

Pupil premium strategy statement 2019-20

| 1. Summary information | | | | | |
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| School | Henry Chichele Primary School | | | | |
| Academic Year | 2019/20 | Total PP budget | £32280 | Date of most recent PP Review | July 2019 |
| Total number of pupils | 358 | Number of pupils eligible for PP | 23 | Date for next internal review of this strategy | July 2020 |

| 2. Current attainment | | | |
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| | <i>Pupils eligible for PP (your school)</i> | <i>All Pupils (national average – end of KS2 SATs 2019)</i> | |
| % achieving expected standard or above in reading, writing & maths | 54% | 65% | |
| % making expected progress in reading (as measured in the school) | 61% | 73% | |
| % making expected progress in writing (as measured in the school) | 48% | 78% | |
| % making expected progress in mathematics (as measured in the school) | 52% | 79% | |

| 3. Barriers to future attainment (for pupils eligible for PP) | |
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| Academic barriers | |
| A. | Pupils are entering the school, in Early Years Foundation Stage, with a lower baseline entry level. Due to the recent increase in the school size; cohorts entering the school are changing and we are attracting families from a wider catchment area. There is a greater diversity across the families with an increasing number identified as disadvantaged and with identified SEND. |
| B. | Attention and listening skills are lower for pupils eligible for the Pupil Premium than other pupils. This affects their concentration and engagement with activities and impacts on progress across all areas of the curriculum. |

| External barriers | | |
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| C. | Attendance and punctuality - Attendance levels for pupils eligible for the Pupil Premium are not in line with the rest of the school. | |
| D. | Emotional well-being for disadvantaged pupil and families. A higher proportion of pupils eligible for the Pupil Premium, compared to non-PP pupils have social, emotional and self-esteem difficulties. | |
| 4. Intended outcomes | | Success criteria |
| A. | Early intervention implemented – baseline assessments to identify gaps. High quality, targeted teaching/interventions to teach to gaps. High levels of pupils meeting ELG on entry in to Y1 (NC). High levels of progress in English and Maths for pupils eligible for the Pupil Premium. | Baseline assessments to inform and assist early intervention. Formative assessment will show gaps and inform intervention strategies. Pupils eligible for the Pupil Premium will make (or exceed) expected progress, in line with their non-pupil premium peers. |
| B. | Improved attention and listening skills. | Pupils eligible for the Pupil Premium to have increased concentration and engagement with activities in lessons. Pupils eligible for the Pupil Premium have access to a range of activities which promote the school aims and values: 5Rs, fish philosophy and Blooms Taxonomy. |
| C. | Improved attendance for pupils eligible for the Pupil Premium – in line with the whole school. | Attendance levels for all are regularly checked and acted upon. Attendance figures for pupils eligible for the Pupil Premium to be in line with the whole school. |

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| D. | Improved emotional well-being reported for pupils eligible for the Pupil Premium and their families. | Pupils to be independent in using strategies to develop resilience and emotional regulation. Pupils seek help when needed and respond with appropriate actions to difficult circumstances. |
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| 5. Review of expenditure 2018/19 | | | |
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| Previous Academic Year | | £32620 | |
| 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) |
| Ensure all pupils have access to quality first teaching | Dedicated CPD provision for all staff. Regular monitoring of planning/ teaching and assessments to ensure appropriate support can be allocated as required. Introduction of Blooms taxonomy within planning/ teaching. | <p>CPD is driven by the needs of the curriculum, availability of suitable training and accounted for in the school improvement plan. Performance management meetings allow open dialogue between staff and leaders to establish areas of interest for CPD.</p> <p>Teaching and learning is regularly monitored by school leaders as part of the schools monitoring process, through lesson observations, learning walks, voice of the pupils, book scrutiny and monitoring of planning.</p> | <p>Continue to seek and provided CPD provision for all staff.</p> <p>Continue to monitor CPD through performance management meetings.</p> <p>School leaders to continue to review the schools monitoring process.</p> |

