

Pupil premium strategy statement

1. Summary information					
School	Chawson Community First School				
Academic Year	2018/19	Total PP budget	£105,480	Date of most recent PP Review	27.9.18
Total number of pupils	349	Number of pupils eligible for PP	84	Date for next internal review of this strategy	September 2019

2. Current progress made at July 2017									
	<i>Pupils eligible for PP at Chawson</i>			<i>Pupils not eligible for PP</i>			<i>PP non SEN</i>		
	Reading	Writing	Maths	Reading	Writing	Maths	Reading	Writing	Maths
Reception	4.82	4.82	4.45	5.17	5.05	4.33	5	4.89	4.56
Year 1	4.5	4.44	4.69	6.02	5.42	5.42	5.1	5.2	5
Year 2	5.44	5.28	5.06	5.61	5.59	5.46	5.57	5.5	5.43
Year 3	6	5.12	5.88	6.5	6.53	6.28	5.92	5.62	5.85
Year 4	5.95	5.85	5.9	5.98	6.19	6.61	5.81	5.69	6.19

Barriers to future attainment (for pupils eligible for PP)

In-school barriers	
A.	Significant and varied individual needs means provision must be tailored and personalised.
B.	Transference of skills between pupil premium support groups and classroom activities.

C.	<p>Children starting in Reception start significantly below expected standard. Last year 16% of the cohort was Pupil Premium. All of these children entered school significantly below the expected level for Reading and Writing with 82% significantly below in Maths.</p> <p>24% of children are eligible for Pupil Premium. 23.8% of the Pupil Premium children are also SEN. In some year groups this cross over is significantly higher.</p>	
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>		
D.	<p>54% of children at Chawson First school are financially stretched or living in urban diversity. Five children are Looked After. Last summer the percentage of Pupil Premium children with a persistent absence which was below 90% was 12.8%.</p>	
3. Desired outcomes <i>(Desired outcomes and how they will be measured)</i>		Success criteria
A.	<p>Children will be provided with personalised support in order to enhance progress being made.</p>	<p>Support sessions will be planned with smart targets that link closely to learning taking place within the classroom to support progress made. Target: 80% of targets to be met</p>
B.	<p>Impact of Pupil premium sessions is clearly evident within classroom work.</p>	<p>Children will be able to transfer, skills taught to them in Pupil Premium sessions, into the classroom to enhance their progress. This will be shown through monitoring and good Pupil Premium group data.</p>
C.	<p>The percentage of children leaving Chawson First School at expected standard will be in more in line with the national average.</p>	<p>Children will be provided with the support needed to ensure that they narrow the gap.</p> <p>At the end of Reception children meeting the national expectation will be greater than the baseline assessment.</p> <p>Continue to increase the percentage of children meeting national expectation at the end of KS1 and further increase the percentage meeting the national expectation at the end of year 4.</p>

4. Planned expenditure					
Academic year		The vast majority of Pupil premium funding will be spent on staff who are dedicated to providing quality Pupil Premium support.			
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?
High quality support groups will be provided to all Pupil Premium children and will link into classroom topics/targets.	<p>Employ 7 teaching assistants to plan and deliver provision groups to each class 3 afternoons a week.</p> <p>Pupil Premium staff to ensure provision group activities link to classroom topics/targets and include use of quality wave 1 resources.</p> <p>1 TA will be allocated to Reception to support children with communication and language needs.</p>	<p>Provision is delivered by teaching assistants who have a greater knowledge of the children both academically and personally. Regularly delivered provision with a specific focus will continue to support the children in developing their skills more rapidly compared to once a week. Pupil Premium children last year made greater progress than the previous year as a result of this provision model.</p> <p>Children entering school below the national expectation are provided with opportunities to narrow the gap. Pupil Premium children in Reception last year made greater than expected as a result of the provision provided.</p>	<p>The Pupil Premium Coordinator will monitor that targets given are smart through scrutinising these.</p> <p>The Pupil Premium Coordinator will monitor the planning and delivery of activities to ensure they link to work being completed in the classroom and are quality. This will be done through observations and monitoring of progress data.</p>	Pupil Premium Co-ordinator	Half termly reports to SLT created
Total budgeted cost					£26,091 for the year

