

Pupil premium strategy / self-evaluation (primary)

1. Summary information					
School	Chulmleigh Primary School				
Academic Year	2019-2020	Total PP budget	£46,800	Date of most recent PP Review	Sept 2019
Total number of pupils	182	Number of pupils eligible for PP	34	Date for next internal review of this strategy	July 2020

2. Current attainment		
	<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 & maths	34% 12/34	65%
% making expected progress in reading (as measured in the school)	41% 14/34	73%
% making expected progress in writing (as measured in the school)	41% 14/34	78%
% making expected progress in mathematics (as measured in the school)	34% 12/34	79%

3. Barriers to future attainment (for pupils eligible for PP)	
Academic barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	SEN
B.	Poor language understanding and processing
C.	High levels of anxiety and vulnerability
Additional barriers (<i>including issues which also require action outside school, such as low attendance rates</i>)	
D.	Mobility into school

4. Intended outcomes (<i>specific outcomes and how they will be measured</i>)		Success criteria
A.	SEND needs are identified and barriers are addressed through interventions and pre teaching – Pira and Puma maths and reading scores improve	Pira/ Puma reading and maths scores show a narrowing of the gap between PP/SEN and the rest of the cohort.
B.	Children’s vocabulary is expanded, comprehension and communication skills improve.	Language Link and Talk Boost scores improve, as well as the quality of the children’s written and verbal reasoning skills evidenced in learning walks and book looks.
C.	Chn’s confidence and resilience develops allowing them to be more independent; social skills improve.	Improved engagement with their learning and positive interactions with other children. This will be assessed by Pastoral TA through discussions with teachers, pupil conferencing and Boxall Profile assessments.
D.	Mobile chn settle quickly to become part of the Chulmleigh ‘family’.	Starting points assessed on arrival to measure progress against as learning may have been disrupted by external factors since previous National Assessments.

5. Review of expenditure IMPACT	
Previous Academic Year	2018-2019
i. Quality of teaching for all	

Action	Intended outcome	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
Decision Spelling Project in collaboration with NDTSA	Spelling is improved and written work is more fluent.	<p>High Impact:</p> <p>SLE Ossian pleasance provided CPD for teachers on spelling and literacy – Impact regular lessons, which were better structured supported improvements in spelling</p> <p>Assessments shows that spelling improved for most chn across the school. Measures used were previous SATs</p>	Continue with the project, giving chn the tools to understand the rules around spelling.	£1000

Additional adult support in all classes to support within the class	All chn receive QFT with targeted support for some chn.	<p>High Impact:</p> <p>Chn remain in the classroom working in mixed ability groups, supported by a TA while the teacher focus' on specific groups of chn.</p>		£27,000
Lesson Study type of lesson observations	Consistency of teaching	<p>High Impact:</p> <p>Teachers plan and deliver the same lesson, observing the learning in the class of their partner teacher. Lessons are discussed afterwards and good practice is shared.</p>	Continue with this as good teaching essential to narrow the gap and ensure good progress	£650

Mastery curriculum for maths implemented through curriculum design, CPD and a focus on problem solving and reasoning	Children are all given access to age appropriate mathematical teaching and learning and trained to use reasoning and problem solving skills to apply mathematical learning taught	Medium Impact: All children were beginning to demonstrate in their books their ability to reason and solve problems. Narrowing of the gaps for children who were below expected last year but only one or two have hit the boundary for expected. Will continue and monitor next year.	Embed next year more CPD in staff meetings to monitor progress for both staff and pupils. Careful monitoring is necessary to ensure this is explicit in both written and verbal contributions.	£500
--	---	---	--	------

ii. Targeted support

Action	Intended outcome	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
Pre teaching to continue – as main intervention for maths - QFT	Identified chn are given greater confidence in maths skills	Medium Impact: Chn working at just below ARE improve their confidence and engagement with maths, reasoning skills improve and are supported by collaborative learning	Continue with this intervention as it has been shown to be effective for most chn. Careful timetabling is necessary to give the teacher time to work with the group for 15 mins 3 x per week.	£500

