

Chaddesley Corbett Endowed Primary School

1. Summary information					
School	Chaddesley Corbett Endowed Primary School				
Academic Year	2017/18	Total PP budget	£29,640	Date of most recent PP Review	n/a
Total number of pupils	187 (excl. Nursery)	Number of pupils eligible for PP	22	Date for next internal review of this strategy	July 18

2. Current attainment						
	<i>Pupils eligible for PP (school)</i>			<i>Pupils not eligible for PP (national average)</i>		
	2015	2016	2017	2015	2016	2017
% achieving national expectation or above in reading, writing & maths	100%	100%	50%	85%	60%	76%
Progress in reading	100% Expected progress	-6.09	+0.11	91% Expected progress	0.33	0
Progress in writing	100% Expected progress	-1.15	-0.9	95% Expected progress	0.12	0
Progress in maths	100% Expected progress	-4.96	-1.09	89% Expected progress	0.24	0

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers	
A.	59% Pupils in receipt of PPG are Lower Attaining pupils (Including SEN) in one or more core learning areas
B.	45% Pupils in receipt of PPG are on the School's SEN support register.
C.	Based on 2016/17 data Maths and writing progress for some pupils was not rapid enough to 'diminish the difference' for pupils in receipt of PPG.
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				
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>Specific attainment gap between pupils in receipt of PPG and pupils not in receipt of PPG will begin to diminish.</p> <table border="1" data-bbox="1272 316 2145 564"> <tr> <td data-bbox="1272 316 1709 421">End of 2016/17</td> <td data-bbox="1709 316 2145 421">41% pupils on track for English and maths national expectation.</td> </tr> <tr> <td data-bbox="1272 421 1709 564">End of 2017/18</td> <td data-bbox="1709 421 2145 564">69% pupils are targeted to be track for English and maths national expectation.</td> </tr> </table>	End of 2016/17	41% pupils on track for English and maths national expectation.	End of 2017/18	69% pupils are targeted to be track for English and maths national expectation.
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B.	Pupils on the SEN Support register will make rapid progress for whole child development which will improve life chances.	Targeted support from additional staff, specific interventions and professional outside agencies will enable pupils to develop intellectually, socially and emotionally.				
C.	Universal interventions and quality first teaching approaches will ensure pupils in receipt of PPG demonstrate progress in maths and writing which will diminish the difference in attainment of those in receipt of PPG and those who are not.	<p>Identified pupils in receipt of PPG will make at least good progress in maths and writing.</p> <table border="1" data-bbox="1272 887 2145 1136"> <tr> <td data-bbox="1272 887 1709 992">End of 2016/17</td> <td data-bbox="1709 887 2145 992">81% pupils made at least good progress in maths and writing.</td> </tr> <tr> <td data-bbox="1272 992 1709 1136">End of 2017/18</td> <td data-bbox="1709 992 2145 1136">100% pupils are targeted to make at least good progress in maths & writing.</td> </tr> </table>	End of 2016/17	81% pupils made at least good progress in maths and writing.	End of 2017/18	100% pupils are targeted to make at least good progress in maths & writing.
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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 increase which will impact on learning in school and help to raise standards.</p>				

5. Planned expenditure					
Academic year		2017/18			
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?

<p>A Improved achievement for Lower attaining pupils.</p> <p>B Improved achievement for SEN pupils.</p> <p>C Identified pupils make rapid progress in writing and maths</p>	Continued staff development in Word Aware supported by SALT	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.	Support from SALT employed by the school. Training for new staff. Learning walks/pupil voice interviews.	Deputy Head	January 2018 April 2018 July 2018
	Development and training in visual feedback using a visualizer	The EEF toolkit suggests high quality feedback and collaborative learning are effective ways to improve attainment. A visualizer will enable teachers and pupils to share in a discussion about feedback. This will directly support the writing process.	Training in use of visualizers and timely feedback.	Deputy Head Literacy Leader	
	Further training for all staff teaching the maths mastery curriculum in KS1 & 2 using meta cognition and self-regulation	Meta-cognition and self-regulation approaches (sometimes known as 'learning to learn' approaches) aim to help learners think about their own learning more explicitly. The intention is often to give pupils a repertoire of strategies to choose from during learning activities The evidence indicates that teaching these strategies can be particularly effective for low achieving pupils.	Staff training and resources in mastery maths curriculum and strategies to support staff. Peer observations, maths leader support.	Maths Leader	
	Training in Growth Mindset	Research and experience help us recognise that high-quality ongoing professional development that deepens teachers' content knowledge and pedagogical skills; provides opportunities for practice, research, and reflection; and includes efforts that are embedded, sustained, and collaborative will assist in the goal to remain up-to-date (Sparks, 2002). After studying the behaviour of thousands of children, Dr. Dweck coined the terms fixed mindset and growth mindset to describe the underlying beliefs people have about learning and intelligence. When students believe they can get smarter, they understand that effort makes them stronger. There is a mountain of evidence to support this.	Staff training and books to support teacher knowledge. All of the above will be supported by lesson studies and peer observation. Learning walks, analysis of data, discussion with pupils and staff will help to identify impact.	Head Teacher SLT	Visualiser £3,060
Total budgeted cost					£10,000

