

Chandos Primary School – Pupil Premium Strategy 2018/19 Evaluation

1. Evaluation 2018/19																																	
Reviewed November 2019																																	
1.1 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																													
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	<p>Attainment</p> <table border="1"> <thead> <tr> <th></th> <th>PPG</th> <th>National PPG</th> <th>National other</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>68</td> <td>64</td> <td>80</td> </tr> <tr> <td>Writing</td> <td>55</td> <td>67</td> <td>83</td> </tr> <tr> <td>Maths</td> <td>68</td> <td>64</td> <td>81</td> </tr> <tr> <td>RWM</td> <td>46</td> <td>48</td> <td>67</td> </tr> </tbody> </table> <p>Attainment in line with national PPG for read and maths, below for write.</p> <p>Progress</p> <table border="1"> <thead> <tr> <th></th> <th>PPG</th> <th>National</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>1.1</td> <td>0.3</td> </tr> <tr> <td>Writing</td> <td>-3.2</td> <td>0.3</td> </tr> </tbody> </table>		PPG	National PPG	National other	Reading	68	64	80	Writing	55	67	83	Maths	68	64	81	RWM	46	48	67		PPG	National	Reading	1.1	0.3	Writing	-3.2	0.3	<p>Maintain provision, with particular focus on reading fluency</p> <p>Revise writing strategies and support, No Nonsense Spelling and handwriting programme</p> <p>Review teaching ratios for Y5/6 - did we get the balance right?</p>	
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Maths	-0.4	0.4																		
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	<p>Attainment</p> <table border="1"> <thead> <tr> <th></th> <th>PPG</th> <th>Nat PPG</th> <th>Nat other</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>44</td> <td>62</td> <td>79</td> </tr> <tr> <td>Writing</td> <td>47</td> <td>55</td> <td>74</td> </tr> <tr> <td>Maths</td> <td>66</td> <td>63</td> <td>80</td> </tr> </tbody> </table> <p>Partially achieved. maths in line with Nat PPG. Writing has improved, but remains below. Reading below national.</p>		PPG	Nat PPG	Nat other	Reading	44	62	79	Writing	47	55	74	Maths	66	63	80	<p>Redesign of teaching phonics and early reading</p> <p>Retrain staff in "6Rs" writing programme</p> <p>Review staffing strategies - have we got it right?</p>	
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To sustain and further improve standards of achievement in Y1 Phonics screen	<p>Ongoing training and support for staff in the delivery of RWInc phonics/reading programme.</p> <p>Additional staff to provide daily 1-1 and small group targeted interventions across KS1.</p>	<p>In school gap further reduced to 3%. 6% below national.</p> <p>Y1 PPG - 70%, all pupils - 75%.</p> <p>Upward trend has leveled this year. High impact of in year mobility of 30%.</p>	<p>Review of early reading and phonics strategies</p> <p>In year group provision, move away from vertical streaming across year groups</p>																	
To raise standards of achievement in basic skills in the EYFS in particular speaking,	Additional support staff to develop language needs in Early Years, with additional training	<p>PPG GLD 55%, down on previous year.</p> <p>PPG National GLD 57%</p> <p>Other GLD 74%</p>	Embedding of communication friendly environment in EYs.																	

listening, phonics and social skills	from S&L therapist to deliver Welcomm interventions daily in 1-1 and small groups.	Very demanding SEND and emotional needs in cohort this year. Good in year progress from very low baseline. SALT remains highly effective, including staff training to ensure sustainability.	Maintain SALT support and training Review of early reading strategies 2019/20	
			Cost	£120,600
1.2 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
To ensure achievement of PP children is improving consistently across the school compared to all children nationally	To implement specific interventions eg reading and writing interventions, review and evaluation of Phonics, EAL provision, led by teachers and TAs based on the needs of vulnerable children identified at Pupil Progress/ Raising Achievement Plans meetings	Partially achieved end KS2. Above average progress in reading, in line progress in maths. Dip in progress in Y6 writing, but across school progress is good. Attainment broadly in line maths and reading with national PPG, dip in writing attainment. Variation over year groups. Note most vulnerable pupils are newly arrived and not eligible for state support. Raising achievement plans effective in identifying off track pupils.	Quality of additional provision generally good. On occasions inconsistent due to staff availability Ensure clearly planned timeframe for support in each year group.	
To ensure children's	S&L therapist once a week,	Staff have further enhanced skills in	maintain support of SALT specialist	

communication skills, especially in EYFS and KS1 are secure	providing staff training, targeted support and assessment for identified children.	delivering SALT and Welcomm interventions.	but at reduced frequency of 1 day fortnightly	
			Cost	£97,000
1.3 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
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.	Whole school - 96.14% Girls- 96.20% Boys- 96.08% Pupil Premium- 95.88% SEN Support- 94.35% EHCP- 96.67% 40 pupils registered for breakfast club and attend regularly.	Maintain provision	
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.	Whole school - 96.14% Pupil Premium- 95.88% Daily calls to chase non attendance, pastoral support plans to advise families, rigorous challenge of non attendance through pastoral tea. Persistent absence is reducing, on analysis to 3% (excluding single period of sickness or late return from leave in Sept)	Maintain provision	
To provide support and advice to vulnerable and disadvantaged	Further enhance the role of the parent link worker, with support	High level of parental engagement. Close links with agencies, school nurse (dropins),	Maintain provision	

families	<p>of external agencies, enabling her to meet the health, social and family needs of disadvantaged children</p> <p>Eg: curriculum workshops, health advice drop-ins, English language parent tuition, parenting discussion groups, housing issues, legal advice, translation services, transport issues</p>	<p>LA, housing, social services.</p> <p>Improved attendance for parent workshops - very positive evaluation, above 50% attendance for all year groups.</p>		
To provide additional opportunities for disadvantaged children to benefit from additional life skills and wider experiences	<p>To provide additional out of school activities and residential for children where support is needed to develop focus, engagement and determination to achieve.</p> <p>Eg: residential Y5, subsidised school trips 50%, music tuition, theatre visits, visiting drama groups</p>	<p>Broad range of opportunities implemented including 2 trips per year group, Y5 residential, flutes/strings Y4/5/6, Language Alive every year group.</p>	Maintain provision.	
			Cost	£101,200