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| <p>Ensure pupils have raised aspirations and know how to be successful and what is required to achieve these aspirations.</p> | <p>Promote schools aims and ethos. Ensure 5Rs, fish philosophy and Blooms are all explicit within the school environment. Enable pupils eligible for the Pupil Premium to access a range of enrichment and extended schools opportunities.</p> | <p>5Rs, Fish philosophy and Blooms are displayed in all classrooms. Revisited at the beginning of each school year and part of teaching daily.</p> <p>Learning walks have enabled leaders to monitor displays to ensure these are explicit around the school.</p> <p>Introduction of 5Rs assemblies termly to promote and celebrate 5Rs.</p> <p>All pupils eligible to the Pupil Premium in KS2 have been offered access to homework club weekly. 5 have taken up this offer for a place.</p> <p>3/24 pupils have been offered a place at wrap around care to support disadvantaged families. All of these pupils have taken up the offer for a short period of time throughout the school year.</p> <p>Pupils in Y4 and Y6, who are eligible for the Pupil Premium have been offered financial support towards residential trips. (100% of these pupils accepted support offered)</p> | <p>Continue to promote the schools aims and ethos – Monitored through schools monitoring process.</p> <p>Continue to deliver 5Rs assemblies.</p> <p>Review and monitor the number of pupils eligible for the Pupil Premium who are accessing clubs including wrap around care. – ensure PP pupils are not disadvantaged due to financial circumstances.</p> |
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| <p>ii. Targeted support</p> | | | |
| <p>Desired outcome</p> | <p>Chosen action/approach</p> | <p>Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).</p> | <p>Lessons learned (and whether you will continue with this approach)</p> |

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| <p>Reduce the gap between pupils eligible for the Pupil Premium and non-pupil premium pupils. Accelerate progress of PP Pupils with low prior attainment in English and Maths.</p> | <p>A focus on high quality targeted interventions in English and Maths.</p> <p>Ensure Rising Stars assessment tools are embedded across the school and consistency in the use of the gap analysis tools to identify targeted intervention groups.</p> | <p>Pupil progress meeting with the HT has enabled leaders to analyse and scrutinise data effectively.</p> <p>Data indicates that the introduction of the 20 day challenge has had a positive impact on progress for pupils in receipt of the Pupil Premium Grant. When comparing data from December 2018 – April 2019 there has been a decrease in the number of PP pupils working below ARE in RWM. The number of pupils in the red category of Below for RWM has decreased significantly since December 2018. (R: Dec 8pupils – April 2 pupils, W:Dec 6pupils – April 2pupils, M:Dec 7pupils- April 1pupil) which indicates good progress in RWM for PP pupils across the school. There has also been an increase in the number of PP pupils exceeding ARE in RWM since December 2018. 13%(3pupils) are now exceeding ARE in reading and writing and 9%(2pupils) are exceeding ARE in maths.</p> <p>Pupils in receipt of Pupil Premium Grant continue to be tracked through 1:1 pupil data review meetings 3 times a year; teaching staff are accountable for their progress and to ensure we are meeting their needs.</p> | <p>Pupil progress meetings with HT and data shared with leadership team to continue.</p> <p>Leaders to continue to scrutinise data and report to Govs.</p> <p>PP data to be reported against non PP data to enable comparisons to be made.</p> <p>Continue to complete the 20-day challenge annually to raise the profile of PP children amongst staff and ensure that all staff continue to target these pupils in order to promote accelerated progress throughout the year.</p> <p>Continue to monitor intervention plans and the use of Rising Stars assessment tools to inform target setting.</p> |
| <p>Improved attendance for disadvantaged pupils.</p> | <p>Attendance levels for all are regularly checked and acted upon.</p> | <p>Across the school the attendance rates for pupils eligible for the Pupil Premium have improved. (July 2019 PP Pupils 94% compared to whole school 96.6%)</p> | <p>Attendance and punctuality continues to be an important focus.</p> <p>Liaison between admin staff and inclusion team to ensure monitoring of attendance is rigorous.</p> |

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| | <p>Ensure attendance figures show a reduced gap between pupils eligible for the Pupil Premium and non-pupil premium pupils.</p> | <p>6/26 pupils (23%) of pupils eligible for the Pupil Premium currently have 100% rates.</p> <p>Attendance rates continue to be closely monitored by admin staff and letters to parents are sent out accordingly. Parental contracts continue to be instigated to support families where necessary.</p> <p>The employment of an Inclusion support worker has enabled the school to offer more robust well-being support for families across the school.</p> <p>Wrap around care has been offered and taken up by 3 families who are eligible for the Pupil Premium. (This has had a positive impact on punctuality)</p> | <p>Evaluate uptake of wrap around care. (monitor impact on attendance/ punctuality for pupils eligible for the Pupil Premium)</p> |
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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) |
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| <p>Parental engagement within school and perceptions of education. Priority placed upon learning and achievement.</p> | <p>Annual survey to establish parental view. Increased opportunities for parental involvement throughout the school year.</p> | <p>Overall 76% responded that they read daily; work commitments being the main barrier.</p> <p>28% would like the opportunity to attend parent workshops albeit there was no indication of what topics they would like.</p> <p>The vast majority of parents are either happy with what is currently on offer; don't know or marked not applicable.</p> | <p>Employment of well-being support worker as part of inclusion team will enable school to offer further pastoral support to families.</p> <p>Inclusion team to introduce drop in sessions, and parent workshops in 2019/20</p> |

