

Pupil premium strategy statement (primary) April 2019-April 2020

1. Summary information					
School	Chorlton C of E Primary				
Academic Year	2018/19	Total PP budget	£43,020	Date of most recent PP Review	April 19
Total number of pupils	238	Number of pupils eligible for PP	27	Date for next internal review of this strategy	April/May 2019

2. Current attainment May 2019		
	<i>Pupils eligible for PP (your school) 6/29 Pupils</i>	<i>Pupils not eligible for PP (national average 2018)</i>
% achieving expected in reading, writing and maths in Y6 (2)	33%	64%
% achieving expected in reading in Year 6 (5)	83%	75%
% achieving expected in writing in Year 6 (3)	50%	70%
% achieving expected in maths in Year 6 (4)	66%	76%
% achieving expected in GPS in Year 6 (3)	50%	78%
% achieved expected in reading in Year 2	0	
% achieved expected in writing in Year 2	0	
% achieved expected in maths in Year 2	0	

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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.	Physical and neurological disabilities and delay, attachment disorders as a result of early trauma	
B.	Confidence in application of maths concepts to new learning. Ability to reason, explain and see connections in number.	
C.	Ability to apply writing conventions consistently.	
D.	Retention of previous learning in Maths and English.	
E.	Sensory needs	
F.	SEMH – Anxiety, social cues	
G.	Speech, Language & Communication difficulties, Specific Learning Difficulties (Dyslexia, processing etc.)	
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>		
H.	Medical conditions and external therapeutic interventions which can impact on attendance and thus learning	
I.	A concern rather than barrier - SEMH of parents/carers – supporting parents in supporting challenges they face with needs of their children	
4. Desired outcomes <i>(Desired outcomes and how they will be measured)</i>		Success criteria
A.	Staff with an understanding of early trauma and strategies employed to support learning. Therapeutic Inclusion interventions and Play Therapy in place and evolving to support pupils and therefore improve learning. Staff becoming more equipped to de-escalate pupils in crisis; to be confident in setting appropriate boundaries and consequences for particular pupils, creating social stories etc. SENCo, Key Therapist, Ed Psych and Assistant Ed Psych providing CPD, modelling strategies, supervision, providing programmes for pupils and staff.	Appropriate CPD completed (Attachment, Behaviour and Consequences) and strategies implemented. Assessments of therapeutic SENCO/EP/AEP demonstrate positive impact on learning and SEMH.
B.	Difference between PP and national attainment in reading, writing and maths is diminished. Pupils make connections in their learning.	Outcomes demonstrate diminished difference for ARE
C.	Pupils that are more able and disadvantaged make the same progress as their peers	Outcomes demonstrate diminished difference in progress to peers

D.	Sensory needs are being met through individualised sensory diets and programmes of intervention. Pupils are able to access learning appropriately and to access wider activities.	Sensory needs are met and children are able to attend to teaching and learning and therefore there is a diminished difference for ARE. Continuing assessments and programmes of intervention, staff CPD
E.	Speech, Language and communication needs are addressed through NHS First Response & ELKLAN interventions and subsequent S, L&C referrals to NHS therapist and clinic. programmes of support are led effectively in school by TAs.	Pupils displaying speech or communication needs are supported and needs addressed. Where interventions don't make appropriate impact, referrals are made via GP and CAMHS via SENCo for Communication assessments.

5. Planned expenditure					
Academic year		19/20			
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?
B.Difference between PP and national attainment in read, write and maths is diminished.	Quality first teaching. In class support provided by HLTAs/TAs to work with small groups and support individuals in class sessions. 1:1 tuition from qualified teacher. CPD for teachers and lesson studies to identify areas for development SENCo support – EP,AEP,Outreach where appropriate	OFSTED recommendations on PP spending 2012 Small group supported work by highly experienced TA staff. 1:1 proven to make impact. Small group supported work by highly experienced, suitable HLTAs (2 with QTS)that thoroughly understand their role and are regularly given opportunity for CPD, working with teachers and reviewing pupils' learning.	Children respond well to the extra support and this has been successful previously. Regular monitoring and adjustment where needed TAs and teachers attend appropriate CPD to ensure they are providing quality support Reviews via Pupil Progress meetings, lesson obs and studies, SENCo surgeries, EP surgeries allow for scrutiny and discussion. Appraisal systems Analysis of previous year's data, what can we learn? Prior attainment focus for progress	SH DH CK TK MLT	Mid-term review and formal Pupil Progress analysis of class data – half termly Part of class/Phase action plans- reviewed with SLT Observations of staff, lesson studies, book scrutiny, pupil voice
C.Pupils that are more able and disadvantaged are making the same progress as their peers	In class support provided by TAs to work with small groups and support individuals in class sessions, extending through questioning and focus on depth and mastery. 1:1 tuition SENCo support –SEMH etc. Curriculum	As advised in the Ofsted 2012 report it is important to be aspirational and extend pupils that are deemed more able Small group/1:1 supported work by highly experienced, suitable TA/teaching staff that thoroughly understand their role and are regularly given opportunity gain CPD, work with teachers and review pupils' learning.	Children respond well to the extra support and this has been successful previously. Regular monitoring and adjustment where needed TAs attend appropriate CPD to ensure they are providing quality support Opportunities at CHS for yr5 &6 to attend GD sessions for core subjects	SH DH CK TK MLT	As above

