

Pupil premium strategy statement (primary)

1. Summary information					
School	Slindon Church of England Primary School				
Academic Year	2017-2018	Total PP budget	£27,564 + £1,343.44 cw	Date of most recent PP Review	27/03/2017
Total number of pupils	63	Number of pupils eligible for PP	21	Date for next internal review of this strategy	Summer 2018

2. Current attainment		
Attainment for: 2016-2017 at the end of KS2	<i>Pupils eligible for PP (3 year average – small cohorts)</i>	<i>Pupils not eligible for PP (national average 2017)</i>
% achieving in reading, writing and maths	33%	61% (39% PPG state-funded schs 2016)
% making progress in reading	58%	71% (53% PPG state-funded schs 2016)
% making progress in writing	42%	76% (64% PPG state-funded schs 2016)
% making progress in maths	33%	75% (58% PPG state-funded schs 2016)
% making progress in grammar, punctuation and spelling	42%	77%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>	
A.	Low prior attainment for pupils joining the school during KS2
B.	Difficulties focusing on learning due to emotional barriers
C.	Link between entitlement to PPG and SEN; 32% of pupils entitled to PPG are also on the Special Educational Needs Register
D.	Attendance of pupils with medical needs
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
E.	A change in family circumstances, particularly family break up; this has had an impact on some pupils' emotional stability, which in turn has impacted on their educational progress in school.
F.	Pupil Mobility – the majority of children entitled to the Pupil Premium Grant have joined the school during KS2, having attended a number of other schools previously
G.	Attendance – for children with medical issues
H.	Access to a broad range of educational experiences beyond school e.g. theatre trips, travel, learning a musical instrument, professional club attendance.

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Accelerate the progress made in the key skills by pupils entitled to PPG, to narrow the gap in attainment	<p>The new staff team have the skills required to effectively support the learning development of pupils entitled to PPG</p> <p>All staff quickly identify the learning needs of children entitled to PPG</p> <p>Appropriate interventions are implemented in a timely manner</p> <p>Interventions are carefully tracked, reviewed and revised frequently to ensure rapid progress takes place</p>
B.	Accelerate the progress of all pupils entitled to the PPG by developing a more accurate and regular system of assessment which is in line with the new National Curriculum and national assessment systems.	<p>For each pupil entitled to the PPG:</p> <ul style="list-style-type: none"> • rates of progress are accurately measured on a points system • progress can be demonstrated on a statistical basis, each half term • work planned matches their needs and is designed to enable more rapid progress <p>Term on term the gap in achievement decreases between PP pupils and all pupils nationally</p>
C.	Governors have evidence that the PPG is spent effectively and has a positive impact on the progress and attainment of pupils entitled to PPG	<p>Governors are well informed and understand the purpose of the PPG and best practise</p> <p>Governors are able to effectively challenge the headteacher and staff in relation to the use and impact of the PPG</p> <p>All pupils entitled to PPG make good or better progress from their respective starting points</p> <p>The gap between pupils entitled to PPG and all children nationally is above the national average</p>
D.	For pupils entitled to PPG to make good or better progress in the key skills	<p>All pupils entitled to PPG make good or better progress from their respective starting points</p> <p>All PPG pupils who are not on the SEN register achieve end of year expectations for their year group</p> <p>The gap between pupils entitled to PPG and all children nationally is above the national average</p>
E.	For pupils entitled to PPG to have good school attendance	<p>All pupils entitled to PPG have attendance in line with the national average</p> <p>Pupils with medical difficulties are well supported through the school nursing service and their attendance improves over time, where this is possible</p>
F.	Continue to develop the enrichment programme for all pupils entitled to PPG	<p>All pupils entitled to PPG:</p> <ul style="list-style-type: none"> • have access to opportunities that previously they have not experienced i.e. peripatetic instrumental teaching • develop an expertise in specific skills e.g. a particular sport • make choices about additional activities they wish to pursue long term
G.	To enrich pupils' experiences and teach them a new skill by providing group instrumental music teaching for all pupils entitled to PPG throughout their time in KS2	<p>All pupils entitled to PPG:</p> <ul style="list-style-type: none"> • learn to play a musical instrument by the time they leave the school • take part in musical performances at school • take music grades as appropriate • have the opportunity to attend county music sessions •

H.	To enrich the experiences of pupils entitled to the PPG and teach them a new skill by learning the technique of willow weaving	For pupils entitled to the PPG to: <ul style="list-style-type: none"> • work with professionals from different disciplines • work collaboratively with their peers • learn a new skill/ old craft • learn about their local environment • gain a deeper understanding of environmental factor
I.	To enable children to overcome specific barriers which hinder their ability to focus on learning activities	All pupils entitled to PPG: <ul style="list-style-type: none"> • have someone to talk to about their concerns, who can help them with strategies to overcome their worries and anxieties • are able to focus on learning in the classroom • make good or better progress term on term
J.	To improve the quality of children's writing	All pupils at KS2 entitled to PPG: <ul style="list-style-type: none"> • make good or better progress from their respective starting points in writing • appreciate the improvement they have made in their writing as a direct result of the workshop • know what to do to improve their writing further
K.	Pupils entitled to PPG are able to participate in all curriculum activities	All pupils at KS2 entitled to PPG take part in all curriculum based activities: <ul style="list-style-type: none"> • during school hours • after school, where they wish to take part. Staff to encourage their involvement

