

Chaddesley Corbett Endowed Primary School

| 1. Summary information | | | | | | | | |
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| School | Chaddesley Corbett Endowed Primary School | | | | | | | |
| Academic Year | 2018/19 | Total PP budget | £25,380 | Date of most recent PP Review | | n/a | | |
| Total number of pupils | 192 (excl. Nursery) | Number of pupils eligible for PP | 21 (11%) | Date for next internal review of this strategy | | July 19 | | |
| 2. Current attainment | | | | | | | | |
| | | | <i>Pupils eligible for PP (school)</i> | | | <i>Pupils not eligible for PP (national average)</i> | | |
| | | | 2016 | 2017 | 2018 | 2016 | 2017 | 2018 |
| % achieving national expectation or above in reading, writing & maths | | | 100% | 50% | 33% | 60% | 76% | 70% |
| Progress in reading | | | -6.09 | +0.11 | -1.00 | 0.33 | 0 | +0.31 |
| Progress in writing | | | -1.15 | -0.9 | +0.92 | 0.12 | 0 | +0.24 |
| Progress in maths | | | -4.96 | -1.09 | -2.72 | 0.24 | 0 | +0.31 |
| 3. Barriers to future attainment (for pupils eligible for PP) | | | | | | | | |
| In-school barriers | | | | | | | | |
| A. | 53% Pupils in receipt of PPG are Lower Attaining pupils (Including SEN) in one or more core learning areas | | | | | | | |
| B. | 21% Pupils in receipt of PPG are on the School's SEN support register. | | | | | | | |
| C. | 40% Pupils in receipt of PPG have a social and/or emotional need | | | | | | | |
| External barriers (issues which also require action outside school) | | | | | | | | |
| D. | Some pupils in receipt of PPG are not supported effectively at home and often have high rates of absence. | | | | | | | |

| 4. Desired outcomes <i>(Desired outcomes and how they will be measured)</i> | | Success criteria | | | | | |
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| <p>A. Rapid progress for Lower attaining pupils in receipt of PPG in reading, writing and maths, resulting in an increase in numbers of pupils eligible for PPG to be on track for end of Key Stage expectations.</p> <p>Universal interventions and quality first teaching approaches initiated in 2017/18 will continue to support core learning progress</p> | | <p>Specific attainment gap between pupils in receipt of PPG and pupils not in receipt of PPG will begin to diminish.</p> | | | | | |
| | | <table border="1"> <tr> <td data-bbox="1263 225 1720 373">End of 2017/18</td> <td data-bbox="1720 225 2168 373">45% pupils on track for writing ARE, 64% Reading ARE and 50% maths ARE, across the school.</td> </tr> <tr> <td data-bbox="1263 373 1720 521">End of 2018/19</td> <td data-bbox="1720 373 2168 521">70% pupils are targeted to be track for English and maths national expectation.</td> </tr> </table> | End of 2017/18 | 45% pupils on track for writing ARE, 64% Reading ARE and 50% maths ARE, across the school. | End of 2018/19 | 70% pupils are targeted to be track for English and maths national expectation. | |
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| End of 2018/19 | 70% pupils are targeted to be track for English and maths national expectation. | | | | | | |
| <p>Reading across the school will have had an overhaul with a focus on skills taught through whole class and group reads. A focus on the four operations in maths and writing sequences focusing on skills will have been introduced.</p> <p>This will ensure pupils in receipt of PPG demonstrate progress in reading, maths and writing which will diminish the difference in attainment of those in receipt of PPG and those who are not.</p> | | | | | | | |
| <table border="1"> <tr> <td data-bbox="1263 826 1720 1147">End of 2017/18</td> <td data-bbox="1720 826 2168 1147"> <p>73% pupils made at least good progress in Reading.</p> <p>73% pupils made at least good progress in Writing.</p> <p>77% pupils made at least good progress in Maths.</p> </td> </tr> <tr> <td data-bbox="1263 1147 1720 1295">End of 2018/19</td> <td data-bbox="1720 1147 2168 1295">100% pupils are targeted to make at least good progress in all core areas.</td> </tr> </table> | | End of 2017/18 | <p>73% pupils made at least good progress in Reading.</p> <p>73% pupils made at least good progress in Writing.</p> <p>77% pupils made at least good progress in Maths.</p> | End of 2018/19 | 100% pupils are targeted to make at least good progress in all core areas. | | |
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| End of 2018/19 | 100% pupils are targeted to make at least good progress in all core areas. | | | | | | |
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| B. | Pupils on the SEN Support register will make rapid progress and attain aspirational personal targets. | <p>100% of pupils in receipt of PPG will meet aspirational personal targets.</p> <p>Targeted support from additional staff, specific interventions and professional outside agencies will have ensured targets were met.</p> |
| C. | Pupils' well-being is a priority and will be supported through a variety of experiences and activities including learning outdoors. | <p>The school has put in place effective prevention planning arrangements to ensure pupils mental health and well-being is supported.</p> <p>SEMH has been supported through pastoral care, outdoor opportunities and other well-being activities.</p> <p>There is a reduction in the number of 'behaviour incidents' recorded for these pupils.</p> <p>Pupil voice details pupils discussing the impact of the pastoral care received on their ability to learn.</p> |
| D. | Increased attendance rates for identified pupils eligible for PPG and an improvement in home support to enable pupils to access additional learning. | <p>Identified pupils in receipt of PPG attendance improves to at least 96% in line with other pupils.</p> <p>Reading and homework support will have increased which will impact on learning in school and help to raise standards.</p> |

