

Choppington Primary School

PUPIL PREMIUM: 2018/19 ACTION AND SPENDING PLAN



The government believes that pupil premium, which is in addition to main school funding, is the best way to address inequalities between children eligible for free school meals (FSM) and their wealthier counterparts by ensuring that funding to redress disadvantage reaches the pupils who need it most.

National research shows that children who have been eligible for FSM at any point in their school life generally have consistently lower educational attainment than those who have never been eligible.

It is also worth noting that many pupils entitled to FSM (and indeed those who are not) also face often multiple vulnerabilities which are a barrier to good achievement. Choppington therefore deploys pupil premium to plan and promote effective intervention and additional support in order to eradicate these barriers over time and accelerate pupil progress, closing the attainment gap between FSM and non-FSM.

Eligibility for Pupil Premium

The most disadvantaged pupils, including all children who are looked after (CLA), benefit from pupil premium. Any child that has been registered for FSM in the past six year period (known as the “ever 6”) qualifies for pupil premium funding.

Children Looked After (CLA) and the Pupil Premium

As CLA often face additional barriers to learning, these pupils also receive additional funding, known as pupil premium plus.

Children of Service Families

These children receive an increased premium.

How is Choppington accountable for the pupil premium?

Robust tracking of pupil achievement is in place to immediately identify pupils who are underachieving, target effective intervention and support to accelerate progress towards age related expectations, rigorously monitored over time. Obviously, good teaching narrows gaps between those learners who are vulnerable and those that are not. Effective feedback and guidance to pupils is evidenced to be one of the most effective methods of accelerating progress, integrated where necessary with support (sometimes from other agencies) to assist vulnerable families.

The following plan (which is monitored termly and a summative evaluation produced at the end of the financial year) sets out clearly how we spend our funding and the intended outcomes:

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Objective: Close the gap between the performance of FSM/CLA pupils and non FSM/CLA pupils

Context:

Pupil premium allocation for the 2018/19 financial year: **£76,980** for 61 pupils (inc. 3 LAC children)

This is based on pupils who have been allocated pupil premium based on 'Ever 6' (any child who has received free school meals at any time in the past six years and is therefore entitled to pupil premium funding), 0 service children and 3 children who are looked after. This equates to **71%** of pupils currently on roll.

Where we have judged the provision to be beneficial to other children in school (who are often disadvantaged but where family finances sit just above the threshold to receive funding and are therefore not eligible for pupil premium) the additional cost has been met through both the PP funding and the school budget, which is formally agreed by governors.

In-school barriers to learning:

- A. Oral language skills in Early Years are lower for pupils eligible for PP than for other pupils. This slows reading progress in subsequent years.
- B. Limited life and cultural experiences for some of our PP children restricts understanding of some curriculum areas (especially in writing).
- C. 78% of the current Year 6 cohort are eligible for PP, in addition to 22% having SEN.
- D. A high percentage per pupil in some cohorts (e.g. Year 3 - 17% per child)

External barriers to learning:

- A. Attendance rates for pupils eligible for PP are 97.12%. This reduces their school hours and causes them to fall behind on average.
- B. A high number of pupils are subject to Child in Need or Child Protection Plans. This impacts on their emotional well-being and can affect their ability to learn.

Current position: July 2017

- 85.7% of EYFS pupils eligible for pupil premium in 2016-17 achieved a GLD, compared to 71.5% of **all pupils nationally**.
- Disadvantaged pupils form the majority of pupils in all cohorts in the school. There is no significant difference in attainment between non-PP and PP pupils in any class.
- School tracking data shows the attainment for PP pupils in each year group to be generally lowest in writing, especially in Key Stage 2.
- KS2 % At Standard in reading, writing & maths: All pupils 63% PP 40% Non-PP 100%

progress in reading KS1-2 All pupils 2.81 PP 2.96

progress in writing KS1-2 All pupils 0.89 PP 0.90

progress in maths KS1-2 All pupils 0.40 PP -0.08

Expected outcomes at the end of the 2018/19 year:

- The proportion of disadvantaged pupils attaining a GLD by the end of the EYFS is above that of non FSM/CLA pupils.
- Y1 phonics testing to show that the proportion of disadvantaged pupils working at the required standard remains in line with the proportion of non FSM/CLA pupils nationally.
- KS1 results to show that the proportion of disadvantaged pupils working at age group expectations in reading, writing and maths is broadly in line with their non FSM/CLA counterparts.

