



## Pupil premium strategy statement

1. Summary information					
<b>School</b>	Henry Chichele Primary School				
<b>Academic Year</b>	2016/17	<b>Total PP budget</b>	£22320**	<b>Date of most recent PP Review</b>	September 2016
<b>Total number of pupils</b>	259	<b>Number of pupils eligible for PP</b>	22**	<b>Date for next internal review of this strategy</b>	January 2017

2. Current attainment					
Targeted Pupils		%Below	%Slightly Below	%On track	%Exceeding
<b>Pupil Premium</b>	<b>Reading</b>	10%	25%	65%	0
	<b>Writing</b>	10%	35%	55%	0
	<b>Maths</b>	10%	25%	60%	5%
<b>Disadvantaged Pupils</b>	Reading	13%	31%	56%	0
	Writing	13%	38%	50%	0
	Maths	13%	31%	56%	0
<b>Looked After Children</b>	<b>Reading</b>	0	50%	50%	0
	<b>Writing</b>	0	0	100%	0
	<b>Maths</b>	0	0	100%	0
<b>SEND</b>	Reading	46%	23%	9%	0
	Writing	54%	9%	15%	0
	Maths	46%	15%	38%	0
<b>Statement</b>	<b>Reading</b>	0	0	100%	0
	<b>Writing</b>	0	0	100%	0
	<b>Maths</b>	0	0	100%	0

\* A carry forward from the previous financial year will support initiatives for this year.

\*\* This includes for Looked After Children (LAC) and Military who we do not show in isolation as it would make them easily identifiable.

<b>3. Barriers to future attainment (for pupils eligible for PP, including high ability)</b>	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
<b>A.</b>	Identified Special Educational Needs or Disability.
<b>B.</b>	Recruitment and retention of additional qualified staff to delivery intervention programmes.
<b>C.</b>	Availability of suitable area to deliver intervention programmes, due to current expansion of school.
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>D.</b>	Regular attendance and punctuality
<b>4. Desired outcomes</b>	
	<i>Desired outcomes and how they will be measured</i>
	<i>Success criteria</i>
<b>A.</b>	Provide pupils with intensive individual support, undertaken as additional teaching, or as a replacement for other lessons by withdrawing the pupil for extra teaching.
<b>B.</b>	Promote the use of a whole range of resources to support individual learning styles.
<b>C.</b>	Promote extended provision to enable pupils to complete and consolidate tasks outside of the home setting by being able to access to school resources and expertise.
	Accelerated learning by at least 4 steps progress over the academic year (expected)
	Personalised learning available
	100% of PP children present with completed homework on a regular basis. 100% of PP children can access extra-curricular activities (e.g. trips, residential, music tuition etc)

<b>5. Planned expenditure</b>					
<b>Academic year</b>	<b>2016/17</b>				
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.					
<b>i. Quality of teaching for all</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>
A phonics approach to teaching reading is used consistently throughout the school. Learners have a sound understanding of the relationship between	Planning and teaching across the school is informed by synthetic phonics programme (Read Write Inc) Delivered by all staff. Peer mentoring continues to	The school regularly refers to the education endowment foundation toolkit. Evidence indicates that expertise is a key component of successful teaching of early reading.	Planning regularly scrutinised by all teaching staff. Lesson observations. English subject leader carries out regular reviews of reading	English subject coordinator  Inclusion Manager	Reviewed continually as part of monitoring process.

sounds and written spelling patterns which represent them.	promote and model good practise.				
<b>Total budgeted cost</b>					<b>£1000</b>
<b>ii. Targeted support</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>
One to one tuition	Short, regular sessions over a set period of time to maximise impact and accelerate progress.	The school regularly refers to the education endowment foundation toolkit. Evidence indicates that one to one tuition (particularly by a qualified teacher) is highly effective, often accelerating learning by as much as 5 additional month's progress.	3 Qualified and part time teachers employed to deliver intervention programmes across all cohorts on a regular and timetabled basis.	Inclusion manager SLT Governors	Progress is reviewed by Inclusion Manager termly and reported to SLT and governors regularly.
<b>Total budgeted cost</b>					<b>£33574</b>
<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>
Ensure that all children, regardless of financial capacity have access to a wide range of extra-curricular activities.	The school offers all children access to a number of clubs (both during, before and after school). Parents of children eligible for PP are given first opportunity for their child/children to attend.	There are known benefits on attitudes to learning and well-being through regular participation in extra-curricular activities. Children learn better when they are excited and engaged – but what excites and engages them best is truly excellent teaching, which challenges them and shows them what they can do. When there is joy in what they are doing, they learn to love learning.	Inclusion manager consistently reviews availability of extra-curricular activities, engaging with the families and deploys knowledge of each child to ensure that their needs are met.	Inclusion manger	Continually reviewed throughout the academic year.
<b>Total budgeted cost</b>					<b>£2000</b>

6. Review of expenditure				
Previous Academic Year		2015/16		
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
A phonics approach to teaching reading is used consistently throughout the school. Learners have a sound understanding of the relationship between sounds and written spelling patterns which represent them.	Planning and teaching across the school is informed by synthetic phonics programme (Read Write Inc) Delivered by all staff. Peer mentoring continued to promote and model good practise.	The teaching of phonics is consistent across KS1. Phonics resources have been audited to identify any gaps and further resources sourced.	Phonics techniques are being embedded in a rich literacy environment for early readers as part of our success criteria for our strategic vision for English. We have identified that there are some older readers still struggling to develop reading skills and the intention is therefore to roll out phonics intervention with KS2 teaching assistants to ensure consistency of approach but also recognising this made need to be run alongside other intervention programmes.	£626
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
One to one tuition	Short, regular sessions over a set period of time to maximise impact and accelerate progress.	100% of pupils with identified needs received access to additional tuition from a qualified teacher in Reading, Writing or Maths.	This has been exceptionally successful in our school and the intention is to consolidate the staffing structure applied in order to maintain the quality provision.	£27589
iii. Other approaches				
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
Ensure that all children, regardless of financial capacity have access to a wide range of extra-curricular activities.	The school offers all children access to a number of clubs (both during, before and after school). Parents of children eligible for PP are given first opportunity for their child/children to attend.	100% of pupils eligible for PP were offered a place at Homework club, Mad Science Club and Magical Maths club. Other PP children were provided with peripatetic tuition both during the school day and out of school hours. 100% of pupils eligible for PP were included in residential visits to Whitemoor Lakes by Years 4 and 6.	The popularity of some clubs is sometimes a barrier to the amount of children who can access them. In successive years we shall look to widen or repeat popular clubs. Opportunities will be afforded to the school once building works are complete it is desirable that the school will be able to provide wrap around care.	£514