6. Planned expenditure

Academic year

2019/20

The three headings enable you to demonstrate how you 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 | How will you ensure it is implemented well? | Staff lead | When will you review |
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| Ensure all pupils have access to quality first teaching which is delivered through a broad and balanced curriculum. | <p>Subject leaders to attend appropriate training and disseminate information in designated staff meetings. Rising Stars assessments completed termly and information is used to inform planning.</p> <p>Teachers to use Rising Stars gap analysis to ensure pupils gaps in learning are identified and addressed.</p> <p>Dedicated CPD provision for all staff.</p> <p>School leaders to review and implement monitoring process.</p> | Use of gap analysis to clearly identify gaps in learning of individual pupils, groups, whole class and whole school. | <p>Leadership team to monitor teaching and learning to ensure all pupils have access to Quality First Teaching.</p> <p>Pupil progress meetings will ensure teachers have a clear overview of the pupils in their class. They will also provide a clear analysis of data to the leadership team.</p> <p>Intervention plans will be monitored termly and the provision map updated accordingly.</p> | <p>Leadership team</p> <p>All teaching staff/ Head teacher/ Leadership team.</p> <p>All teaching staff/ Inclusion team</p> | <p>Continually reviewed as part of monitoring process.</p> <p>3 times a year (T2, T4, T6)</p> <p>Termly</p> |
| To improve phonics outcomes in Year 1 and the end of KS1. | <p>KS1 teachers to receive CPD of 'Read Write inc' and phonics strategies through phase meetings.</p> <p>Phonics assessments to be completed termly and pupils</p> | The Education Endowment Foundation (EEF) reports that: <i>'Phonics approaches have been consistently found to be effective in supporting younger readers to master</i> | EYFS/KS1 phase leaders to monitor the planning and teaching of phonics. | EYFS/KS1 Phase leaders | Continually reviewed as part of monitoring process. |

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| | <p>grouped accordingly to enable smaller group teaching of phonics.</p> <p>Phonics assessments to identify pupils not on track and inform intervention planning.</p> <p>Phonics intervention groups to be established and reviewed at least half termly.</p> | <p><i>the basics of reading, with an average impact of an additional four months' progress. Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read.</i></p> | <p>Teachers to report analysis of data, detailing pupils who have met/not met phonics screening criteria during pupil progress meetings with Headteacher.</p> <p>Inclusion manager to monitor impact of phonics intervention groups.</p> | <p>All teaching staff/Headteacher</p> <p>Inclusion Manager</p> | <p>3 times a year (T2, T2, T6)</p> <p>Termly</p> |
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ii. Targeted support

| Desired outcome | Chosen action/ approach | What is the evidence and rationale for this | How will you ensure it is | Staff lead | When will you review |
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| <p>Reduce the gap between pupils eligible for the Pupil Premium and on-pupil premium pupils. Accelerate progress of PP pupils with low baseline and prior attainment in English and Maths</p> | <p>A focus on early intervention – baseline assessments to identify gaps in learning and interventions to high quality targeted interventions to be established.</p> <p>Introduction of readiness for learning screening in EYFS and implementation of intervention strategies to support readiness for learning.</p> <p>Ensure Rising Stars assessments tools are embedded across the school and there is consistency in the use of the gap analysis tools to</p> | <p>The Education Endowment Foundation (EEF) reports that: <i>Overall, the evidence suggests that early years and pre-school interventions have a positive impact, delivering an average of around five additional months' progress. The approach appears to be particularly beneficial for children from low income families.</i></p> | <p>Staff/phase meetings to review assessment strategies (baseline and termly Rising Stars)</p> <p>Monitoring of intervention plans (reviews/targets)</p> <p>Track and monitor provision in place across the school. – Through whole school provision map.</p> | <p>Leadership team</p> <p>Inclusion Manager</p> <p>Inclusion Manager</p> <p>Inclusion Manager</p> | <p>Term 1 – continually as part of monitoring process.</p> <p>Termly</p> <p>Termly</p> <p>Term 1 2019/20</p> |

