



# Preston Candover CE Primary School

## Pupil Premium Strategy Statement 2017- 2018

At Preston Candover C E Primary School, we adhere to the seven 'building blocks' which form our strategy to improve outcomes for our disadvantaged pupils:

- **Whole-school ethos of attainment for all**  
There is an expectation that all pupils should achieve high levels of attainment. There is an ethos that all disadvantaged pupils can overcome their personal barriers to succeed.
- **Addressing behaviour and attendance**  
The school responds rapidly to ensure behaviour management strategies are effective for pupils that need support. Attendance is monitored. Strategies, where applicable, are implemented to improve absence or lateness to maximise opportunities for learning in school.
- **High quality teaching for all**  
The school places a strong emphasis on ensuring all disadvantaged pupils receive high quality teaching; responsive on-going formative assessment is essential to ensure disadvantaged pupils make strong progress.
- **Meeting individual learning needs**  
Personalised profiles are to ensure barriers are overcome so that disadvantaged pupils can benefit from enrichment, emotional well-being support and interventions that enable them to succeed in their learning across a wide range of subjects.
- **Deploying staff effectively**  
Both teachers and support staff are deployed flexibly in response to the changing learning needs of disadvantaged pupils.
- **Data-driven and responding to evidence**  
The progress of disadvantaged pupils is discussed at all pupil progress meetings and at key assessment milestones. Actions are identified, implemented and regularly reviewed through our class Provision Maps within each assessment phase.
- **Clear, responsive leadership**  
The inclusion leader reviews the effectiveness of strategies with the headteacher and governors at the end of each assessment phase. English and mathematic leaders are directly involved in monitoring activities designed to secure good progress.

### 1. Summary information

<b>Academic Year</b>	2017/18	<b>Total PP budget</b>	£9,660	<b>Date of most recent PP Review</b>	Autumn 17
<b>Total number of pupils</b>	143	<b>Number of pupils eligible for PP</b>	6	<b>Date for next internal review of this strategy</b>	Summer 18

## 2. Current attainment: July 2017 KS2

	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (your school)</i>	<i>National %</i>
<b>% ARE Combined</b>	100%	83%	61%
<b>% ARE Reading</b>	100%	89%	71%
<b>% ARE Writing</b>	100%	89%	76%
<b>% ARE Maths</b>	100%	100%	75%

## 3. Barriers to future attainment (for current pupils eligible for PP)

### **In-school barriers** (*issues to be addressed in school, such as poor oral language skills*)

<b>A.</b>	Emotional well-being and readiness for learning. Development and understanding of independent learning skills leading to learners being able to demonstrate self-motivational skills and know how to learn independently.
<b>B.</b>	Under developed social skills, ability to make relationships, resilience and maintaining friendships.
<b>C.</b>	Some PP pupils may have lower literacy skills and have less exposure to a wide range of literature, than their peers which can impact on their comprehension and mathematical problem-solving skills. Some PP pupils achieve highly and need to be challenged further to meet their potential.

### **External barriers** (*issues which also require action outside school, such as low attendance rates*)

<b>D.</b>	Attendance rates one pupil eligible for PP was below target of 96% for academic year 2016 -17 which may have impacted on their learning.
<b>E.</b>	Access to extra- curricular, and enriched education activities and experiences including trips, music lessons, sports activities, visits and residential experiences.

4. Desired outcomes ( <i>Desired outcomes and how they will be measured</i> )		Success criteria
<b>A.</b>	Pupil Premium pupils to develop strong attitudes towards life long learning and build robust learning habits through our school values and learning ethos.	Pupils are fully engaged in school life and have taken part in a wide range of enrichment activities at the correct level of challenge. They are growing in confidence which is reflected in lessons and in events where they have represented the school. Increasing % of PP pupils reaching ARE over time, and closing the gap between non-disadvantaged pupils nationally, and in school. Pupils understand how they learn and can demonstrate resilience, the ability to raise their expectations of themselves and take risks with their learning.
<b>B.</b>	To provide emotional, pastoral and academic support for PP pupils through an enriched SMSC curriculum. To provide additional support for the wider family where appropriate.	Improved attendance and stability. Enhance ability to form friendships and positive relationships with others; leading to improved behaviour and outcomes. Increased attendance at school, enrichment events/ clubs outside school. Ensure formation of positive and productive relationships with peers and adults. Pupils make good progress.
<b>C.</b>	Higher rates of rapid progress across the school for all PP pupils.	All PP outcomes in reading age and reading comprehension age to improve and be in line with pupils without PP. Most PP pupils' outcomes in reading age and reading comprehension age to exceed ARE. A love of reading for pleasure is fostered. SLS recommendations are promoted for specific children and groups. Teachers and LSAs will be confident in accurately identifying particular barriers to learning. All interventions, where used, will show a high impact in closing the gap, exceeding progress and positive ratio gains.
<b>D.</b>	Attendance rates for all PP children to be at target or above 96% in line with the rest of the school by end of academic year 2017-18.	Reduce the number of persistent absentees among pupils eligible for PP. Overall PP attendance improves from 90% to 97% in line with 'other' pupils by the end of 2017-2018.
<b>E.</b>	All PP pupils have access to extra-curricular activities, opportunities to take part in any enriched activity, visit or residential experience.	All PP pupils have access to an enriched curriculum by attending / taking part in any activity, visit or residential experience. Funding is used to support payments