- KS2 SAT results show that attainment of disadvantaged pupils is in line with the attainment of non FSM/CLA pupils nationally at national expectations in reading, writing, maths (also combined).
- KS2 SAT results to evidence that the proportions of disadvantaged pupils making expected or better progress in reading, writing, maths each year is in line with the proportions of non FSM/CLA pupils making the same progress.
- VA measures for disadvantaged pupils remain in line with (or are above) the national non FSM/CLA national pupil group in all subjects.
- School tracking data to evidence that disadvantaged pupils make progress equivalent to or exceeding national expectations.

FOCUS AREAS:

- ➊ Ensure quality first teaching across the school.
- ➋ Robust marking and feedback that shows progress in books and ensures challenge and next steps in learning.
- ➌ In Early Years, establish an ethos and vision in which adults have high expectations of all children including those with educational needs, disadvantaged children and the most able and where children’s families are actively encouraged to work in partnership with the setting.
- ➍ Behaviour for learning strategies that support pupil outcomes and engage pupils and parents in learning outcomes.

<i>STRATEGIES</i>	<i>TOTAL COST OF PROVISION</i>	<i>% FROM PUPIL PREMIUM</i>	<i>TIME</i>	<i>SUCCESS CRITERIA</i>	<i>MILESTONES/EVIDENCE OF IMPACT</i>
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➊ Ensure quality first teaching across the school.

English Literacy Works Audit (Oct 2018) Termly Literature Works professional development Reading linked to whole curriculum – use of NCC Library service to supplement books and resources. English (SPag & reading) app for work at home and at school e.g. Nessy	£750 £1500 £1050	100% 100% 100%	Ongoing	<ul style="list-style-type: none"> ● Teaching and learning across the school will be at least good in all classrooms. ● Impact on behaviours for learning will be evidenced in the classroom through a rigorous monitoring timetable. ● Impact of good teaching and learning will be evidence in pupil books and will be monitored through 	Autumn term review: <ul style="list-style-type: none"> ● In 80% of classrooms teaching and learning will be at least good. Spring term review: <ul style="list-style-type: none"> ● In 100% of classrooms teaching and learning will be at least good, with 20% being outstanding. Summer term review: <ul style="list-style-type: none"> ● in 100% of classrooms teaching and learning will be at least good, with 40% being outstanding.
Introduce Accelerated Reader, ensuring pupils access books that are engaging and challenging. Buy new AR books to supplement the library stock.	£435 £551.74	100% 100%			
Mastery approach developed across the school - involving training from maths consultant (D. Johnson)	£1000 £550	100% 100%			