Interventions to address identified gaps in understanding	Attainment gap narrowed	Medium Impact: Chn felt more confident in areas they had missed or struggled in.	Continue with this – but make intervention targets SMARTer and increase pace so that more is covered. Monitor each 6 weeks.	£450
Talk Boost interventions in each KS	Children make accelerated progress in communication and understanding	High Impact: Closely assessed at the beginning and end of 9 week session demonstrates that most chn make significant progress in their verbal and written language.	Continue with Talk Boost and Language Link to support identified chn.	£1000
Accelerated Reader for year 6 pupils and KS2 reluctant readers	Children read more often	Medium Impact: This worked for some chn but others did not engage – parents did not engage. Some were put off by ‘easy’ books when they wanted to read books that were too hard for them. More able readers stopped reading for pleasure.	Continue with this but increase drive for parental support at home. Increase resources available to choose from.	£3500
Pastoral support for identified chn and staff training in Anxiety and Attachment based mentoring	To increase resilience, make them feel safe, knowing they have someone to listen.	High Impact: Thrive trained TA 3 afternoons a week working either with groups of chn or individuals according to need. Staff make referrals after identifying the chn.	Continue but make the interventions time bound and measured to make progress explicit	£3000

Nessy reading and spelling support package	Children's reading and spelling improve	Improvements in reading and spelling were visible but children were not using this program consistently at home.	Continue with this as secondary have seen significant impact but make it a school based intervention instead of home learning	£150
--	---	--	---	------

iii. Other approaches

Action	Intended outcome	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
Staff training in phonics and early reading Dyslexia Centre, Crediton	Better understanding by support staff of strategies to support reading and writing.	High impact: Staff more confident to support chn	Continual staff training will improve confidence, delivery and outcomes for both staff and chn.	£1000
Reward systems such as Lovely Learner, Manners Medals and Golden Broom	Chn incentivised to engage with learning, environment and to improve behaviour	High Impact: Chn keen to be LL, getting a certificate and a specially baked cupcake as well as notification to parents. They enjoy having a Manners Medal to wear for the day with a post card sent home after 3 of these. Cloakrooms and classrooms are kept tidier. Behaviour is excellent.	Continue – innovate to keep it fresh.	£100

6. Planned expenditure

Academic year	2019-2020
----------------------	------------------

The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

i. Quality of teaching for all

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review
Staff CPD on dyslexia	Staff are better able to support children with dyslexic tendencies	Analysis of class cohorts shows a significant amount of chn with either identified dyslexia or with dyslexic traits.	Interventions, teaching and support for these children will be monitored through PAT (pupil assessment tool) and through formative and summative	R Cummins	Every 6 weeks
Support staff working in the classrooms with identified chn	Chn remain on task, confidence is built and they engage with their learning.	With a higher than average number of SEN and PP chn it is important that these chn can access the learning from the teacher, remaining in class and on task. Support staff can quickly offer help to enable these chn to keep up with their peers during the lesson.	Learning Walks, pupil conferencing book looks.	LNewman	Termly

Support from NLE Sandy Brown as well as Area Advisors from Babcock	Teaching and learning to improve	NLE has worked with many schools and is recognised in Devon as having impact on school improvement and standards	NLE visits and advice	L Newman and S Brown B Murray M Johnson	Action plans reviewed each term
Join Ilsham English Hub and Jurassic Maths Hub	CPD for teachers to feedback to whole staff	Take part in the Teacher Research Group (Maths) and improve Early Reading and the teaching of Phonics (English)	Staff meetings, feedback from teachers, evidence of work reflected in classrooms	J De Fuyck, A Whapham, K Stapley V Tucker L Newman	Termly
Ensure 'manipulatives' are used in every maths lesson to support CPA	Chn will have a better understanding of mathematical concepts and problem solving.	CPA used in Singapore Maths methods with research based evidence for efficacy.	Staff meetings, learning walks, pupil conferencing and book looks	L Newman J De Fuyck	Through out the term.
Continue with Decision making spelling project	SEN children and disadvantaged to be at expected at the end of KS2	Daily teaching of a set of spellings with overlearning of the rules and applying them has an impact on children's ability to make increasingly accurate choices when spelling a word	NFER tests completed termly, spellings sent home and tested at end of teaching sequence, spellings in writing improve	L Newman O Pleasance V Tucker	Termly