## 5. Planned expenditure

Academic year 2017/18

The 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	Pupils	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?
A. Pupil Premium pupils to develop strong attitudes towards life long learning and build robust learning habits through our school values and learning ethos.	All	1) Higher quality teaching through investment in staff CPD in growth mind set and formative feedback. Jonathan Lear.	1) To enhance teaching and understanding of growth mindset research and the positive influence this has on outcomes.	1) Monitoring and evaluation of outcomes and provision termly and reported to governors. £1800 CPD £100 resources.	Jonathan Lear. Headteacher Inclusion Leader Class teachers.	Termly
	All	2) Teachers released for pupil progress review sessions 3 x a year	2) Teachers involved in discussions with senior leaders related to pupil attainment and progress and review of provision and interventions.	2) Targeted support for PP children, needs identified so that provision is adapted as necessary. Progress of pupils is good and monitored termly. £855	Headteacher Inclusion Leader Class teachers	Termly
	All	3) Training in RRE and Diversity for all staff.	3) to enrich and enhance the breadth of experience and opportunity in learning.	3) HIAS Inspector training staff £500	HIAS Inspector. HT	July 18
C. Higher rates of rapid progress across the school for PP pupils.	All	1) Enhance literacy skills through bespoke access to expert advice on literacy texts and themes as well as topics affecting PP pupils' diverse needs and interests. Individualised reading advice. To increase breadth and quality in the school's	1) Some PP pupils may have lower literacy skills and have less exposure to a wide range of literature, than their peers which can impact on their comprehension and mathematical problem-solving skills.	1) Library service SLA proportion cost £400. LSA librarian hours. Bespoke access to expert advice on text and themes to increase quality in the school's library. Access to librarian advice. Library support £1495.32	AJ, BF	July 18

		library books and for guided and group reading.				
	Group	2)LSA intervention support.	2)A number of PP pupils are achieving highly at school and in order to achieve their potential, are provided with additional experiences outside the classroom to challenge them.	2) Targeted support for PP children, needs identified so that provision is adapted as necessary. Progress of pupils is monitored termly.	JV, CTs HT CT	Termly
E. All PP pupils have access to extra-curricular activities, opportunities to take part in any enriched activity, visit or residential experience	All	1)Specialist Drama teacher.	1)All PP pupils benefit from an enriched curriculum to enhance the breadth of their experience and opportunity in learning.	1)3 days, 1 per term £495	HT	July 18

**Total budgeted cost**

£5,645.32

## ii. Targeted support

Desired outcome		Chosen action / approach	What is the evidence and rationale for this	How will you ensure it is implemented	Staff lead	When will you review implementation?
B. To provide emotional, pastoral and academic support for PP pupils through an enriched SMSC curriculum. To provide additional support for the wider family where appropriate	1:1	1) ELSA/counselling therapy and training to support pupils and families.	1) To boost the self-esteem and resilience of learners who fear taking risks.	Minimum of 5 hours per week for a year £2500 for running ELSA and counselling sessions with pupils. ELSA supervision time with Educational Psychologist. £225, £100 for ELSA Conference.	ELSA team and Inclusion Leader	Termly
	Group	2) Inclusion Manager to attend SENCO Circle support group run by HIEPS.	2) Inclusion Leader to remain current and updated with national and LA provision.	2) Bi termly meetings £534	Inclusion leader	Ongoing
	Group	3)Nurture Group intervention	3) To boost the self-esteem and resilience of learners who fear taking risks. Improved SDQ	3) LSA support time £455	BJ CT	Termly