<p>Resources to help deliver mastery approach - base 10, place value cards etc. Maths Interventions linked to specific groups - external provider, plus teaching staff. Pre and post assessment to be implemented to support assessment processes Maths apps for work at home and school e.g. Doodle Maths</p> <p>Coaching model to help support good practice in classrooms - provided by SLT to develop good teaching in English and Maths. Supply costs to cover class. Designated CPD time for each teacher - coursework/monitoring etc</p> <p>Assertive Mentoring</p> <ul style="list-style-type: none"> ● HLTA to cover teacher for meetings. ● Half Termly meeting with children and parents to discuss achievement. ● Staff covered for a day per half term to hold these meetings. ● Targets set to accelerate progress in attitude and achievement. 	<p>£2388</p> <p>£829</p> <p>£3240</p> <p>£23,270</p> <p>£17,000</p>	<p>100%</p> <p>100%</p> <p>100%</p> <p>20%</p> <p>40%</p>		<p>the rigorous monitoring schedule.</p>	<p>Termly review:</p> <ul style="list-style-type: none"> ● Attendance of the meetings is high - greater than 75% of parents. ● Parents attend at least 3 meetings a year. ● Progress is achieved in the attitude scores as the year progresses - >90% of children per class.
<p>2 Robust tracking and assessment procedures implemented to ensure the identification of gaps in learning and pupils who are at risk of underachievement – including marking and feedback that shows progress in books and ensures challenge and next steps in learning.</p>					
<p>Embed tracking system Clear baselines for all children - based on summative and formative assessments. Targets set that are challenging and take account of pupils starting points. STAR assessment system Support staff in training and CPD relating to assessment system Introduce No More Marking for comparative judgement assessment of writing</p>	<p>£953</p> <p>£850</p>	<p>100%</p> <p>100%</p>		<ul style="list-style-type: none"> ● The school will be able to evidence attainment and progress measures for all year groups, groups of pupils and individual pupils. ● Senior and middle leaders will analyse outcomes and demonstrate impact to a variety of 	<p>Spring term review:</p> <ul style="list-style-type: none"> ● Attainment levels are closing on national averages. ● Progress levels are evident and closer to national levels. ● There are intervention records that record actions taken and demonstrate progress. <p>Summer term review:</p> <ul style="list-style-type: none"> ● Attainment levels are broadly in line with national averages.

<p>Monitor marking policy Ensure that lessons have Check Our Work (COW) time every day. New marking code requires coloured pens to enable staff and children to action it accurately. (purchase pens & labels etc.)</p>	<p>£350</p>	<p>100%</p>	<p>stakeholders. Including: Ofsted, SIP, governors and other stakeholders</p> <ul style="list-style-type: none"> ● Clear evidence can be seen between the tracking/assessment systems and any interventions undertaken by the school. Y6 ● Recording and reporting systems are rigorous and as a result of analysis show leaders have a clear picture of the school's impact on pupil outcomes 	<ul style="list-style-type: none"> ● Progress levels are broadly in line with national averages. ● Intervention records clearly link to pupils who need to make accelerated progress or address their individual needs. <p>Autumn term review:</p> <ul style="list-style-type: none"> ● Staff are marking against the new marking code accurately. <p>Spring term review:</p> <ul style="list-style-type: none"> ● New marking code is being administered accurately and is helping children to progress. <p>Summer term review:</p> <ul style="list-style-type: none"> ● Marking code is a factor to developing good progress for all children, across all subjects.
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3 In Early Years, establish an ethos and vision in which adults have high expectations of all children including those with educational needs, disadvantaged children and the most able and where children’s families are actively encouraged to work in partnership with the setting.					
<p>Communication and language approaches – Talk Boost, S&L groups.</p> <ul style="list-style-type: none"> There is a language and communication rich environment, with a curriculum having books at its foundations. Activities and interactions come from the rich texts with children being exposed to many reading activities e.g. read aloud to, discussing books, extending children’s vocabulary etc. Staff provided with relevant CPD to help provide language/vocabulary rich environment. Children who are in need of further support for the communication and language development will be provided with small group or individual interventions e.g. Talk Boost, S&L groups. <p>Social and emotional learning strategies – Nurture groups.</p> <ul style="list-style-type: none"> Reception and Nursery are split into teacher input groups, enabling children to get high quality input from a qualified class teacher. Provide small group nurture sessions for children who need some social or emotional support. <p>Engaging and challenging environment</p> <ul style="list-style-type: none"> Early Years environment is inviting, accessible and engaging for the children. Activities provided are relevant to the children’s needs and challenging to enable them to progress. Adults understand their roles in the environment and the foci of the activities on offer. Support from NCC Early Years Consultant - monthly visits 	<p>£1500</p> <p>£2500</p> <p>£1900</p> <p>£ 9158</p> <p>£23720</p> <p>£14000</p> <p>£2000</p> <p>£2400</p>	<p>100%</p> <p>100%</p> <p>100%</p> <p>10%</p> <p>28%</p> <p>10%</p> <p>100%</p> <p>100%</p>	<p>On going</p>	<ul style="list-style-type: none"> 	<p>Termly review:</p> <ul style="list-style-type: none"> Progress of the children is evident within Communication & Language (C&L) and the Personal, Social & Emotional Development (PSED) strands of the Early Years profile. <p>Autumn:</p> <p>C&L - 67% have made expected progress or better.</p> <p>PSED - 67% have made expected progress or better.</p> <p>Spring:</p> <p>C&L - 85% have made expected progress or better.</p> <p>PSED - 85% have made expected progress or better.</p> <p>Summer:</p> <p>C&L - 94% have made expected or better progress.</p> <p>PSED - 94% have made expected or better progress.</p>
4 Behaviour for learning strategies that support pupil outcomes and engage pupils and parents in learning outcomes.					
<p>Pastoral Officer</p> <ul style="list-style-type: none"> Individual pupils / families targeted in order that children access extra-curricular activities, breakfast club, family support and 1:1/small group booster lessons and holiday programmes. 	<p>£22,000</p>	<p>100%</p>			<p>Autumn term review:</p> <ul style="list-style-type: none"> Attendance is above 96.8%

