



## Pupil Premium Strategy Statement 2018-19

### 1. Summary information

<b>School</b>	Claines CE Primary School				
<b>Academic Year</b>	2018-19	<b>Total PP budget</b>	£15,700	<b>Date of most recent PP Review</b>	July 2019
<b>Total number of pupils</b>	209	<b>Number of pupils eligible for PP</b>	15	<b>Date for next internal review of this strategy</b>	

### 2. Current attainment

	<i>Pupils eligible for PP (previous figure)</i>	<i>Pupils not eligible for PP</i>
% achieving ARE or above in reading	76.9%	89.3%
% achieving ARE or above in writing	61.5%	81.8%
% achieving ARE or above in maths	53.8%	87.8%
% achieving above ARE in reading	69.2%	73%
% achieving above ARE in writing	15.4%	33.3%
% achieving above ARE in maths	30.8%	67%
<b>Average attainment in relation to ARE in reading</b>	+0.6	+1.9
<b>Average attainment in relation to ARE in writing</b>	-0.9	+0.5
<b>Average attainment in relation to ARE in maths</b>	-0.8	+1.5
<b>Average points progress in reading</b> (expected = +3)	+4.4	+4.4
<b>Average points progress in writing</b> (expected = +3)	+3.2	+3.2
<b>Average points progress in maths</b> (expected = +3)	+2.4	+4.0

\*8 out of 15 disadvantaged children are on the SEN register.

### 3. Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers	
<b>A.</b>	PP children have poor physical and academic stamina across the wider curriculum as identified in work trawls and foundations subject assessments.
<b>B.</b>	Pupil Premium children across the school made less progress than non-disadvantaged children in Maths in 2017-18.
<b>C.</b>	Social and emotional issues preventing pupils being ready to learn
External barriers	
<b>D.</b>	Eating habits of PP children – leading to poor concentration and stamina in school

### 4. Outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Improve the physical and mental well-being of PP children.	Physical/fitness assessment, alongside 'Wheel of Life' assessment will show children's fitness and mental health have improved.
<b>B.</b>	Accelerate the progress of PP children across the school in Maths	Average progress in Maths for PP children is greater than 3pts and better than non-disadvantaged across the school.
<b>C.</b>	Accelerate the progress of PP children across the school in Writing	Average progress in Writing for PP children is greater than 3pts and better than non-disadvantaged across the school.
<b>D.</b>	Pupils are ready to learn and develop good behaviours for learning. Pupils are able to regulate their emotions.	Pupils engage positively in lessons and wider school life- evidenced in observations and learning walks. Children are supported to regulate their emotions.

## 5. Planned expenditure

**Academic year** 2018/19

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?
Improve the physical and mental wellbeing of PP children	<ol style="list-style-type: none"> <li>1. Use of REAL PE Scheme of Work to teach fundamental skills to disadvantaged children.</li> <li>2. Sessions in class on well-being and self-regulation for upper KS2 and to be then shared across school and PP children.</li> <li>3. Use of external coaches to support fitness sessions</li> </ol>	<ol style="list-style-type: none"> <li>1. Disadvantaged children are lacking basic PE skills that are transferable across different sports.</li> <li>2. Across the whole curriculum PP children achieve below other identified groups and attitudes to learning are less positive.</li> </ol>	<ol style="list-style-type: none"> <li>1. Lesson Obs/ monitor planning/ learning walks</li> <li>2. Lesson Obs/Pupil Interviews</li> </ol>	SG/SJ	Jan 2019
Accelerate the progress of PP children in Maths and Writing	<ol style="list-style-type: none"> <li>1. Increase level of feedback for PP children.</li> <li>2. IEP's written for PP children and shared with all adults who work with them.</li> <li>3. Teachers to spend more class time working with PP children.</li> </ol>	<ol style="list-style-type: none"> <li>1. PP children need to be more involved in their learning and development. They are generally very passive learners at the moment. Writing is the only core subject at KS2 where disadvantaged pupils are making slower progress than their peers.</li> <li>2. TA's as well as teachers need to know and understand the focused targets for individual PP children.</li> <li>3. Quality first teaching for PP children, more specialist support.</li> </ol>	<ol style="list-style-type: none"> <li>1. Book scrutinies and lesson observations to review levels of feedback given for disadvantaged pupils compared to non-disadvantaged pupils.</li> <li>2. SENCO to monitor IEP's</li> <li>3. Lesson observations and drop in's. Teachers to identify PP children on planning.</li> </ol>	SG/SJ  EC SG/SJ	Jan 2019
<b>Total budgeted cost</b>					£2400