Oracy a focus across the school	To improve language skills across the school particularly for disadvantages, SEN and EYFS	Literacy and language skills and levels are falling nationally, a focus on vocabulary, oracy, problem solving and reasoning as well as metacognitive and collaborative learning is proven to impact on outcome	Speech/Language Link and Talk Boost assessments, timetabled interventions with identified chn.	LNewman R Cummings	Termly
To raise the profile of reading for pleasure as well as to improve skills	Chn learn a love of reading, choosing a book as a 'go to' source of entertainment.	Reading is the key skill that chn can use to improve language, general knowledge and to access other areas of learning.	Timetabled storytime for every class, time for independent reading with no teacher input, reading swaps across the school, visits to the library, open mornings to encourage 'stay and read' sessions with parents. Improve book resources in the school.	V Tucker L Newman	Termly
Total budgeted cost					£30,200
ii. Targeted support					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review

Interventions	Gaps in children's learning addressed	SMART targets for interventions support better targets support	Monitored through PAT and Pira and Puma results	LNewman R Cummins	Half termly
Pre teaching	To narrow gaps in attainment	Children who take part in pre-teaching sessions make develop fewer gaps than children on interventions alone	Monitored through PAT and Pira and Puma results	L Newman J De Fuyck	Termly
Talk Boost and Speech/Language Link interventions	Children make accelerated progress	Low attainment is linked to low language and poor vocabulary	Monitor through assessment and tracking	LNewman R Cummins	Beginning and end of each period of sessions.
Accelerated Reader for year 6 pupils and struggling KS2	Children read more often	Reading 5x per week for 20 minutes is essential for children to keep up with age expectations	Track using program software and KS2 teachers	V Tucker L Newman	Half termly
Nessy reading and spelling support package	Children's reading and spelling improve	Multi-sensory methods of learning and over learning for spellings and reading are shown to have high impact on retention and application of rules for those with barriers to learning	Time on intervention tracked weekly Targets tracked weekly	C Pugsley R Cummins L Newman	Weekly

Total budgeted cost £6,000

iii. Other approaches

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review
<p>Pastoral support to address vulnerability and mental health. Training in Boxall Profile assessments</p>	<p>Chn more resilient and confident, improved social skills</p>	<p>Chn feeling dysregulated or unhappy are unable to access their learning. School needs to be a place of safety when other situations may be unstable or disrupted.</p>	<p>Boxall profiling to be used at the beginning of involvement and after a period of time to measure progress and change actions if necessary.</p>	<p>C Murray R Worsley</p>	<p>Every 6 weeks</p>
<p>Parent drop in sessions – Chatterbox – monthly stay and play sessions in preschool</p>	<p>Better parental engagement and relationships with school.</p>	<p>With fewer outside agencies able to support parents we have noticed a growing number of families with anxiety, worry and lack of support. This is reflected in some of the chn. Parents will also engage better with their children’s learning if they are made to feel part of the Chulmleigh Family.</p>	<p>Timetabled in for monthly sessions</p>	<p>C Murray G Randall</p>	<p>Termly</p>

<p>Rigorous monitoring of attendance every 2 weeks – all children with attendance falling below 92% will receive letters and support to improve attendance – if not improved then EWO involved</p>	<p>Vulnerable and Disadvantaged pupils attendance improves – target to achieve above 96% attendance in whole year</p>	<p>Evidence is that children with poor attendance perform poorly compared to peers</p>	<p>Attendance is monitored every 2 weeks, letters drafted with guidance and increasing levels of support/intervention by Head of school. After 20 sessions absent doctor's note required for all absences. Fines implemented for school term holidays</p>	<p>LNewman A OC RHolman</p>	<p>Bi weekly</p>
Total budgeted cost					£10,600
7. Additional detail.					

All areas detailed above have been used to support progress and address barriers for both Pupil Premium children and Children with special educational needs. Monitoring for these children happens half termly.