| 5. Planned expenditure | | | | | |
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| Academic year | | 2018/19 | | | |
| 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 ? |
| <p>A Improved achievement for Lower attaining pupils.</p> <p>B Improved achievement for SEN pupils.</p> | <p>Continued staff development in Word Aware supported by SALT – for some staff this will mean embedding skills previously trained in.</p> <p>Guided reading resources to support group reads in both traditional tales and non-fiction in KS1</p> <p>Good quality whole class books with a focus on skills.</p> <p>Training for new English Lead in comprehension skills and resources to support this. (Comprehension Express for y6)</p> <p>Maths focus to be arithmetic/basic skills. Resources to support this.</p> <p>Writing sequence focused on skills with training for all staff</p> | <p>Research suggests one of the key indicators of students' success in school, on standardized tests, and indeed, in life, is their vocabulary. The reason for this is simply that the knowledge anyone has about a topic is based on the vocabulary of that information (Marzano & Pickering, 2005). An understanding of the vocabulary in a topic acts as prior knowledge.</p> <p>Comprehension Express is a whole-class teaching programme, specifically built to help children master comprehension. Although it has been thoughtfully written to accommodate differentiation it can be used as a small group intervention for children who need additional support. It aims to help all children develop the strategies and skills associated with deep comprehension and the self-regulation involved in being able to use these skills effectively to make sense of the text. The strategies used are recommended in the guidance report, Improving Literacy at Key Stage 2 (Education Endowment Foundation, 2017).</p> <p>The DfE's Standard for Teachers' Professional Development says, 'effective professional development for teachers is a core part of securing effective teaching.</p> <p>The use of high quality books within the reading curriculum is at the heart of a school's successful approach to engage and support children to become motivated and independent readers. If children enjoy reading, they read more frequently and become better readers. If teachers and those who work in schools know about the best children's literature available they will be able to share that with the children they teach and encourage them to be inspired as readers and motivated to read for themselves. (CLPE, 2017).</p> <p>The SLT attended a course called Beyond Monitoring which introduced how to write a sequence of learning for teaching writing skills. This was trialled in KS1 last year with significantly improved attainment levels in writing, (76% at ARE and above compared to 62% in 2016/17)</p> <p>According to the research by Harvard professor Tom Loveless: "<i>Basic skills are necessary to advance in math (Students must learn arithmetic so that they can move on to more demanding mathematics</i>"</p> | <p>Support from SALT employed by the school.</p> <p>Training for new staff.</p> <p>Learning walks/pupil voice interviews.</p> <p>Baseline assessments and a folder of work throughout and at the end of the intervention</p> | Deputy Head/ Middle Leaders for Maths and English | <p>January 2019</p> <p>April 2019</p> <p>July 2019</p> |

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| <p>C Pupils' with a social and/or emotional need rates of progress in core learning areas will increase due to improved mental health</p> | <p>Pupils will have access to pastoral care led by an experienced LA and overseen by the inclusion manager.</p> <p>Individual needs will be met through access to the outdoors and specific interventions</p> | <p>By developing a platform where children can observe nature, using appropriate equipment, we can improve mental and physical wellbeing for all, and safeguard the environment for the future. Daily contact with nature is linked to better health, reduced levels of stress and anxiety, reductions in obesity and improved concentration, which in turn will have a positive impact on the life chances of all our children. (DFE, 2017)</p> <p>Social Emotional Learning (SEL) programmes appear to be particularly beneficial for disadvantaged or low-attaining pupils. 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. (EEL)</p> | <p>Training for all staff (in house). resources will be purchased to enhance the curriculum, outdoor learning will be promoted through the school's curriculum offer.</p> <p>Monitoring and tracking of data and social/emotional data</p> | <p>Deputy Head Curriculum Lead</p> | <p>January 2019 April 2019 July 2019</p> |
| Total budgeted cost | | | | | £5,000 |

