

Chandos Primary School – Pupil Premium Strategy 2019/20

1. Summary Information 2019/20					
School	Chandos Primary				
Academic Year	2019/20	Total PP budget	£281700	Date of most recent PP Review	10/19
Total number of pupils	455	Number of pupils eligible for PP	239	Date for next internal review of this strategy	10/20

2. Current attainment - June 2019			
	<i>Disadvantaged Pupils - School (Y6 June 2019)</i> <i>Expected standard</i>	<i>Disadvantaged Pupils - National</i> <i>Expected Standard</i>	<i>Other Pupils -Not Disadvantaged</i> <i>(national average 2019)</i> <i>Expected standard</i>
End of key Stage 2			
Reading	68% Average score 102	64%	80% Average score 106
Writing	55%	67%	83%
Maths	68% Average score 104	64%	81% Average score 105

GPS	71% <i>Average score 103</i>	67%	82% <i>Average score 107</i>
RWM Combined	45%	48%	67%
Progress Reading	<i>1.1 above average</i>		+0.3 average
Progress Writing	<i>-3.2 below average</i>		+0.2 average
Progress Maths	<i>-0.4 average</i>		+0.3 average
End of key Stage 1			
Reading	44%	62%	79%
Writing	47%	55%	74%
Maths	66%	63%	80%
Phonics			
Year 1	70%		85%
Year 2	76%		94%
EYFS Good Level of Development			
	55%	57%	74%

3. Barriers to future attainment (for pupils eligible for PP) 2019/20	
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>	
3.1 Poor language and communication skills on entry to school	
3.2 Limited wider experiences to support learning and development	
3.3 English not first language	
3.4 Emotional needs limiting engagement in learning	
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
3.5 High levels of mobility/newly arrived families, which can impact on attendance and engagement in learning	
3.6 Complex family needs including health/medical, social, parenting	
3.7 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>	Success criteria
4.1 To raise standards of attainment, ensuring accelerated progress for disadvantaged pupils, reducing the gap with all children nationally in reading, writing and maths.	Disadvantaged children At least 60% RWM combined KS2 2020 KS1 55% RWM 2020 EYFS GLD 60% 2020
4.2 To ensure higher ability disadvantaged pupils are challenged to achieve higher standard by end of KS2	10% of disadvantaged pupils work at greater depth by end Y6 2020

4.3 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	80% disadvantaged pupils achieve expected standard 2020
4.4 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	75% of disadvantaged families attend at least one workshop in the year. PPG attendance 96+% 2020

5. Planned expenditure 2019/20

5.1 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	In 2018/19 a responsive and rigorously monitored programme of teaching and assessment across the year group, moving away from prescriptive “setting”, with high quality in lesson feedback, enabled us to address off target pupils quickly and ensure accelerated progress. This has had significant impact however writing progress dipped.	JA RL	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	Need to maintain similar strategies and degree of rigour in Year 2 for 2019/20, maintain provision in Year 6 and replicate further in Y5.	JA PP	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 revised phonics/early 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.	GD PP MJ JC	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. Further develop learning environment in Early Years, further training for staff to enhance communication and language development as well as put a premium on social skills, relationships, independence and child initiated learning. Expand communication friendly environment across KS1 and 2.	GD	½ termly pupil progress
Total budgeted cost				£106000
5.2 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 S&L, spelling, reading fluency, 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	Structured programme of interventions every afternoon for off track pupils, identified at half termly RAPs. TAs out of class pm. Impact of interventions assessed half termly.	RL PP GD	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 fortnight, providing staff training, targeted support and assessment for identified children.	Although expensive, the provision over the last three 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 to be maintained in EYFS and KS1.	DC GD	½ Termly pupil progress review Twice annually review of provision with S&L Therapist
To ensure children's emotional needs are fully met, ensuring full engagement and accelerated progress in class.	Significant role of Learning mentor to provide targeted emotional support to vulnerable, disadvantaged children identified in half termly Pastoral Team reviews Learning mentor trained as a Mental Health First Aider	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.	FS	Monthly Pastoral Team review meeting
Total budgeted cost				£88700
5.3 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	Half termly report to HT by attendance/mentor Weekly review of attendance

<p>To provide support and challenge for parents in getting their children to school every day</p>	<p>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.</p> <p>Training and implementation of Fast Track legal procedures to address persistent absence and extended leave</p>	<p>Our previous actions have showed that this rigorous level of analysis and persistence when challenging poor attendance has been very successful.</p> <p>This will be enhanced with implementation of legal procedures resulting in financial penalties for persistent low attendance.</p>	<p>FS</p>	<p>Monthly report to HT by attendance/mentor</p> <p>Weekly review of attendance</p>
<p>To provide support and advice to vulnerable and disadvantaged families</p>	<p>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</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>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.</p>	<p>HK</p>	<p>Monthly Pastoral Team review meeting</p>
<p>To provide additional opportunities for disadvantaged children to benefit from additional life skills and wider experiences</p>	<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 25%, music tuition, theatre visits, visiting drama groups</p>	<p>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.</p>	<p>JA</p>	

	Total budgeted cost £87670
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