Total budgeted cost	

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?
B.Difference between PP and national attainment in read, write and maths is diminished.	1:1 tutoring Intervention groups Booster groups Specific IEP focus on targets Th.Inc/Play Therapy Sensory OT	OFSTED recommendations on PP spending 2012 Small group supported work by highly experienced, suitable TA staff that thoroughly understand their role and are regularly given opportunity gain CPD, work with teachers and review pupils' learning. 1:1 qualified teacher	Children respond well to the extra support and this has been successful previously. Regular monitoring and adjustment where needed TAs attend appropriate CPD to ensure they are providing quality support. Through monitoring as previously mentioned.	SH DH CK TK SMc MLT	Mid-term review and formal Pupil Progress analysis of class data Part of class action plans- reviewed with SLT Observations of staff
C.Pupils that are more able and disadvantaged are making the same progress as their peers	Weekly small group sessions for high-attaining pupils with experienced teacher, in addition to standard lessons.	As advised in the Ofsted 2012 report it is important to be aspirational and extend pupils that are deemed more able Small group supported work by highly experienced, suitable TA staff that thoroughly understand their role and are regularly given opportunity gain CPD,	Children respond well to the extra support and this has been successful previously. Regular monitoring and adjustment where needed TAs attend appropriate CPD to ensure they are providing quality support	SH DH CK TK MLT	Mid-term review and formal Pupil Progress analysis of class data Part of class action plans- reviewed with SLT Observations of staff
A.Staff understanding of early trauma increased and strategies employed to support learning. Therapeutic interventions in place to support pupils and therefore improve learning.	CPD for whole school staff to ensure consistent approach to support Therapeutic play, play therapy, Therapeutic inclusion, speech and language therapy, sensory OT	We recognise the importance of minimising barriers to learning by supporting the whole child as outlined in the 2012 Ofsted report	This ethos is embedded throughout the school. Children respond well to strategies implemented by staff, behaviour and engagement in lessons improves and impacts positively on learning and progress Emotional, social and behavioural skills developed	SH DH CK TK SMc MLT	Use of SDQs to measure progress where appropriate for therapeutic Intervention As above
D.Sensory needs are being met through individualised sensory diets	Children assessed for sensory needs by specialist OT	We recognise the importance of minimising barriers to learning by supporting the whole child as outlined in the 2012 Ofsted report	Children respond well to strategies implemented by staff, behaviour and engagement in lessons improves and impacts positively on learning and progress	CK MLT TAs	Use of SPMs to measure progress at start and end of programmes Diet for classroom provided

	Total budgeted cost Based on 2018/19 spend, we estimate at least £60,000 on intervention support in various guises across the school for PP pupils. School Budget for OT for 19/20 – £2000 School Budget for SpLD 19/20 - £3000 EP Catalyst school budget - £18000 PP pupils will use a % of each amount above – to be recalculated termly.
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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?
Improved attendance	Therapeutic interventions available in school rather than out of school	Children minimising medical/ therapeutic sessions out of school allows them to be in school and learn. NfER briefing for school leaders identifies addressing attendance as a key step.	Offering more interventions, using ASF for in school interventions	DH SMc CK	Half termly as part of attendance monitoring
Total budgeted cost					As above+

6. Review of expenditure				
Previous Academic Year		18/19		
i. 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.Pupils achieve ARE in reading, writing and maths.	In class support provided by TAs to work with small groups and support individuals in class sessions. CPD for teachers and lesson studies to identify areas for development First response for S,L &C	The KS1 and KS2 results demonstrate that majority of PP children achieved ARE	Children responded well to the extra support now we want to focus on diminishing the difference across the school between PP children and national expectations. TAs and teachers attend further CPD to ensure they are providing quality support. Use of combined RWM in each year to monitor progress and attainment across subjects. Plus use of class action plans to monitor and evaluate effectiveness of teaching and learning First response has been effective across the school and has led to referrals for those most in need and targeted interventions for others with improved outcomes.	General interventions by TAs for 26 pupils - £27,346 1:1summer 2018 £645.60 Senco time - £2400 Summer AW 1:1 – £7800
A.Staff understanding of early trauma increased and strategies employed to support learning.	CPD for whole school staff to ensure consistent approach to support	Input from Adoption UK and specialist EP Tim Watson raised staff understanding of early trauma. Staff have made adjustments to classroom layouts, language they use, the curriculum, texts used and behavioural strategies.	Staff have started to implement suggestions- this needs embedding further. Staff have gained a lot of knowledge and their understanding has developed. Next CPD on neurological disorders such as FASD or accidental brain injury. Plus looking at behaviour management and consequences.	

ii. 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
Therapeutic interventions in place to support pupils and therefore improve learning.	Use of art therapy, play therapy and Therapeutic inclusion	It significantly impacted on pupils, allowing one to achieve ARE in year 6 through breaking down barriers to learning. Plus progress was made by	That the breaking of social, emotional and behavioural barriers to learning is key. This can be further developed to include the sensory OT	
				Total for Summer 18 £38191

7. Additional detail

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

Summer term 2018 the school purchased Edukey in order to track interventions, impact and value for money more effectively. The total expenditure for the summer 2018 was £38191.

From September 1st 2018 to April 5th 2019, the cost of interventions for Pupil Premium pupils, including TA, AEP, 1:1 tuition, Th.Inc/Play Therapy etc. has come to a total of £35, 539.

Total PP spend for the financial year 18/19 is £73,730, difference of £30710 from the allocated budget.

The impact of this can be seen in pupil attainment and achievement in that other than where a complex or severe learning difficulty, PP pupils are achieving their ARE and appropriate progress each year. The school continues to try to move these pupils into the greater depth areas of the curriculum where appropriate.

See Data Overview docs, Edukey reports.