

Chadsmead Primary Academy

Pupil Premium Strategy Statement

2016 - 2017

This Pupil Premium Strategy outlines how our school has spent the Pupil Premium allocation in 2016 – 2017 and how it plans to spend it during the rest of this academic year. It also outlines our key principles and reasons for spending the Pupil Premium in the way that we do; the progress that children in receipt of the Pupil Premium are making and the impact this funding is having on these children.

Chadsmead Principles and Objectives

The Pupil Premium was introduced to address the underlying inequalities between children eligible for free school meals and their peers. It is allocated to schools to work with pupils who have been registered for free school meals, Service children and Looked After Children at any point in the last six years. Eligible children must be of statutory school age (Reception to Year eleven).

Arrangements to pay schools vary between Local Authorities however schools are free to spend the Pupil Premium as they see fit. Our approach and vision for our pupils is to ensure that those from poorer socio-economic backgrounds do not suffer barriers which hamper their progress and attainment.

Our decision on how to use the “Pupil Premium” are based on findings of high quality research and publications as well as OFSTED’s best practice guidelines. These have supported our decision and expenditure in order to make effective use of our Pupil Premium funding.

Chadsmead Beliefs

We believe that:

- All of our children should and will benefit from the teaching and learning opportunities that Pupil Premium funding provides
- Appropriate provision is made for all pupils belonging to vulnerable groups, including those who are from socially and economically disadvantaged groups.
- Pupil premium spending should be allocated following a needs analysis which identifies children with priority needs; those with the greatest need being children in receipt of free school meals whose progress is not rapid enough.
- Pupils who receive free school meals are not necessarily socially disadvantaged or making inadequate progress.
- Not all pupils who are socially disadvantaged are registered or qualify for free school meals.
- Our Pupil Premium funding should be spent in a wide and imaginative variety of ways, so as to benefit the wide variety of interests and needs of our children
- Our Pupil Premium funding should be spent according to ‘best value principles’ and related to activities which research suggests will make the very best use of the finances available
- It is important to take a ‘long term view’ to stop achievement gaps from widening. Some of our long-term objectives will take more than an academic year to come to fruition.

Pupil Premium Funding 2016 – 2017

Total number of pupils on role:	385
Total number of pupils	108
% of pupils currently eligible for Pupil Premium Grant	28%
Total amount of Pupil Premium grant per pupil:	£1,320
Total Amount of Pupil Premium Grant	£120,120

Our Barriers to Future Attainment 2016 – 2017

Autumn Term 2016

- School's previous use of Pupil Premium funding has not fully met the needs of pupils;
- The number of parents applying for Free School Meals is believed to be more significant than currently known;
- Effective Quality First teaching in Reading and Writing across school is not yet fully embedded, therefore PP pupils are not yet targeted quickly enough in lessons leading to slower progress.
- Low attendance for 30/108 (28% of PP pupils) have below 95% attendance figures (October 2016); Low attendance for 48/111 have below 95% attendance (December 2016)
- Allocation of PP Funding: currently used to pay for TA salaries
- 28% of PP children are working with outside agencies for support (October 2016)

Spring Term 2017

- Changes in staffing
- Slight decrease in numbers of Pupil Premium children (104 - July 2017)
- Fluctuation of family groups
- Embedding of Precision teaching for identified pupils
- 28 % of PP children are working with outside agencies for support (March 2017)
- Low attendance for 52% (57/110) have below 96% attendance (March 2017)

Summer Term 2017

- Changes in staffing
- Use of teaching assistants to cover staff absence results in loss of planned interventions
- 27% of PP children are working with outside agencies for support (July 2017)
- Increase in low attendance for 57% (59/104)of PP Pupils have below 96% attendance (June 2017)
- Continuing challenges in meeting needs of pupils
- SEMH, Speech and Language and ASD training require further developed application and embedding of principles across the whole school to have greater impact on learning

Our Targeted Areas 2016 – 2017

In order to improve the progress and outcomes for Pupil premium pupils, we aim to:

- To identify the needs of individual Pupil Premium pupils who are not making progress.
- To identify how the current TA allocation can be deployed to support Pupil Premium pupils and measure the impact of these interventions
- To ensure the Pupil Premium children are taught using First Quality Teaching in order to address their learning and welfare needs

