

Pupil Premium Strategy Statement (Primary) 2017-18



Rationale

Compton and Up Marden C of E Primary School aims to serve its community by providing the highest quality teaching and learning environment within the context of Christian belief and practice. We aim to create successful learners, confident individuals and responsible citizens who are able to adapt and grow as society and technologies change.

To this end, we support the academic learning of our Pupil Premium Grant children but we also provide our them with opportunities they may not always have access to. We fund visits to places of interest to give our children a range of experiences. We also fund extra-curricular activities and the purchase of essential items to ensure equal access to the curriculum. We also use the PPG grant to try to ensure that our children make at least good progress from their starting points and diminish the difference between them and their non-pupil premium peers.

Measuring Impact:

We will use both internal and external data half-termly to measure the impact of the Pupil Premium Grant on our children's learning. We will review the effectiveness of the interventions we are using and adapt them to meet need when and where required.

At the end of the school year we will publish our data focusing not only on the attainment of our pupils in reading, writing and maths, but also on how effective we have been in diminishing the difference between our highest and lowest attainers.

The use of the Pupil Premium Grant is fluid as children's needs change throughout the year. The numbers indicated below are indicative and as such are subject to change.

1. Summary information					
School	Compton and Up Marden C of E Primary School				
Academic Year	2017/2018	Total PP budget 2017/2018	£3570	Date of most recent PP Review	December 2017
Total number of pupils	82	Number of pupils eligible for PP	7	Date for next internal review of this strategy	March 2018

2a. Current attainment		
End of KS2 results: SATS 2017	<i>Pupils eligible for PP (Compton and Up Marden C of E Primary School)</i>	<i>National Average 2017</i>
% of PP pupils achieving expected in Reading, Writing and Maths combined	50% (1/2)	61%
% of PP pupils achieving expected or above in Reading	50% (1/2)	71%
% of PP pupils achieving expected or above in Writing	50% (1/2)	76%
% of PP pupils achieving expected or above in Maths	50% (1/2)	75%
2b. Current attainment	<i>Pupils eligible for PPG (Compton and Up Marden C of E Primary School)</i>	<i>National Average 2017</i>
End of KS1 results 2017		
% of PP pupils achieving expected or above in Reading	0% (0/1)	76%
% of PP pupils achieving expected or above in Writing	0% (0/1)	68%
% of PP pupils achieving expected or above in Maths	0% (0/1)	75%
% of PP pupils achieving expected in Reading, Writing and Maths combined	0% (0/1)	64%

3. Barriers to future attainment	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Low attaining children have poor language skills, impacting on basic literacy and ability to reason in mathematics.
B.	Low esteem and expectations for future goals.
C.	Significant movement within cohorts (the PP child in year 2 joined the school in year 1 and the 2 PP children in KS2 joined in Year 4).
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Lower levels of parental engagement/parental well-being.

4. Desired outcomes		Success criteria
A.	Children's language skills will be improved through intervention groups. This will enable children to have better oral skills helping them foster stronger basic skills.	The gap between PPG children and non-PPG children will continue to narrow so that 43% (4/7) of PPG children will meet ARE in RWM.
B.	To support PPG children with personal, social and emotional development and well being through having access to the curriculum, including part -funding for trips and resources for identified children to build self-esteem.	Children will have access to a range of activities both in and out of school that they would not have otherwise experienced. Identified children to take part in peer-mentorship programme to raise self-esteem. Children will also have less anxiety and behaviour and anger issues and this will have positive effects on their behaviours and learning.
C.	All PPG children entering the school to enter a programme, as soon as practicably possible, to identify strengths in learning and areas of improvement and to feedback these to class teacher.	Children will make good progress from relative starting points – in depth analysis of skills will help this.
D.	All PPG children will demonstrate higher levels of parental engagement as a direct result of engagement with IPEH. Parents engaged with all aspects of school life and events and strong home partnerships are developed. Children are able to attend school regularly and on time.	100% of families referred will participate with 1:1 engagement with the IPEH. Improve overall PPG attendance so it is inline with non-PPG attendance. Parents have high aspirations for their children.

