

Chaddesley Corbett Endowed Primary School

1. Summary information								
School	Chaddesley Corbett Endowed Primary School							
Academic Year	2019/20	Total PP budget	£24,380	Date of most recent PP Review			n/a	
Total number of pupils	185 (excl. Nursery)	Number of pupils eligible for PP	10 (6%)	Date for next internal review of this strategy			July 20	
2. Current attainment								
End of Key Stage 2			<i>Pupils eligible for PP (school)</i>			<i>Pupils not eligible for PP (national average)</i>		
			2017	2018	2019	2017	2018	2019
% achieving national expectation or above in reading, writing & maths			50%	33%	38%	76%	70%	65% (all)
Progress in reading			+0.11	-1.00	+1.7	0	+0.31	+0.03(all)
Progress in writing			-0.9	+0.92	+2.0	0	+0.24	+0.03(all)
Progress in maths			-1.09	-2.72	-1.2	0	+0.31	+0.03(all)
End of Key Stage 1								
			2017	2018	2019	2017	2018	2019
% achieving national expectation or above in reading, writing & maths			33%	0%	67%	68%	69%	69%

3. Barriers to future attainment (for pupils eligible for PP)		
In-school barriers		
A.	Pupils in receipt of PPG are not making the progress in maths that has been seen in English at the end of KS2 (2018/19).	
B.	Lower ability (including SEN) pupils who are eligible for PP are making less progress than other pupils.	
C.	50% Pupils in receipt of PPG have a social and/or emotional need.	
External barriers (<i>issues which also require action outside school</i>)		
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
A.	<p>Progress scores in maths will at least meet the progress scores of English.</p> <p>Universal interventions and quality first teaching approaches initiated in 2017/18 will be refined and developed further to support core learning progress.</p> <p>Maths mastery training for key staff will ensure support for all staff resulting in a rise in the maths progress score.</p>	<p>Progress in maths will be shown as a positive score at the end of Key Stage 2.</p> <p>(How progress is measured has not been finalised by the DfE. When we have further information targets will be set)</p> <p>Progress in maths across the school will rise to ensure more pupils in receipt of the PPG meet age related expectations.</p>
B.	The rates of progress for LA Pupils & pupils with SEND in receipt of the PPG (by the end of KS2) will rise.	Specific attainment gap between pupils in receipt of PPG and pupils not in receipt of PPG will begin to diminish. This will result in more pupils in receipt of PPG meeting age related expectations

<p>C.</p>	<p>Pupils' well-being is a priority and will be supported through a variety of experiences and activities including learning outdoors.</p> <p>The school will continue to put in place effective prevention planning arrangements to ensure pupils mental health and well-being is supported.</p> <p>SEMH will continue to be supported through pastoral care, outdoor opportunities and other well-being activities.</p>	<p>There continues to be 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> <p>Good mental health is supported and is not a barrier to academic success.</p>
<p>D.</p>	<p>Increased attendance rates for identified pupils eligible for PPG and an improvement in home support to enable pupils to access additional learning.</p>	<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

Academic year

2019/20

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 Progress scores in maths will at least meet the progress scores of English.</p>	<p>Maths Mastery CPD for key members of staff.</p> <p>Maths focus to be arithmetic/basic skills. Resources to support this.</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>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>Training for key staff. This training is then disseminated to all staff. Learning walks/pupil voice interviews.</p>	<p>Deputy Head/ Middle Leader for Maths</p>	<p>January 2020 April 2020 July 2020</p>
<p>B The rates of progress for LA Pupils & pupils with SEND in receipt of the PPG (by the end of KS2) will rise.</p>	<p>Structured pupil progress meetings involving the class teacher to review barriers to learning and plan targeted support.</p> <p>Continued staff development in Word Aware supported by SALT – for some staff this will mean embedding skills previously trained in.</p> <p>Information for parents through newsletters, workshops and 121 support through discussions with SALT</p> <p>Responsive interventions at the moment of challenge will be supported by class teachers, Learning assistants and the intervention teacher</p>	<p>Targeting specific barriers to learning will help address progress and attainment gaps.</p> <p>Pupil progress meetings are used to demonstrate the class teacher's understanding and the impact of vulnerable children's needs resulting in a clear focus. (Teacher's Standards, 2012.)</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>Pupils with SEND and lower ability children should have access to a full and balanced curriculum. Addressing their need and scaffolding barriers will support children to make at least expected progress in all areas of learning.</p>	<p>Pupil progress meeting documents will evidence QFT/interventions that will be actioned following review of progress and achievement and will evidence the impact on targeted pupils and specific next steps.</p> <p>Governor Minutes will detail that the Governing Body are challenging the school to raise standards and questioning actions which will impact on the quality of teaching and learning.</p> <p>Support from SALT employed by the school. Training for new staff. Learning walks/pupil voice interviews. Baseline assessments and a folder of work throughout and at the end of the intervention</p>	<p>Head Teacher and Deputy Head Teacher</p>	<p>Half termly</p>

