



# Pupil premium strategy statement

1. Summary information					
School	Henry Chichele Primary School				
Academic Year	2017/18	Total PP budget	£30413	Date of most recent PP Review	July 2017
Total number of pupils	284	Number of pupils eligible for PPF	25	Date for next internal review of this strategy	January 2018

2. Current attainment					
Targeted Pupils		%Below	%Slightly Below	%On track	%Exceeding
Pupil Premium	Reading	15% (3 pupils)	25% (5 pupils)	60% (12 pupils)	0
	Writing	30% (6pupils)	30% (6pupils)	40% (8 pupils)	0
	Maths	25% (5 pupils)	25% (5 pupils)	50% (10 pupils)	0
Disadvantaged Pupils	Reading	18% (3pupils)	29% (5 pupils)	53% (9pupils)	0
	Writing	35% (6pupils)	35% (6pupils)	29% (5 pupils)	0
	Maths	29% (5 pupils)	24% (4 pupils)	47% (8 pupils)	0
Looked After Children	Reading	0	100% (1pupil)	0	0
	Writing	0	0	100% (1pupil)	0
	Maths	0	100% (1pupil)	0	0
SEND	Reading	68% (13 pupils)	0	26% (5 pupils)	5% (1 pupil)
	Writing	68% (13 pupils)	16% (3 pupils)	16% (3 pupils)	0
	Maths	53% (10 pupils)	11% (2 pupils)	37% (7 pupils)	0
Statement/ EHCP	Reading	50% (1 pupil)	0	50% (1 pupil)	0
	Writing	50% (1 pupil)	0	50% (1 pupil)	0
	Maths	50% (1 pupil)	0	50% (1 pupil)	0

<b>3. Barriers to future attainment (for pupils eligible for PPF, 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 coupled with lower baseline than peers on entering reception class. Areas of development such as Communication and Language, Understanding and Speech being significantly below for those children eligible for PPF.
<b>B.</b>	Many pupils come from homes that are unable to support a positive reading culture and do not have access to quality books and reading environments.
<b>C.</b>	Pupils do not have access to additional opportunities that are needed to provide a rounded education and the characteristics that lead to successful employment in the future.
<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 rate of attendance and punctuality for all eligible pupils.
<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.
	The gap between pupil progress for eligible pupils and their peers is rapidly eroded so that pupils make accelerated progress in reading and reading across all cohorts.
	All pupils have improved attendance and punctuality. Increase the % of families eligible for the grant who engage with the school to ensure that basic needs are met.
	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>2017/18</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	Planning and teaching across the school is informed by synthetic phonics programme (Read Write Inc)	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.

relationship between sounds and written spelling patterns which represent them.	Delivered by all staff. Peer mentoring continues to promote and model good practise.				
Improve the rate of progress for pupils eligible for PPF across all cohorts.	Additional Teaching Teaching assistants to liaise with class teachers to ensure intervention groups are planned and delivered to support identified pupils. 2 additional qualified teachers employed to support identified pupils. (1 in KS1, 1 in KS2) Phase leaders to ensure quality first teaching across the phase.	We regularly scrutinise our attainment and progress data and report to Governors on the quality of teaching, learning, marking and feedback. Governors are actively encouraged to full utilise recent EEF reports to challenge and hold the school to account.	Regular communication between all parties to ensure consistency of approach. Deployment of additional teachers reviewed termly and diverted accordingly.	SLT Governors	January 2018
<b>Total budgeted cost</b>					<b>26500</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>
Promote the rate of attendance and punctuality for all eligible pupils.	There are 12 families who have children eligible for PPF. Attendance and punctuality to be closely monitored and early communication instigated to raise awareness and support put in place.	The school regularly refers to the education endowment foundation toolkit. Evidence indicates ( including Ani,1999 in Fit for School) that pupils who eat breakfast on a regular basis are able to concentrate for longer periods and tend to score higher in tests. Their punctuality and attendance tends to be better. This links to Maslow's hierarchy of needs, with regard to survival needs.	Monitored by school on a daily basis. Key issues reported in school improvement plan and to Governors on a termly basis.	SLT Governors	Termly
<b>Total budgeted cost</b>					<b>£ 1000</b>
<b>iii. Other approaches</b>					

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?
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 PPF 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  SBM	Continually reviewed throughout the academic year.
<b>Total budgeted cost</b>					<b>£2913</b>

6. Review of expenditure					
Previous Academic Year		2016/17			
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. Children in lower KS2 have been identified and phonics intervention groups have been set up across lower KS2.	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 continue to roll out phonics intervention with KS2 and monitor children's progress. All classes have access to the school library weekly and a range of quality books are available in each classroom.	£662	
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 (1:1 or small group up to 1:6) 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. The intention is to monitor the impact of small group interventions termly and review the deployment of staffing accordingly. The EEF toolkit states that small group tuition is effective and, as a rule of thumb, the smaller the group the better, however once group size increases to six or seven there is a noticeable reduction in effectiveness.	<b>£37681</b>
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### iii. Other approaches

<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</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.	100% of pupils eligible for PPF were offered a place at Homework club, Mad Science Club and Magical Maths club. Other PPF children were provided with peripatetic tuition both during the school day and out of school hours. 100% of pupils eligible for PPF 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. The intention is that in the academic year 2017/18 the school will be able to offer wrap around care. Pupils eligible for PPF will be offered places.	<b>£1304</b>