<ul style="list-style-type: none"> ● The school is open to pupils from 8.00 - 4.15 (most nights) ● Support offered for vulnerable families around welfare, finance, housing, attendance, emotional, mental and physical health etc, ideally before crisis point. ● Liaison with staff to identify pupils with emotional/social/behavioural problems and signposted for support e.g. counselling 					<ul style="list-style-type: none"> ● Behaviour issues have reduced – reporting in Planning Room file. ● Nurture groups are taking place consistently with progress being seen - Boxhall Profile data
<p>Attendance</p> <ul style="list-style-type: none"> ● First day response provision inc. home visits. ● Workshops for parents to encourage positive attendance and reduce term-time holidays ● Fixed term penalty referrals where attendance falls below 90% or term-time holidays are taken. ● Close liaison with SENCO and School Health to ensure needs are known and adequate support is in place to address issues causing poor attendance. ● Incentive Package NUFC - rewards for behaviour and attendance targets 	£1750	100%			<p>Spring term review:</p> <ul style="list-style-type: none"> ● Attendance is above 96.8% ● Behaviour issues have reduced again(since Spring) – reporting in Planning Room file. ● Nurture groups are taking place consistently with progress being seen - Boxhall Profile data
<p>Nurture Groups</p> <ul style="list-style-type: none"> ● Children identified with social and emotional needs are targeted for intervention to support their development. ● Children assessed using Boxall Assessments – results analysed and then re-assessed at end of block. 	£500	100%			<p>Summer term review:</p> <ul style="list-style-type: none"> ● Attendance is above 97% ● Behaviour issues have reduced again (since Spring) – reported in Planning Room file. ● Nurture groups are taking place consistently with progress being seen - Boxhall Profile data
<p>Enriching and extending the curriculum to widen experiences for pupils</p> <ul style="list-style-type: none"> ● £1000 fund per year group to subsidise visits and visitors. A maximum charge of £2 will be made to parents for any non-residential visits. ● Residential visits are heavily subsidised to ensure all pupils have equal opportunities. 	£6000	100%			
<p>Forest School introduced and developed</p> <ul style="list-style-type: none"> ● CPD for staff - level 3 qualification 	£2250	100%			

<ul style="list-style-type: none"> • Equipment to provide suitable opportunities for Forest School activities to take place. • Gardener time to landscape the area, including advice for planting trees. • Collaboration with Woodland Trust to order trees to plant to create a forest area on the school grounds. 	<p>£3400</p> <p>£1000</p> <p>£1250</p> <p>Free</p>	<p>100%</p> <p>100%</p> <p>100%</p>			<p>Gain Woodland Trust Gold Standard and be working towards the Platinum Standard</p>
<p>TOTAL PROJECTED SPEND 2018/19 ACADEMIC YEAR</p>					<p>£82,260 (£563.14 overspend from school budget)</p>

Written: Aug/September 2018

Review: July/Aug 2019