

Pupil Premium Funding 2017-18

Pupil Premium is allocated to schools from central Government to support children from low-income families who are currently known to be eligible for free school meals and children who have been looked after continuously for more than six months. Schools are free to spend the money as they see fit and are required to publish this information online.

Our school allocation for 2017/18 from central Government = £15,220 (Services - £600, LAC £13,300, FSM/EVER 6 £1320)

At Chalford Hill Primary School, it is used to help our most vulnerable children to close the gap with both their emotional and academic needs.

What are the children's barriers?

Reviewing our children's needs over the past 5 years, children enter Chalford Hill with two clear areas of support: emotional and academic needs. As a result we target these needs in our Pupil Premium priorities.

What are our priorities?

We prioritise our support of children who are at risk of not achieving their potential through removing barriers to learning: either financial, emotional or in terms of gaps in their learning. The following priorities are identified:

1. To support PP children with social and emotional support so that they are emotionally ready to learn in school.
2. To provide high quality CPD for staff, linked to PP pupils' needs so that they are able to support them appropriately.
3. To target PP children's progress to ensure that they make at least good progress throughout school, and that gaps close, preparing them for the next stage in their educational journey.

What do we do?

1. Teachers & TA's are supported and trained to work with children in class to support their emotional needs. A specialist teacher is employed to teach yoga as a way of supporting pupils' physical and emotional development. Interventions such as 'Think Yourself Great,' are also used to support pupils' emotional and social needs.
2. High quality CPD is given to staff so that they are able to support pupils appropriately and have an increased understanding of pupils needs. E.g. Attachment training.
3. Teachers plan academic and pastoral support to ensure that PP children reach their potential. We employ extra TA time, and use existing teaching and TA resources, to target intervention programmes to close the gaps in the children's learning.

Proposed Expenditure of Pupil Premium Expenditure 2017-2018

Summary Information		
Academic Year - 2017-18	Total PP budget - £15,220	
NOR: 209	Number of pupils eligible for PP - 10	
Current Attainment		
Attainment for 2016-17		National Average 2016
% achieving expected standard or above in reading, writing & maths		43% (3/7) 53%
% achieving expected standard or above in reading		71% (5/7) 66%
% achieving expected standard or above in maths		71% (5/7) 70%
% achieving expected standard or above in writing		86% (6/7) 74%
Barriers to future attainment (for pupils eligible for PP)		
<i>In-school barriers</i>		
i) Social and emotional support – some of our children have a range of complex issues, which has affected attainment and well-being		
ii) Provide full access to the wider curriculum; providing first hand experiences		
iii) Approaches to learning – learning behaviours need to be further developed		
<i>External barriers</i>		
iv) Some children have support from external agencies due to a range of complex needs.		
Desired outcomes		
<i>Desired outcomes and how they will be measured</i>		<i>Success criteria</i>
i) Children requiring emotional support will have therapeutic time, support with the SENDCo or time with the Educational Psychologist to address specific needs		<ul style="list-style-type: none"> - Children will have the opportunity to express their feelings and say that they are happy and supported at school. - Staff are trained in Attachment disorder and can therefore support pupils appropriately.
ii) Children will receive targeted intervention support in order to accelerate progress and close the gap.		<ul style="list-style-type: none"> - Children not making expected progress are identified during pupil progress meetings. Targeted intervention support will be put in place and measured. - Children have access to 1:1 or small group support where appropriate.
iii) External support given where children have complex needs.		<ul style="list-style-type: none"> - Educational Psychologist input and other agencies: counselling used when appropriate to support children making progress socially, emotionally and academically.
iv) Children will be able to use Super-Learner skills to support their learning, having an impact on their progress.		<ul style="list-style-type: none"> - Children will embrace challenge with a positive attitude - Children will reflect upon their learning and understand that making mistakes is part of the process.