**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?
<p>Improve the physical and mental wellbeing of PP children</p>	<ol style="list-style-type: none"> <li>1. Continue to develop 'Health and Wellbeing' blog on school website, for children to contribute to and refer to.</li> <li>2. Top-up swimming for any PP children not on track to meet expected standard of 25m unaided.</li> <li>3. PP children to be allocated a key adult in school to talk to.</li> </ol>	<ol style="list-style-type: none"> <li>1. For children to be more engaged with healthy and active lifestyle choices.</li> <li>2. Only 1 out of 10 pupil premium pupils in KS2 can swim 25m unaided.</li> <li>3. Recent Pupil Survey of mental wellbeing and attitudes to learning show that our Pupil premium children lack stamina and resilience when facing new challenges.</li> </ol>	<p>Monitor blog posts and visitors to blog. Record of attendance and achievement in swimming. Pupil voice.</p>	<p>SG  NH  SJ</p>	<p>Jan 2019</p>
<p>Accelerate the progress of PP children in Writing.</p>	<ol style="list-style-type: none"> <li>1. Small group learning to promote 'Slow Writing' technique for PP children</li> <li>2. SJ to work with intervention staff to target intervention for all disadvantaged children.</li> <li>3. Spelling intervention resources to be purchased and used to support spelling.</li> <li>4. Spelling app purchased to support spelling in year 5.</li> <li>5. CC to support with letter formation and spelling interventions in KS1</li> <li>6. AM to target disadvantaged children during intervention in the afternoon in Year 4.</li> <li>7. Purchase CGP resources for pupils to use at home.</li> </ol>	<ol style="list-style-type: none"> <li>1. To improve accuracy in writing</li> <li>2. Intervention required for all PP children, including challenging the more able.</li> <li>3. New intervention programmes needed to engage children and create greater impact on progress.</li> <li>4. To improve accuracy in spelling.</li> <li>5. To improve handwriting and spelling accuracy in KS1.</li> <li>6. Large number of disadvantaged children in Y4 are working below ARE and need extra support.</li> <li>7. To further support and consolidate learning at home.</li> </ol>	<p>Monitor progress and targets on SPTO. Pupil voice with PP children to see if they are fully aware of their next steps for learning. Monitor reading records. Work scrutinies. Monitor impact of intervention. Build in targets into PM for support staff.</p>	<p>SG/SJ/EC</p>	<p>Jan 2019</p>

Accelerate the progress of PP children in Maths.	<ol style="list-style-type: none"> <li>1. TA's to work closely with teacher to review and set targets for pupils in their books.</li> <li>2. 1:1 intervention – on a daily basis within Singapore Maths</li> <li>3. Purchase online software/apps for children to use daily at school and at home, to consolidate their learning in maths.</li> <li>4. Purchase Maths resources (CGP materials) for PP children to use at home.</li> <li>5. AM/CC to provide extra maths intervention to pupils</li> <li>6. Early morning groups to include target PP children in Upper KS2</li> </ol>	<ol style="list-style-type: none"> <li>1. PP children to have regular, achievable targets so that they are more involved in their own learning, and TA's are fully aware of their next steps.</li> <li>2. Targeted intervention to support gaps in children's learning.</li> <li>3. Personalised software to support and challenge each child.</li> <li>4. To further support and consolidate learning at home.</li> <li>5. Provide pre-learning or consolidation of learning before next session.</li> <li>6. Focused work to fill the gaps has been proven to accelerate their progress.</li> </ol>	<p>Monitor progress and targets on SPTO. Pupil voice with PP children to see if they are fully aware of their next steps for learning. Work scrutinies. Monitor impact of intervention. Use of software to monitor usage of apps</p>	SG/SJ/EC	Jan 2019
Pupils are ready to learn and develop good behaviours for learning. Pupils are able to regulate their emotions.	<ol style="list-style-type: none"> <li>1. Structured personalised curriculum for targeted PP children.</li> <li>2. Use TA to run a full-time nurture group (1:3 staffing ratio)</li> </ol>	<ol style="list-style-type: none"> <li>1. Children have a fresh start with a curriculum that can meet their individual needs.</li> <li>2. Nurture group to develop social skills and to model good learning behaviours</li> </ol>		SG/SJ/HB/DN/AB	Jan 2019
<b>Total budgeted cost</b>					£11,700
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Maintain high attendance of PP children	<ol style="list-style-type: none"> <li>1. Breakfast available in school for any PP children, when desired</li> </ol>	Attendance of PP children was 96% last year and we want to maintain this.	Review PP attendance and the attendance for individual disadvantaged pupils monthly. Allocate a TA time to organise and maintain food supplies in school.	SG CC	Jan 2019
PP children have an enriched curriculum and access to activities they may not otherwise experience.	<ol style="list-style-type: none"> <li>1. Fund peripatetic music lessons for disadvantaged children.</li> <li>2. Fund residential trips and class trips for disadvantaged pupils.</li> <li>3. Fund access to after school clubs for disadvantaged pupils.</li> </ol>	Children would otherwise not be able to participate in these lessons, trips or clubs. We believe these experiences are enriching, help social development and give the children a chance to explore and discover other talents.	Make parents aware that this funding is available for any trip, club or music tuition.	SG	July 2018
Staff are empowered to better support children with attachment difficulties.	Annual whole staff training on Attachment difficulties	An increasing number of children in school, especially disadvantaged children, with attachment difficulties. Training being provided by external provider	Collect evaluation forms from staff attending the training.	SG	July 2018

<b>Total budgeted cost</b>	£1600
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