C. Higher rates of rapid progress across the school for PP pupils.	Group	1) Additional 5 hours LSA hours in Years 4/5/6 each week.	1) Some PP pupils may have lower literacy skills than their peers which can impact on their comprehension and mathematical problem-solving skills.	1) The impact of these interventions is monitored termly by CTs and the Leadership team. £1633	CTs, JV	July 18
D. Attendance rates for all PP children to be at target or above 96% in line with the rest of the school by end of academic year 2017-18.	Individual	Tightly monitored attendance by Admin team with follow up support work by HT and Inclusion Leader.	Impact of missing school on learning.	Attendance is closely monitored and if concerns, follow up support for family is swift and robust.	AR, HT, CT	Termly
E. All PP pupils have access to extra-curricular activities, opportunities to take part in any enriched activity, visit or residential experience.	Group	1)Residential week.	1)& 2) To enhance learning, independence and social skills in a challenging but safe environment. Building esteem, confidence and resilience. Exposed to wider opportunities.	1)Pupils to attend residential and supported with funding. £186	HT, CTs	November 17
	Individual	2)Subsidised school visits, transport, workshops and enriched curriculum activities.		2)Pupils to attend visits and workshops. £150	HT CTs	July 18
	Group	3) HMS Music teacher Y4/5	3)Enrichment to enhance the breadth of experience and opportunity in learning. Building esteem, confidence and resilience.	3)Pupils attended weekly music sessions in school with a specialist music teacher. HMS proportion cost £120.	HT CTs	Termly.
	Group	4) SAMBA at the Royal Albert Hall.	4) To boost the self-esteem, social skills and resilience of learners	4)Pupils to practise in class with CT and then perform in the Royal Albert Hall with all other schools. £300	HT, FJ	April 18

		<b>Total budgeted cost</b>		£6,203
<b>Total combined budgeted cost</b>		£11,848.32		
<b>Remaining budget</b>		-£2,188.32		
<b>£1320 FSM6</b>	<b>£3,960</b>	<b>£1900 Adopted from care</b>	<b>£5,700</b>	
			<b>Total £9,660</b>	

## Impact of Pupil Premium Provision: Academic Year September 2017 - July 2018

### Preston Candover C of E Primary School - End of year progress of pupils receiving Pupil Premium funding July 2018

**Progress data comparison for children with identified Pupil Premium compared to children without Pupil Premium. (End of summer term July 2017, to July 2018). Expected progress = 6.0** The table below shows the average progress of the pupils (in target tracker steps) from July 2017-July 2018. There are no pupils receiving pupil premium funding in years R, 1, 2 and 3. The data compares pupils who are not in receipt of funding with those who are.

Pupil Premium	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Progress in reading (no PP)					5.9	6.5	6.6
Progress in reading (with PP)					5.7	6.0	6.0
Progress in writing (no PP)					5.1	5.8	6.6
Progress in writing (with PP)					6.0	6.0	5.5
Progress in maths (no PP)					5.8	6.5	6.5
Progress in maths (with PP)					6.0	6.0	6.0



In Year 4, pupils receiving funding made slightly less progress than expected in Reading, in line with the progress of their peers. In writing, they made expected progress and in maths, expected progress.

In Year 5 expected progress was made in all three areas and this was better than the progress of their peers writing.

In Year 6, expected progress was made in reading and maths, slightly less than their peers in writing. However, both pupils achieved ARE in their SATS results.

It is important to remember that very small numbers of children are being compared in this data report.

As well formative, summative assessments and provision maps were evaluated and updated termly and progress information was gathered to inform the next plan. Plans have been written for September and these will be added to as teachers get to know the children and their needs.

**Individual Progress of children in receipt of Pupil Premium funding from July 2017 to July 2018**

	Reading	Writing	Maths
<b>Year 4</b>			
A	5.0 S	6.0	6.0
B	6.0	6.0	6.0
C	6.0	6.0	6.0
<b>Year 5</b>			
D	6.0	6.0	6.0
<b>Year 6</b>			
E	6.0	5.0 ARE	6.0
F	6.0	6.0	6.0

Individual attainment of children in receipt of Pupil Premium funding from July 2017 to July 2018

	Reading	Writing	Maths
<b>Year 4</b>			
A	4s	4s	4s
B	4s+	4s	4s
C	4s	4w+	4w+
<b>Year 5</b>			
D	5s	5s	5s
<b>Year 6</b>			
E	6s	6s	6s
F	6s	6s	6s

**Attendance data 2017 – 2018**

	<b>Name</b>	<b>Year</b>	<b>Autumn term %</b>	<b>Spring term %</b>	<b>Summer term** %</b>	<b>Average total for the year %</b>
	Pupil A	4	99.31	79.81*	98.15	92.4
	Pupil B	4	99.31	95.19	98.15	97.5
	Pupil C	4	100	98.08	97.22	98.4
	Pupil D	5	95.83	94.23	90.74	93.6
	Pupil E	6	94.44	99.04	100	97.8
	Pupil F	6	94.44	99.04	100	97.8
	PUPIL PREMIUM ATTENDANCE TOTAL		97.2%	94.2%	97.3%	96.2%
	WHOLE SCHOOL TOTAL		96.7%	96.8%	97.0%	96.8%
*authorised trip abroad						

Attendance is monitored termly and a breakdown of individuals reasons for absence is analysed.