

Choppington Primary School



PUPIL PREMIUM: 2017/18 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 2017/18 financial year: £69,360 for 52 pupils (inc. 4 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 4 children who are looked after. This equates to **68%** 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. 63% of the current Year 6 cohort are eligible for PP, in addition to 38% having SEN.
- D. A high proportion of PP children are also EAL pupils. This can impact on pupils' ability to reach the expected standard in English and Maths.
- E. 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 96.2%. 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

- 70% of EYFS pupils eligible for pupil premium in 2016-17 achieved a GLD, compared to 71% 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 31% PP 27% Non-PP 50%

progress in reading KS1-2 All pupils -1.6 PP -1.35

progress in writing KS1-2 All pupils +3.8 PP +3.42

progress in maths KS1-2 All pupils -1.1 PP -0.95

Expected outcomes at the end of the 2017/18 year:

- The proportion of disadvantaged pupils attaining a GLD by the end of the EYFS remains in line with 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:

- 1 Ensure quality first teaching across the school.
- 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.
- 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.
- 4 Behaviour for learning strategies that support pupil outcomes and engage pupils and parents in learning outcomes.

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

English Literacy Works Audit (18.10.17) Termly Literature Works professional development Reading for pleasure – purchase new books to supplement school stock. Reading linked to whole curriculum – use of NCC Library service to supplement books and resources. Introduce Accelerated Reader, ensuring pupils access books that are engaging and challenging. Mastery approach developed across the school - Spring term – involving training from maths consultant (D. Johnson)	£1400 £2400 £1500 £1005 £3047 £1500	100% 100% 100% 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 	Spring term review: <ul style="list-style-type: none"> • In 80% of classrooms teaching and learning will be at least good. 60% good. Improvements to structure of lessons and opportunities planned. Summer term review: <ul style="list-style-type: none"> • In 100% of classrooms teaching and learning will be at least good 75% good. Focus of challenge and use of additional adults.
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<p>Resources to help deliver mastery approach - base 10, place value cards etc.</p> <p>Maths Interventions linked to specific groups</p> <p>Pre and post assessment to be implemented to support assessment processes</p> <p>Maths apps for work at home and school e.g. Doodle Maths</p> <p>Assertive Mentoring</p> <ul style="list-style-type: none"> ● Purchase a new assessment system ● 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>£425</p> <p>£325</p> <p>£829</p> <p>£3547</p> <p>£17,000</p>	<p>100%</p> <p>100%</p> <p>100%</p> <p>20%</p>		<p>pupil books and will be monitored through the rigorous monitoring schedule.</p>	<p>Literature Works has been embedded well in KS 2 particularly. KS1 has been developed less well. This has led to the Y1/2 teacher starting some coaching with the Lit Lead. This will consist of lead, team teach and observed lessons.</p> <p>Mastery Maths - is being developed across the school. This needs further support, especially with the introduction of pre/post-assessments. Further to this coaching is supporting Year 3/4 currently to develop the strength in teaching - this entails lead, team-teach and observed lessons.</p> <p>Doodle Maths - has been very successful especially the focus week we had where we were in the top 5 schools in the country for accessing. Currently the app has been updated and we are awaiting support to update this.</p> <p>Assertive Mentoring - has allowed the parents and pupils to know what is expected of them. We have had very good uptake from parents >75% have attended each round of visits. This has helped build rapport with staff and parents and enabled us to have the correct conversations about the pupils.</p>
<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>Introduce new tracking system</p> <p>Clear baselines for all children.</p> <p>Targets set that are challenging and take account of pupils starting points.</p>				<ul style="list-style-type: none"> ● The school will be able to evidence attainment and 	<p>Spring term review:</p> <ul style="list-style-type: none"> ● Attainment levels are closing on national averages.

<p>Introduce STAR assessment system Support staff in training and CPD relating to new system</p>	<p>£4517 £2400</p>	<p>100% 100%</p>		<p>progress measures for all year groups, groups of pupils and individual pupils.</p> <ul style="list-style-type: none"> Senior and middle leaders will analyse outcomes and demonstrate impact to a variety of stakeholders. Including: Ofsted, SIP, governors and other stakeholders 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 evident and closer to national levels. There are intervention records that record actions taken and demonstrate progress. <p>Attainment has been monitored closely, alongside holding staff to account for their classes data. Progress is also analysed in the same way.</p> <p>Intervention was not consistent last year and has begun to be addressed this year.</p> <p>Summer term review:</p> <ul style="list-style-type: none"> Attainment levels are broadly in line with national averages. 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>Data shows a closing of the gap to national expectations. EYs is below NExp at 60% KS1 Phonics is 75% KS1 is above NExp - RWM 64% KS2 is below NExp - RWM 63% KS2 Progress is: R: 2.81 W: 0.89 M: 0.40</p> <p>Intervention in Year 6 has had a big impact, as has the focus in Year 2 in the lead up to the SATs.</p>
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<p>Introduce new 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 new pens & labels etc.)</p>	£350	100%			<p>Spring term review:</p> <ul style="list-style-type: none"> Staff are marking against the new marking code accurately. <p>Work scrutiny showed that marking code was being followed but more time needed to be provided for pupils to respond to the marking.</p> <p>Summer term review:</p> <ul style="list-style-type: none"> New marking code is being administered accurately and is helping children to progress. <p>Work scrutiny shows that the use of LOs & SCs are being used for all lessons. Marking is completed using pink and green. COW time and Better in Blue is being provided but needs to be more consistent.</p>
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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. 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>Self-regulation strategies – Plan, Do, Review.</p> <ul style="list-style-type: none"> Children receive support for planning, intended learning and review what they have done (Plan, Do, Review). Children will work 	<p>£750</p> <p>£12000</p> <p>£2500</p>	<p>100%</p> <p>20%</p> <p>100%</p>	<p>On going</p>	<ul style="list-style-type: none"> 	
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<p>in smaller key worker groups to enable quality interactions with adults during this process.</p> <ul style="list-style-type: none"> Develop outside provision - extend the area (new fence) <p>Social and emotional learning strategies – Nurture groups.</p> <ul style="list-style-type: none"> Reception and Nursery are split into small key worker groups, enabling staff to get to know their key children intimately. Provide small group nurture sessions for children who need some social or emotional support. <p>Play-based learning – adult interaction, what is Adult-led or child initiated.</p>	<p>£4750 £2605</p> <p>£17000</p> <p>£550</p>	<p>100% 100%</p> <p>10%</p> <p>100%</p>			
<p>4 Behaviour for learning strategies that support pupil outcomes and engage pupils and parents in learning outcomes.</p>					
<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. 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 <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. 	<p>£22,000</p>	<p>100%</p>			<p>Spring term review:</p> <ul style="list-style-type: none"> Attendance is above 96.5% Behaviour issues have reduced – reporting in Planning Room file. <p>Attendance standing at 96.6% currently.</p> <p>Behaviour still improved - no fixed term exclusions.</p> <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. <p>Attendance finished at 96.8%. Behaviour continues to be good, with no fixed term exclusions. Low level incidents particularly increased at</p>

<ul style="list-style-type: none"> ● Close liaison with SENCO and School Health to ensure needs are known and adequate support is in place to address issues causing poor attendance. <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. <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. 	<p>£4000</p> <p>£2250</p>	<p>100%</p> <p>100%</p>		<p>lunchtime, nurture session have been planned in this time and has had a good impact.</p>
<p>TOTAL PROJECTED SPEND 2017/18 ACADEMIC YEAR</p>				<p>£69,755 (£395 overspend from school budget)</p>