics, these opportunities engage and motivate vulnerable learners, providing opportunities they may not access elsewhere.	JA	
Total budgeted cost				£101,253

6. Review of expenditure 2016-17				
Previous Academic Year				
A. 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
B. 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

C. 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

D. Additional detail

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