- To improve learning outcomes in maths, reading and writing to diminish the differences between Pupil Premium pupils and that of other pupils Nationally

Nature of Support Planned – This Year
2016 – 2017

Record of planned Pupil Premium Grant Spending by item / project

Area of Action	Objective	Cost	Expected Outcome	Termly Impact
Leadership and Management	To develop the role of Pupil Premium Champion: employment of a full time SENCO to ensure timetabled provision is in place	£14,000	To identify and share PP information with staff; To respond to short/long term needs of PP children; To monitor and evaluate progress every 6 weeks	<p><u>Autumn 2016:</u> Full time SENCO in post PP children known to staff; involvement with Pupil Progress Meetings; intervention established & timetabled</p> <p><u>Spring 2017:</u> Full time SENCO remains in post: PP children passports created; levels of progress increasing for PP children;</p> <p><u>Summer Term 2017</u> Full time SENCO remains in post: Graduated response for PP children developed and shared: PP children included in TA intervention timetables where need arises.</p>
Attainment and Progress	To improve the quality of feedback and marking leading to pupil outcomes; To improve Quality First Teaching leading to improved pupil outcomes	£1000	To ascertain effectiveness of intervention; to train staff in Quality first teaching techniques; To ensure data is available for all groups; To support the purchase of curriculum study guides and work books for PP children; TAs to keep records of interventions undertaken.	<p><u>Autumn 2016:</u> Moderation across schools; new planning proformas & marking policy reviewed. All PP children are known to staff, evidenced in planning and targeted in class work; Workbooks purchased</p> <p><u>Spring Term 2017:</u> The gap is closing between PP children and non-PP children in terms of attainment in Y1 and Y2 and exceed then in Reception. All PP children are targeted first in questioning during class</p>

				<p>learning; children's books clearly identified.</p> <p><u>Summer Term 2017</u> Gap closing in reading for PP children in Reception and Y2; Gap closing for Writing in Y1, Y2 and Y6; Gap closing for Maths in Y1</p>
Intervention Support	To deliver and implement effective interventions for PP children; To improve effective TA deployment to support vulnerable groups; To accelerate progress for PP children	£90,000	To provide training for TAs; To develop consistency in precision teaching across school; To develop speech and language / fine motor skills programmes and develop more effective Quality First teaching support – English and maths;	<p><u>Autumn 2016:</u> PP attainment and progress is reviewed every 6 weeks and timetabled targeted Teacher/TA intervention put into place. TA observations took place; TA understanding of role developing; Reduced barriers</p> <p><u>Spring Term 2017:</u> Interventions based on pupil needs and pupils not making sufficient progress. The gap is closing between PP children / non-PP children's progress in reading, writing and maths in most year groups. Reduced barriers</p> <p><u>Summer Term 2017</u> Interventions based on pupil needs and pupils not making sufficient progress continued; Speech and Language training undertaken by identified staff; further ASD training attended by teachers, TA's & lunchtime staff; Blooms Taxonomy introduced to staff to support; questioning in class. Increased numbers of PP pupils at ARE in maths in Rec, Y1, Y2 and Y6.</p>
Writing	To improve the writing progress of PP	£500	To purchase and develop the use of structured fine	<p><u>Autumn 2016:</u> Fine motor skills intervention</p>

	pupils; To accelerate pupil progress in writing		motor skills intervention package to supplement in house handwriting programmes; To purchase fine motor support materials; TA deliver writing programmes of support	programme introduced across school; Targeted writing interventions in place; Reduced barriers <u>Spring Term 2017:</u> PP children not making progress are continuing to receive targeted intervention monitored on a 6-week cycle to Reduced barriers <u>Summer Term 2017</u> PP children not making progress are continuing to receive targeted intervention monitored on a 6-week cycle to Reduced barriers; Gap decreased in Y1, Y2 and Y6; 92% of PP children in Reception reaching ARE
Reading	To improve the Reading progress of PP pupils	£500	To appoint a phonic coordinator; To coordinate phonic resources and assessment; To close the gap between decoding and comprehension	<u>Autumn 2016:</u> Support resources electronically held. Smaller groups for guided reading using TAs - timetabled <u>Spring Term 2017:</u> PP children not making progress are continuing to receive targeted intervention which is monitored on a 6-week cycle. TA timetabled support / staff support <u>Summer Term 2017</u> PP children not making progress are continuing to receive targeted intervention monitored on a 6-week cycle to Reduced barriers; Gap in Reception and Y2; 92% of reception and 70% of Year at ARE.
Pastoral Care	To improve pupils social, emotional wellbeing and personal care. To develop self-esteem; To ensure regular	£1750	To develop resources to support learning opportunities for PP children - Forest School experiences; To develop understanding of	<u>Autumn 2016:</u> Forest School training has been undertaken. Uniform provision; Regular newsletter reminders to parents. <u>Spring Term 2017:</u>