<p>The percentage of children achieving national expectation or good progress in reading and writing will increase.</p>	<p>To maintain the current number of teaching staff to provide reduced class sizes.</p> <p>Teachers to ensure that children receive high quality teaching and support during lessons, matched to ability and need.</p>	<p>Reduced class sizes will allow children to receive greater teacher input and an increased number of adult led guided groups throughout the week.</p>	<p>Pupil Premium Coordinator to track all children's progress and interventions received and follow particular children throughout a school day to make observations.</p> <p>Pupil Premium Coordinator to monitor and act on data provided from the assessment co-ordinator following pupil progress meetings.</p>	<p>Pupil Premium Co-ordinator</p> <p>SLT and Assessment Co-ordinator</p>	<p>Termly</p>
---	--	---	--	--	---------------

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>The percentage of children achieving national expectation or good progress in writing and reading will increase.</p>	<p>Teachers to ensure that targets for provision match current writing targets.</p> <p>Pupil Premium staff to ensure provision activities link to targets given and include use of quality wave 1 resources.</p> <p>Provision groups to be delivered 3 times a week.</p>	<p>Regularly delivered provision will support focusing only on one skill to allow the children to develop their skills more rapidly compared to once a week.</p> <p>Last year the overall progress of Pupil Premium children increased compared to the previous year however the rate of progress is still lower than that of Non-Pupil Premium children.</p>	<p>Pupil Premium Coordinator and the Writing Coordinator will monitor and review progress made through data tracking and feed this into the provision subsequently provided.</p> <p>Pupil Premium Coordinator will monitor the planning and delivery of provision to ensure that sequenced activities focus on progression of learning. Sufficient planning and review time will be provided for the pupil premium staff to liaise with class teachers.</p>	<p>Pupil Premium Co-ordinator</p>	<p>Half termly report to be created and shared with SLT.</p> <p>July 2019</p>

<p>The outcomes of pupil premium children will be closer to that of their peers in reading and writing.</p>	<p>Pupil premium children to receive daily reading with an adult.</p> <p>Key stage 2 children to receive 3 additional weekly opportunities to read.</p> <p>Children will be invited to an after school Fun Together reading club with a parent or adult run by 2 TAs.</p>	<p>Last year the overall progress of Pupil Premium children in reading was lower than that of their peers and the previous year.</p> <p>To promote and support parents/ carers with reading and questioning skills at home.</p> <p>To increase the home school partnership with parents/carers.</p>	<p>Pupil Premium Coordinator and the Reading Coordinator will monitor and review progress made through data tracking and feed this into the provision subsequently provided.</p> <p>Pupil Premium Coordinator to create, organise and manage the Fun Together club.</p>	<p>Pupil Premium Co-ordinator</p> <p>Reading Co-ordinator</p>	<p>Half termly data reports to be created and shared with SLT.</p> <p>Weekly monitoring and at the end of each half term block.</p>
Total budgeted cost					£74,472
iii. Other approaches					
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>Pupil Premium Co-ordinator to be aware of progress being made and current learning needs throughout the school.</p>	<p>Pupil Premium coordinator to review and evaluate provision.</p> <p>Pupil Premium coordinator to keep an updated progress and intervention tracking system.</p>	<p>To closely monitor the children's progress and identify future areas of need in working towards raising progress levels.</p>	<p>Pupil Premium coordinator non-contact time to ensure monitoring and tracking are regularly completed and updated throughout the year.</p>	<p>Pupil Premium coordinator</p>	<p>Termly and in line with review cycle dates.</p>
Total budgeted cost					£4,917 for the year

5. Review of expenditure

Previous Academic Year 2017-2018

i. Quality of teaching for all – Majority of funding was spent on maintaining current teaching staff