5. Planned expenditure					
Financial Year		Grant funding for 2017-2018 £ 3570			
<i>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>					
i. Quality of teaching for all 2017 - 2018					
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?
A. Children's language skills will be improved through intervention groups. This will enable children to have better oral skills helping them foster stronger basic skills.	Assessment to track individual pupil's progress over time. Identify areas of concern and implement effective strategies and interventions to address concerns/lack of progress. Individualised Learning programmes. Whole school teaching, learning and assessment ethos to promote high expectations. Staff meetings led the local officer. Improve teaching of writing.	Ofsted – Impact of Assessing Pupil's Initiative. Recognition of pupil progress and process improved to ensure Pupil Premium children are prioritised. Staff development.	Termly meetings with the Headteacher and Teachers to discuss any areas of concern with pupil progress. Plans developed. Monitor progress through learning walks, book looks and weekly teacher/TA feedback meetings.	Class teacher	March 2018 July 2018
Total budgeted cost					£650.00

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?
4C. PPG children who are underachieving will be supported through appropriate interventions	Intervention programmes eg: Catch Up, Maths /Literacy, 1-1 Reading, Precision, Handwriting, Phonics, Speech and language. Peer mentoring.	EEF Teaching & Learning Toolkit: 'One to one tuition is where a teacher, teaching assistant or other adult gives a pupil intensive individual support.' It can be effective, on average accelerating learning by approx. 5 additional month's progress.	Short, regular sessions delivered by trained members of staff over a short period. Interventions tracked and reviewed at a half termly team progress meeting by SENCo and SLT.	SENCo	Mar 2018, July 2018.
Total budgeted cost					£1000.00
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?
4B. To support PPG children with personal, social and emotional development and well being through having access to the curriculum, including part -funding for trips and resources for identified children to build self-esteem.	Staff to deliver nurture interventions. Eg: 1-1 nurture Social Nurture in small group.	Social and emotional interventions have identifiable and significant impact on attitudes to learning, social relationships and attainment itself.	Referrals made by class teachers and monitored SENCo. Developed own assessment tool. Review of intervention at end of 6-week block.	SENCo	At the end of 6 week block.

<p>4B. All PPG children to have access to the curriculum, including part funding for trips and resources.</p>	<p>Children participate in funding extra- curricular clubs, school uniform provided for identified children. School educational.</p> <p>E.g.: Drum lessons and gym club.</p>	<p>Children have a sense of belonging and feel the same as the whole school community. Full participation in the enrichment fostering the love of learning.</p> <p>Funding of Cobnor trip. PPG children now in Year 6. Good relationships formed between pupils, teachers and peers.</p>	<p>Requests for funding approved by HT. Monitored and recorded by Bursar.</p>	<p>Head Teacher</p>	<p>March 2018, July 2018</p>
<p>4B. Identified that Ever6 children have access to free school meals and milk</p>	<p>Identified children funded free school meals and milk.</p>	<p>Children no longer FSM to have access to school meals and milk to enable them to have at least one meal and snack a day. Children no longer, Ever6 identified to benefit from FSM.</p>	<p>Requests for funding approved by HT. Monitored and recorded by Bursar.</p>	<p>Head Teacher</p>	<p>March 2018, July 2018</p>
<p>4D. Parents are engaged with all aspects of school life and events; Strong home partnerships are developed. Children are able to attend to school regularly and on time.</p>	<p>Once a year structured conversations with Parents, class Teacher</p> <p>Flexible accessibility to meet class teacher/headteacher to discuss any concerns/issues</p>	<p>The association between parental involvement and a child's academic success is well established.</p> <p>Parents own experience of the school may not have been positive; school will be a welcoming environment.</p>	<p>Termly review meetings to access progress and whether targets have been achieved.</p> <p>Attendance monitored by the Head Teacher and appropriate action taken.</p>	<p>Head Teacher</p>	<p>Mar 2018, July 2018</p>
Total budgeted cost					£2000.00

6. Review of expenditure				
Previous Financial Year		2017/2018		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost
4A. Children's language skills will be improved through intervention groups. This will enable children to have better oral skills helping them foster stronger basic skills.				
ii Targeted support				
Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost
4C. PPG children who are underachieving will be supported through appropriate interventions				
iii. Other approaches				
Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost
4B. To support PPG children with personal, social and emotional development and well being through having access to the curriculum, including part -funding for trips and resources for identified children to build self-esteem. All PPG children to have access to the curriculum,				

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