<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 2020 April 2020 July 2020</p>
Total budgeted cost					£6,000

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>A Progress scores in maths will at least meet the progress scores of English.</p>	Team teach approach to ensure responsive interventions are done at the time of need.	.A teacher know to the pupils working alongside their class teacher will ensure intervention is administered at the point of need. Therefore pupils will be supported in class improving self-esteem and intervention will be in the context of learning. The intervention teacher will be timetabled where the need is greatest.	Flexible timetabling of the intervention teacher to maximise impact for those who need additional support the most. This will be reviewed frequently	Inclusion Manager and Class Teachers	Frequently
	<p>B The rates of progress for LA Pupils & pupils with SEND in receipt of the PPG (by the end of KS2) will rise.</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>Team teach approach to ensure responsive interventions are done at the time of need.</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>.A teacher know to the pupils working alongside their class teacher will ensure intervention is administered at the point of need. Therefore pupils will be supported in class improving self-esteem and intervention will be in the context of learning. The intervention teacher will be timetabled where the need is greatest</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>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>Embed programmes to support social development e.g. Comic Strip conversations, Talkabout</p> <p>Train new members of staff</p> <p>SALT Support for all pupils through QFT and targeted support through specific interventions and training of staff</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>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>		
Total budgeted cost					£15,000

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?
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 2020 April 2020 July 2020
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

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.	<p>Ensure families in need know that funds are available for such activities.</p> <p>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.</p> <p>Ensure anonymity.</p>	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
Total Budgeted cost					£3,000

6. Review of expenditure				
Previous Academic Year		2018-19		
i. Quality of teaching for all				
Desired outcome	Chosen action / approach	Estimated impact:	Lessons learned	Cost
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.	Reading across the school had an overhaul with a focus on skills taught through whole class and group reads and in the moment reading. A focus on arithmetic skills in maths and writing sequences focusing on skills have been introduced.	<p>The introduction of in the moment reading across the school and excellent CPD for teachers has resulted in improved outcomes for all in reading. 50% of pupils in receipt of PPG met the expected standard in reading at the end of KS2</p> <p>A focus on arithmetic has seen a rise in maths test results across the school, however at the end of KS2 38% of pupils in receipt of PPG met the expected standard in maths. The school predicts this figure will rise in 2019/20 as teaching and learning is embedded.</p> <p>Writing sequences have improved outcomes in writing across the school. +2 progress was recorded at the end of KS2.</p>	<p>Staff were positive about the training and the approach. As school embeds the new strategies and becomes more confident in the flexibility of the strategies further improvements should be seen.</p> <p>A particular focus on mathematics for pupils in receipt of PPG has been identified.</p>	£5,000 was spent on staff training on reading and writing, comprehension express resources, and Power maths resources.
ii. Targeted support				
Desired outcome	Chosen action / approach	Estimated impact:	Lessons learned	Cost

<p>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>Pastoral support</p>	<p>All SEND pupils in receipt of PPG made good progress in reading against their personal targets, with Year 6 pupils making +0.42 progress.</p> <p>There were less recorded social and emotional challenged recorded in negative behaviour than previously. The pupils responded to a pupil voice that the outdoor provision and the targeted support through pastoral care supported them.</p> <p>All SEND pupils in receipt of PPG improved their memory score and other interventions are beginning to have impact in the classroom.</p> <p>Support from SALT with universal and targeted strategies has enabled staff to offer support through quality first teaching resulting in pupils with speech and language needs meeting individualised targets.</p>	<p>Responsive interventions in the classroom have previously had impact, therefore, although programmes of intervention are necessary, a responsive intervention teacher will be employed.</p> <p>The outdoors will continue to be developed alongside contextualised learning.</p>	<p>£1,000 was spent on training new staff and continued support for existing staff delivering interventions and further resources.</p> <p>£2,500 spent on SALT</p> <p>£4,500 was spent on the responsive intervention teacher.</p> <p>£2,631 was spent on Pastoral support</p>
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iii. Other approaches				
Desired outcome	Chosen action / approach	Estimated impact:	Lessons learned	Cost
To increase attendance rates	Six hours every half term EWO time to monitor pupils and follow up quickly on absences.	Work completed with individual families showed an increase in attendance over time. A case study has been prepared to demonstrate the increase made.	Continued support from the school and the EWO is necessary to maintain improvement across the year.	£2,800 was spent on EWO £1,500 was spent on inclusive practice
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 dance. Internal school workshops for Early Years run by SALT and school staff	All Pupils in receipt of PPG participated in the residential and other school trips. One pupil was supported with their homework by staying at the Wrap around Care provision. A number of children have been supported in music lessons.	To ensure all families are aware this support is offered.	