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| | identify and inform targeted intervention planning. | | Source training and purchase resources to initiate screening in EYFS: Assessing neuromotor readiness for learning, Sally Goddard Blythe | | |
| Improved attention and listening skills. | <p>Introduction of sensory circuits before and within the school day with the aim to focus concentration in readiness for the day's learning.</p> <p>Introduction of Maths Market Stalls has encourage pupils to be more independent learners by providing readily available access to a range of resources. The aim is to encourage metacognition and self-regulation approaches across the curriculum.</p> | <p>Metacognition and self-regulation approaches aim to help pupils think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring and evaluating their learning. Interventions are usually designed to give pupils a repertoire of strategies to choose from and the skills to select the most suitable strategy for a given learning task. The Education Endowment Foundation (EEF) reports that: Metacognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of seven months' additional progress.</p> <p>Participation in a short sensory motor circuit is a great way both to energise and settle children in to the school day.</p> | <p>Source Sensory circuits training for identified members of support staff.</p> <p>Children to be identified through discussion between inclusion team and class teachers.</p> <p>Impact of sensory circuits to be reviewed termly through in class observations of pupils increased concentration and listening skills.</p> <p>Monitor use of Maths Market Stalls across the school. CPD to support staff and feedback findings.</p> <p>Monitor planning and teaching to identify opportunities for independent learning.</p> | <p>Inclusion manager/SBM</p> <p>All teaching staff/ Inclusion Manager</p> <p>All teaching staff/ Inclusion manager</p> <p>Maths subject leader</p> <p>Leadership team</p> | <p>Term 6 2018/9</p> <p>Continually as part of monitoring process.</p> <p>Termly</p> <p>Annually as port of monitoring process</p> <p>Continually as part of monitoring process</p> |

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| Average attendance of pupils eligible for the Pupil Premium to be in line with the rest of the school. | Attendance to be closely monitored and actioned quickly where necessary. Reduce the gap in attendance figures between pupils eligible for the Pupil Premium and non-PP pupils. | Poor attendance results in pupils missing key parts of the curriculum thus creating gaps in learning and lower attainment. | Attendance reviews to be completed continually informally and formally every term Parents of pupils with low attendance to be notified by letter. Parental contracts to be completed for families with persistent no attendance. Referral sent to EIP for persistent absence and holidays during term time. Conversely 100% attendance to be celebrated | Admin staff Admin Staff/ leadership team Leadership team Inclusion team Admin staff Admin staff | 6 times a year As part of monitoring process As part of monitoring process As part of monitoring process Every term |

iii. Other approaches

| Desired outcome | Chosen action/ approach | What is the evidence and rationale for this | How will you ensure it is | Staff lead | When will you review |
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| Improved emotional well-being, shown in greater levels of confidence and self-esteem. | Employment of Inclusion support worker to offer pastoral support to individual pupils and families. | 54% (13/24) of pupils eligible for the Pupil Premium have had or have social care or early help involvement. Staff awareness of effective strategies to support emotional well-being in class, will allow | Organise timetable to ensure staff availability to deliver provision to meet needs. Inclusion support worker to feedback to | Inclusion team Inclusion team | Termly Termly |

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| | | <p>pupils to feel safe and successful in their learning environment.</p> <p>The Education Endowment Foundation (EEF) reports that <i>On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment.</i></p> | <p>involved staff regarding support provided and how to support pupils in class.</p> <p>Regular DSL meetings to share overview of each case.</p> <p>Introduction of parent workshops and weekly 'drop in' sessions</p> | <p>DSL team</p> <p>Inclusion team</p> | <p>Monthly</p> <p>Termly</p> |
| <p>Increased number of pupils eligible for the Pupil Premium attending extra-curricular clubs, residential trips and opportunities to widen their life experiences.</p> | <p>School to negotiate with extra-curricular club providers to provide one allocated free space for pupils eligible for the Pupil Premium.</p> <p>Pupils eligible for the Pupil Premium to be targeted to attend at least one extra-curricular club throughout the academic year.</p> <p>Support to be offered to families for school trips and residential trips and wrap around care for families in financial difficulty.</p> | <p>Pupils who attend extra-curricular clubs develop greater social and collaborative skills.</p> <p>Attendance at extra-curricular clubs boosts confidence and self-esteem in pupils.</p> <p>Pupils may not have the opportunity to access these experiences without the additional funding in place.</p> | <p>Monitor uptake of places in extra-curricular clubs and wrap around care.</p> | <p>Inclusion Manager SBM</p> | <p>Termly</p> |

7. Additional detail

Pupil Premium Expenditure 2018 19