| ii. Targeted support | | | | | |
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| 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>A Improved achievement for Lower attaining pupils.</p> <p>B Pupils with SEND will meet personal aspirational targets by overcoming barriers to learning.</p> | <p>Reading Comprehension Intervention using Comprehension Express for Y6 PPG</p> <p>Embed programmes to support social development e.g. Comic Strip conversations, Talkabout</p> <p>Train new members of staff</p> <p>Embed programmes to support memory skills with a focus on transferable skills Staff trained in specific programmes of intervention.</p> <p>Dedicated time for interventions run by teachers as well as LAs</p> | <p>Recommended by LA - Specially built for Years 4–6, Comprehension Express provides everything you need to teach the 10 most effective comprehension strategies with three 10-week stages that are flexible and fit alongside usual classroom practice.</p> <p>Recommended programmes by Learning Support Team, SALT and Complex Communication Needs Team. However regular monitoring will be sought to ensure individuals are making progress.</p> <p>Training for all staff to ensure strategies taught by trained LA can be encouraged and supported in the classroom</p> <p>Some pupils need targeted support to meet their needs. Using a teacher for interventions ensures that the children are receiving support from an expert.</p> <p>These interventions have been recommended by the Learning Support Team who have experienced success when programmes are followed.</p> | <p>Pupils will be initially supported by class teacher and a post intervention will be run by LA. The LA intervention will be carefully planned and monitored by the teacher on a weekly basis</p> <p>Pupils will be supported initially by the class teacher to ensure resources meet the needs of the pupils.</p> <p>Baseline assessment will be completed so impact can be measured. SENDCO and Class Teacher will monitor progress closely in discussion with LA.</p> <p>Organised timetable to ensure that staff delivering the provision are well prepared. Closely monitored by class teachers. The interventions used by the experienced LA have step by step instructions and training has been given. Class teachers/SENDCO are responsible for planning and assessing these interventions. Transferring the skills taught in intervention into the classroom is paramount to success</p> <p>Engage with parents and pupils before intervention begins and ensure a baseline assessments are made to demonstrate progress.</p> <p>Provision maps and the effect on classroom learning will be closely monitored by Inclusion Manager.</p> | Inclusion Manager and Class Teachers | Every 3 weeks |
| Total budgeted cost | | | | | £8,000 |

| iii. Other approaches | | | | | |
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| 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? |
| D Increase attendance rates. | Six hours every half term EWO time to monitor pupils and follow up quickly on absences. | We can't improve achievement if pupils are not attending school. NfER briefing for school leaders identifies addressing attendance as a key step. | Half termly meetings with Deputy Head to ensure new provision and standard school processes work smoothly together. Analysis of SIMs weekly. Visits to families. Advice given to school. | Deputy Head | January 2018 April 2018 July 2018 |
| D Improve family learning support | Individual support with class teachers (extra time at parents evenings) Workshops in Early Years/KS1 – early in the year to forge good practices from the start Volunteers for reading Homework club Incentives to read at home Drop In Time with SENDCO Sign posting to family support services | Assessment For All structured conversations have been shown to support positive home/school relationships and as a result learning in school. The Nuffield Foundation in 2015 found ways to support families at home with positive effects. This was not done by bombarding parents with maths knowledge but by giving parents the questions to ask and to see maths in every day opportunities. Volunteers are used so the children can practise the skills they are taught in class. | At least 3 meetings a year when the child, parent and teacher can come together. Use of the Nuffield Foundation resources/ SALT resources and findings to support teachers when delivering a workshop e.g. Everyday maths website. All volunteers will be signposted to children who would benefit from being heard to read more often. Teachers will ensure volunteers are aware of the strategies the pupils have been taught. Drop in time will be available so matters can be discussed as they arise and staff will be aware of where to sign post parents to if it is a matter that school cannot help with. | Inclusion Manager | Termly |

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| Inclusive practice for all | Support for families to enable pupils to take part in extra- curricular activities including residential visits and outside clubs such as martial arts, dance, music | Some families do not have the funds to support their children in extra-curricular activities such as football clubs, music, trips and residential visits. To ensure a school is fully inclusive, the school fund pupils in these circumstances. | Ensure families in need know that funds are available for such activities. Identify individual pupils for a particular activity if it is felt they would enjoy it, have an aptitude for it or they would benefit from it. Ensure anonymity. | Inclusion Manager | Termly |
| Most able pupils enhanced curriculum | To encourage leadership roles/service contribution to the school and community. | We live in a world that cries out for – and often doesn't receive – strong leadership. Yet so many of us see public figures, decision-makers and opinion-leaders and consider ourselves to be incapable of taking on such roles. We must ensure the same is not true for our pupils. They need to see themselves as potential leaders, with an understanding of the qualities and competencies that entails. | Regular meetings, PDBW support files, regular opportunities to demonstrate and learn leadership qualities | PDBW coordinator | Half termly |
| Mentor Link Support for Children in receipt of PPG | Support for children who find coping at school a challenge at times. Provides an opportunity to talk | Previous success Pupil voice | Monitor on regular basis Pupil voice | Inclusion Manager | Termly |
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| Inclusive practice for all | Support for families to enable pupils to take part in extra-curricular activities including residential visits and outside clubs such as martial arts. | All Pupils in receipt of PPG participated in the residential, clubs and school trips. Pupils were supported with their homework by staying at the Wrap around Care and clubs organised by outside providers have also been accessed by some pupils, e.g. Martial Arts, Dance. | <p>Some families do not have the funds to support their children in extra-curricular activities such as football clubs, trips and residential visits. To ensure the school is fully inclusive we fund pupils in these circumstances.</p> <p>Pupils and parents will be made aware of the activities the school feels may interest and benefit them.</p> <p>Music Tuition was also supported and will continue to be supported</p> | |
| Total budgeted cost | | | | £8,800 |

A review of last year's PPG strategy has been completed in school.