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>B Social and emotional development for SEN pupils.</p>	<p>Staff training in programmes to support social development e.g. Comic Strip conversations, Talkabout</p> <p>Intervention programmes led by experienced LA</p> <p>Trained Learning Assistant (LA) to use the engagement profile and Theraplay principles with identified pupils</p>	<p>Recommended programmes by Learning Support Team and Complex Communication Needs Team. However regular monitoring will be sought to ensure individuals are making progress.</p> <p>Recommendations from Professor Barry Carpenter, who was instrumental in introducing the engagement profile. The Draft Rochford Review also recommends this approach. This approach has now been adopted.</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>Support from Chadsgrove School will ensure the programme is being delivered well.</p>	<p>Inclusion Manager and Class Teachers</p>	<p>Every 3 weeks</p> <p>LA - £1,075 Training for engagement £1,100</p>
<p>B Improved achievement for SEN pupils</p> <p>C Identified pupils make rapid progress in writing and maths</p>	<p>Small group literacy support led by an English specialist</p> <p>Small group interventions for mathematics and writing led by experienced Learning Assistant (LA)</p>	<p>Some pupils need targeted support to meet their needs. Using a teacher for literacy intervention 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.</p> <p>Closely monitored by class teachers. The interventions (Breaking Barriers & rapid writing) used by the experienced LA have step by step instructions and training has been given. Class teachers are responsible for planning and assessing these interventions.</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>	<p>Inclusion Manager and Class Teachers</p>	<p>3 weeks</p> <p>LA - £1,075 Teacher - £1,924.44 Resources - £454.72</p>

					Total budgeted cost	£5,629.16
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 2018 April 2018 July 2018	
D Improve family learning support	Individual support with class teachers (extra time at parents evenings and other pre-arranged times) Workshops in Early Years – 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 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.	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 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
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
Total budgeted cost					£7,000

6. Review of expenditure					
Previous Academic Year		2016-17			
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	Estimated impact:		Lessons learned	Cost
Universal interventions and quality first teaching approaches will ensure pupils will demonstrate improved progress in writing.	Implementation of Clicker 7, Word Aware and No Nonsense Spelling including resources and training.	Training has ensured consistency across the school in its approach to spelling and writing.		Staff were positive about the training and the approaches. There have been some challenges with the ICT equipment when using Clicker 7, especially when printing work. This has been resolved so work with Clicker 7 can be embedded. The pupils also need time to learn keyboard skills. The pupils who use it at home and regularly in school are now producing work closer to the quantity expected. Initially only a couple of members of staff were trained in No Nonsense Spelling. Now everyone has had the training and the strategy can be followed more effectively. Word Aware was introduced in the Spring. All Class Teachers are introducing at least a word a week. Some Year 6 pupils were seen acting out vocabulary, especially in maths, in the SATs this year. The school will continue to use the approaches and monitor pupil achievement. Teacher questioning during these lessons will be supported and monitored to ensure every opportunity is taken to support pupil's comprehension to the full.	£13,173
			% of pupils making at least good progress		
	Overhaul of Guided Reading in KS2	School believes that as these strategies are embedded progress will increase. PPG LA children were able to access the higher level texts because of the support given in lessons. They developed their comprehension skills and accessed age appropriate vocabulary. YARK assessments support achievement.			
			% of pupils making at least good progress		
		Reading	91%		

ii. Targeted support				
Desired outcome	Chosen action / approach	Estimated impact:	Lessons learned	Cost
To improve achievement in reading	One to one rapid reading and comprehension resources	The pupils in receipt of PPG in KS2 that used Rapid Reading made either noticeable or significant progress.	The school will continue to use rapid reading at least 3x a week for pupils who fall behind in their reading skills.	£3, 717
To improve attainment in writing in year 5 and 6	Small group writing intervention in year 6 led by an English teacher.	67% of pupils (4/6) receiving PPG attained National expectations in writing. With 17% (1/6) achieving the higher level.	The school will continue to run this group as we have this year. However for further impact the intervention will be additional to English lessons	£1, 924
To improve achievement for LAC pupils	Individual mentor	Reduced the number of pupils on a personal support plan. The school will continue to monitor behaviour and mentor link will continue to support. Pupils accessing a mentor are growing in confidence and have made noticeable progress in all areas of the curriculum.	The school will continue to receive support from Mentor Link and consider its use for other pupils During discussions with pupils, parents and staff it was highlighted that the children look forward to this time dedicated to them and it was important that class teachers made sure that the mentor was kept up to date with the weeks developments in regard to the pupil. It was also crucial that the mentor and pupil were well matched and if not changes were made.	£900
iii. Other approaches				

Desired outcome	Chosen action / approach	Estimated impact:	Lessons learned	Cost
To increase attendance rates	School has been working with the Educational Welfare Service	PPG attendance 2015/16 93.5% PPG attendance 2016/17 95.7% Whole school attendance 2016/17 97.1%	The school will continue to work with this service and employ new support strategies to further improve the attendance of some targeted pupils.	£2,292. 44
To improve achievement for LAC pupils and other disadvantaged groups	Support at lunch time through the provision of activities One to one support	Pupils have the opportunity to join an activity club each day and some pupils are positively encouraged. This has helped support those finding longer unstructured times a challenge. Some 121 support was required. The number of break time incidents reduced.	Initially pupils participated well in the activities, however during the year the school identified it was important to vary the activities. Pupil voice was listened to and activities the pupils required were offered on a rota basis. Staff training took place to enable certain activities to be offered e.g. Lego Therapy.	£2,157. 80
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.	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. Pupils and parents will be made aware of the activities the school feels may interest and benefit them.	£6,000