	reminders to parents about FSM claims		speech and language / SEMH / ASC / social skills through outdoor learning; To purchase/introduce Boxhall Profiling; To develop nurture groups	SEMH (Nurture) and ADHD / ASD training has been undertaken/arranged. Homework clubs introduced where PP children encouraged to attend; Summer Term 2017 Regular newsletter reminders to parents; Continued work to target SEMH PP children on entry: meet, greet and seat activity. Continued involvement with external agencies
Attendance	To improve attendance of PP children; To develop support for parents of PP children beyond the school gate	£8,000	To maintain the post of designated attendance officer; To develop systems and procedures to engage parents of PP children with regard to their attendance through the PP champion role; To develop the involvement of outside agencies;	Autumn 2016: Attendance of all PP children 94.87% attendance at the end of the autumn term. Monthly monitoring established; Awareness of pupils involved with agencies collated centrally. Spring Term 2017: Attendance of all PP children 94.66% attendance (March 2017); increased contact to target parents of children whose attendance is below 90%; greater use of outside agencies Summer Term 2017 Attendance of all PP children ****% attendance (July 2017); continued contact to target parents of children whose attendance is below 90%;
Enrichment	To provide a wide range of enrichment activities for PP children; To enrich the lives of PP children, opening new	£4,500	To ensure equal opportunities and enhanced learning opportunities for PP children subsidizing Educational visits, music tuition; sports and extra-curricular	Developed curriculum enrichment: subsidized educational visits and music lessons (50% of total costs). Developed after school opportunities – sports / languages; Residential

	doors and creating new learning opportunities.		opportunities, removing barriers. Use of HLTA /SENCo to deliver French and music	visits paid for. Targetted lunchtime sports clubs for PP children; Newsletter advertisements HLTA contract continued for September 2017
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Please note: Whilst many of our highly focused short term initiatives are beginning to show success, a number of our initiatives are designed to be 'cumulative in their impact' i.e. their success is planned to be shown over time and across different aspects of the child's life.

Measurement of Pupil Premium Funding Spending at Chadsmead

Effectiveness of Pupil Premium money will be measured through:

- Pupil progress results and attainment over time;
- Evidence from book scans, learning walks, pupil progress meetings; formal performance management of teachers and teaching assistants by senior leaders as well as by external stakeholders;
- Performance Management of the SENCO / PP Champion by the Acting Head teacher.
- Pupil feedback from learning experiences;
- Impact of intervention programmes at review points
- Impact of Professional Development training
- Achievement of the support planned

Future Pupil Premium Funding at Chadsmead

The funding received at Chadsmead Primary Academy can be predicted as follows depending of Government decisions to maintain Pupil Premium Funding:

2017/2018 Predicated Allocation = £139,920

Applying for Free School Meals / Pupil Premium Eligibility

Parents/carers wishing to apply for free school meals should contact the school office where you can complete an application form. This is available if you receive any of the following benefits:

- Income support
- Income based job seekers allowance
- Income based employment and support allowance
- Guaranteed element of state pension credit
- Universal credit
- Support under Part VI of the Immigration and Asylum Act 1999
- Child tax credit (but not working tax credit) with a household income of less than £16,190 per year

Chadsmead Pupil Premium Champions

Our school Pupil Premium Champion is Mrs Helen Cadman (SENCO)

Our Governor Pupil Premium Champions are members of the Education Advisory Board (EAB) of the Community Academy Trust.

Dates

Last updated: July 2017

Next update: September 2017