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
<p>High quality support groups will be provided to all Pupil Premium children and will link into classroom topics/targets.</p>	<p>Employ 7 teaching assistants to plan and deliver provision groups to each class 3 afternoons a week.</p> <p>Pupil Premium staff to ensure provision group activities link to classroom topics/targets and include use of quality wave 1 resources.</p> <p>1 TA will be allocated to Reception to support</p>	<p>Monitoring and observations ensured that the quality of provision delivered was high and related to in class work.</p> <p>Pupil Premium staff used a range of resources to support the children and plan activities which included consideration of a range of teaching and learning styles.</p> <p>Pupil Premium children in Reception this year made greater than expected. Children this year made greater progress in reading and writing than the previous year's children.</p>	<p>This approach continues to be effective for the children as they are generally making good progress.</p> <p>Provision to continue to be structured in this way with a focus on writing and phonics.</p>	<p>£118,320 in total for area.</p>

<p>The percentage of children achieving national expectation in writing will increase.</p>	<p>Maintain the current number of teaching staff to provide reduced class sizes.</p> <p>Teachers to ensure that children receive high quality teaching and support during lessons.</p>	<p>With reduced class sizes class teachers and teaching assistants have been able to provide children with at least 2 adult led guided groups per week.</p> <p>This year the percentage of children achieving national expectation or good progress in Reception and Year 4 has increased in both reading and writing compared to the previous year. The percentage of Pupil Premium children achieving the national expectation was not as high in Year 1 and 2 however the children achieved a higher level of progress than in the previous year, thereby closing the gap with their peers.</p>	<p>Data shows that while there is a smaller gap in writing progress between Pupil Premium and non-Pupil Premium children, focus is still required to support a higher percentage of the children in achieving closer to the national expected level in both reading and writing.</p>	
--	--	--	--	--

ii. Targeted support

<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>	<p>Cost</p>
<p>The percentage of children achieving national expectation in writing will increase.</p>	<p>Teachers to ensure that targets for provision match current writing targets.</p> <p>Pupil Premium staff to ensure provision activities link to targets given and include use of quality wave 1 resources.</p> <p>Provision groups to be delivered 3 times a week.</p>	<p>Throughout the year the number of targets given for each group has reduced. Consistently throughout the year 90% of targets have been met or partially met.</p> <p>The percentage of targets not being met has reduced due to specific target setting and sequences of planned activities. Targets are linked to classroom activities as the TA's delivering the provision are either in all of the lessons themselves or they find out what the topics and activities are in advance.</p>	<p>Provision is effective for the children. Where few children have not met their targets there have been specific, individual reasons and provision was altered accordingly.</p> <p>Provision to continue to be structured in this way.</p>	

Children who are both Pupil Premium and SEN to make good progress in writing and maths.	SENCO to provide quality provision to identified children.	<p>Within school 23.8% of children are both Pupil Premium and SEN.</p> <p>Pupil Premium children without SEN needs are making greater progress in writing and maths than those with SEN. These needs are specific to individual children and are being addressed through other in school interventions.</p> <p>Over 50% of Year 2 and 4 who are both Pupil Premium and SEN made good progress in writing.</p>	<p>Specific areas of SEN need will be addressed through personalised IPM targets and SEN provision.</p> <p>Due to current school needs SENCO will provide targeted support to Year 2, 1 afternoon a week.</p> <p>Identified individual children will be targeted straight away during the beginning of next term.</p> <p>Maths will also become a whole school focus next year.</p>	£4289
---	--	---	---	-------

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
Pupil Premium coordinator to be up to date on government expectations and effective approaches being used in other schools.	<p>Pupil Premium coordinator to attend cluster meetings.</p> <p>Pupil Premium coordinator to regularly check for updates on the government website.</p>	<p>The success criteria were achieved. The Pupil Premium Coordinator was able to compile a list of government requirements to ensure, as a school, we are up to date on our requirements and expectations.</p> <p>The Pupil Premium Coordinator attended a Pupil Premium seminar which gave insight into intervention strategies in different settings and the impact.</p>	<p>Actions have resulted in ensuring that Pupil Premium children are receiving the correct funding and support which they are entitled to.</p> <p>Interventions being used have also been proven to be effective on other school settings.</p>	£1050.00 termly

6. Additional detail

Further spending

- Phonics resource cards £83.48