i) To provide high quality CPD for staff, linked to PP pupils' needs				
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
Staff are aware of and have a clear understanding of pupils needs so that they are able to support them appropriately. Staff are fully informed and have a shared understanding of pupils needs.	Braveheart attachment training.	Pupils appropriately supported. Strong relationships between pupils & adults exist. Staff have strategies to support & engage pupils.		£440
	Release staff to review pupils' progress, sharing of information & strategies to support them.	All adults involved in supporting child aware of needs & how to support them.		£1800
Staff have the knowledge and skills to be able to effectively support and challenge pupils phonological awareness.	Sounds-Write training	Target pupils have improved grasp of phonics for reading and spelling as reflected in their reading, writing & phonics screening check.		£1,600
ii) Social, emotional and behavioural 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
Disadvantaged children, including those who have been in care, feel safe, exhibit good behaviours and show appropriate learning behaviours.	Funding used towards TA training and TA support through use of social/ emotional interventions e.g. TYG / Lego / art therapy and/or specialist Yoga teacher.	Pupils with attachment disorder feel safe and have positive attitudes to learning. Parent & carers feel that their children are being well supported and have good attitudes to learning in school		£440
Children requiring emotional support will have therapeutic time, support with the SENDCo or time with the Educational Psychologist to address specific needs	School will seek expert advice from EP who will work with staff and children to promote positive well-being	Staff will be given expert training & advice on how best to support their pupils. Pupils will be supported appropriately according to their needs and will in turn show positive attitudes to learning and make good progress.		£1000
iii) 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
Disadvantaged pupils to be closing the gap with their peers in school, and compared to other non-pupil premium children nationally with similar starting points	Targeted interventions e.g. small group writing & fluency intervention support, guided reading support, phonics & handwriting boosters, Rapid Maths, Word Wasp, Fizzy etc.	Increasing proportion of PP pupils attaining ARE, exceeding Nat. ave. in reading, writing, maths & phonic screening check.		£9,940

Review of Expenditure 2016/17

Previous Academic Year: The school had 7 children eligible for Pupil Premium, 3 in KS2 (of which 1 was in Y6) and 4 in KS1 (of which 2 were in Y2).

i) To provide high quality CPD for staff, linked to PP pupils' needs

Chosen action	Outcome	Lessons learned (and whether you will continue with this approach)
Braveheart attachment training.	Relevant staff attended attachment training. Pupils appropriately supported. Strong relationships between pupils & adults exist. Staff draw upon range of strategies to support & engage pupils.	Positive feedback from staff re: training. Explore whole school training for 17/18
Release staff to attend meetings to review pupils' progress, sharing of information & strategies to support them.	All adults involved in supporting children aware of needs & how to support them. PP meetings ensure that interventions are used effectively to close gaps and identify needs. The rate of progress is reviewed and plans put into place to move children's learning forward. Pupil Progress meetings identify children that require support. Vulnerable pupils have outlined specific support needed in order to achieve true potential and to make progress.	Review timetabling of PP meetings.

ii) Social, emotional and behavioural support

Chosen action	Outcome 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)
Funding used towards additional TA training and TA support through use of social/emotional interventions e.g. Think Yourself Great and specialist Yoga teacher.	Pupils with attachment disorder feel safe and have positive attitudes to learning. Parent & carers feel that their children are being well supported and have good attitudes to learning in school Yoga teacher has positive impact on well-being for some pupils.	Experience has shown pupils who form strong relationships with CT / TAs feel secure & safe. TYG has had positive benefits for some. Need to consider size of Yoga group in future. Look into Lego therapy for 17/18 to support pupils in communicating their feelings.

iii) Targeted support

Chosen action	Outcome 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)
Targeted interventions e.g. guided reading support, phonics & handwriting boosters, Rapid Maths, Word Wasp, Fizzy etc.	Handwriting booster groups had positive impact on letter formation. Proportion of PP attaining ARE in writing, in line with Nat. ave. Rapid Maths & daily fluency lessons contributed to pupils' confidence in maths. Proportion of PP pupils attaining ARE in maths exceeding nat. ave. Reading support / 1 to 1 lead to proportion of PP pupils attaining ARE in reading to exceed nat. ave. Children have received interventions to help close the gap to peers. End of KS2 data (small cohorts) →	Handwriting, fluency groups, small group writing interventions had positive impact. Continue to use PP to target catch-up interventions for 17/18.

	<p>In year 6, (1 child)</p> <p>100% of pupil premium children attained ARE in GPS, 0% achieved ARE in maths, (although improved PUMA SS from 80 to 87 over yr).</p> <p>0% achieved expectations in reading – attaining scaled score of 97.</p> <p>100% of achieved expected ARE in writing.</p> <p>End of KS1 data (small cohorts)</p> <p>In year 2 (2 children)</p> <p>50% attained above ARE in reading</p> <p>100% attained ARE or above in writing</p> <p>100% attained ARE or above in maths</p> <p>100% (1 pupil) year 2 Pupil Premium child resit did achieve expectations – positive impact of Sounds-Write</p> <p>Whole school data (small cohorts) →</p> <p>In KS2 (Y3-5), 2 pupils</p> <p>100% of pupil premium children (2 pupils) are on track in reading.</p> <p>50% of pupil premium children (1 pupil) are on track in writing and</p> <p>50% of pupil premium children (1 pupil) are on track in maths</p> <p>In KS1 (Y1) (1 pupil)</p> <p>100% attained ARE in reading, writing & maths</p> <p>100% (1 pupil) achieved national expectations in the year 1 phonics screening.</p> <p>In EYFS (YR) (1 pupil)</p> <p>100% attained GLD and exceeding in reading, writing & maths</p>	
--	--	--