5. Planned expenditure					
Academic year	2017-2018				
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?
Accelerate progress in the key skills for pupils entitled to PPG, to narrow the gap in attainment	<ul style="list-style-type: none">Staff CPD – both whole school and individualInduction of new staff (one class teacher + two TA's)	<p>To develop the skills of the new staff team to ensure they effectively support the learning development of pupils entitled to PPG</p> <p>To develop the skills of current staff to ensure they are able to quickly identify the learning needs of children entitled to PPG and implement appropriate interventions in a timely manor</p> <p>To ensure interventions are carefully tracked and reviewed and revised frequently to enable rapid progress to take place</p> <p>EEF 'Teaching and Learning Toolkit' research summary</p>	<ul style="list-style-type: none">A programme of staff development in place for new staffStaff enrolled on LA CPD programme where appropriateWeekly staff meetings focus on School Improvement Plan targets and raising standards for all pupilsSENCo reviews the impact of interventions weekly for pupils on Special Needs Register by liaising with teaching staffHalf termly meetings between HT and each class teacher to review impact of interventions and individual pupil progress	HT	<p>Ongoing</p> <p>Termly reports to Governors via Curriculum Committee</p>
Accelerate the progress of all pupils entitled to the PPG by developing a more accurate and regular system of assessment which is in line with the new National Curriculum and national assessment systems.	New commercial system implemented for use from Sept 2017	Ofsted recommendation January 2017 to use a different tracking system that is points based and which has half termly data capture for the whole school.	<ul style="list-style-type: none">Training for all staffContinual review through staff meetingsMonitoring by HT and Governors	HT	<p>Ongoing</p> <p>Termly reports to Governors via Curriculum Committee</p>
Total budgeted cost					£1,343.44

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?
For pupils entitled to PPG to make good or better progress in the key skills	<p>1:1 and/or group tuition focusing on 'feedback' and understanding children's misconceptions, led by a teaching assistant</p> <p>'Learning to Learn' (Meta-cognition and self-regulation) TA support for individuals focusing on learning strategies</p> <p>SEN intervention programmes – 1:1 or group</p>	EEF 'Teaching and Learning Toolkit' research summary John Hattie: Visible Learning Meta-Data Study	<ul style="list-style-type: none"> Interventions identified by the staff team Work primarily planned by class teacher, with TA input TA records progress and liaises with class teacher to plan next steps SENCo oversee interventions where they relate to specific SEN programmes 	Class Teacher/SENCo	Continual review
For pupils entitled to PPG to have good school attendance	<ul style="list-style-type: none"> Office staff to monitor punctuality and attendance on a daily basis Office staff to inform HT of attendance issues so that HT can implement intervention i.e. meeting with parents, referral to LA Letters sent to all parents termly informing them of their child's punctuality and attendance record and amount of learning missed through absence 	<ul style="list-style-type: none"> The attendance of a very small minority of children entitled to PPG is an issue Pupils entitled to PPG with medical issues have lower attendance rates than other pupils 	<ul style="list-style-type: none"> Daily tracking of pupils' punctuality and attendance by office staff Reporting mechanism in place, so that all parties are aware Constant review of the attendance of individual children by class teachers, attendance staff and HT The attendance of 'pupils at risk' overseen by external organisations i.e. virtual schools 	HT	<p>Ongoing</p> <p>Termly reports to Governors via Curriculum Committee</p>
Total budgeted cost					£23,904.56

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?
To enrich pupils experiences and teach them a new skill by providing group instrumental music teaching for all pupils entitled to PPG throughout their time in KS2	Year 3- Year 6 <ul style="list-style-type: none"> One term learning 'Samba' Ongoing Instrumental Music Lessons (Currently Cornet or Flute) 	EEF 'Teaching and Learning Toolkit' research summary (Arts Participation) No children entitled to PPG had instrumental music tuition prior to the school putting this programme in place, as opposed to the majority of non PPG pupils taking part. Equal Opportunities for all pupils	Specialist teachers provided by West Sussex Music Pupils are able to work towards music grades/exams Termly reports are provide to the school and parents/carers by the specialist teachers	Peripatetic music teachers	Summer term 2018
To enrich the experiences of pupils entitled to the PPG and teach them a new skill	Willow weaving workshop, run by specialists for all pupils entitled to PPG	EEF 'Teaching and Learning Toolkit' research summary (Collaborative Learning)	Workshop leaders experienced in working with the school, and children and schools in general Children supervised by school staff during the activity School staff taking part in the workshop develop new, transferable skills	HT	March 2018
To enable pupils entitled to PPG to overcome specific barriers which hinder their ability to focus on learning activities	Counselling for individual children where this has been recommended	Advice from educational support services and social workers 'Attachment' research EEF 'Teaching and Learning Toolkit' research summary (SEL)	Specialist councillor employed to work with pupils 1:1 Councillor to feedback to HT and parents/carers	HT/SENCo	Beginning and end of each course of therapy
To improve the quality of children's writing	Professional storyteller employed to run workshop for KS2	Advice from English specialists Recommendations from other schools EEF 'Teaching and Learning Toolkit' research summary (Oral language intervention)	Class teachers to plan with a professional storyteller employed for the workshop Class teachers to use strategies demonstrated by the storyteller in future sessions	English Subject Leader	Class teacher to evaluate impact at the end of the workshop and report to the English Subject Leader
Pupils entitled to PPG are able to participate in all curriculum activities	Subsidies for trips and competitions	Equal Opportunities for all pupils EEF 'Teaching and Learning Toolkit' research summary		HT	Review for each request
Total budgeted cost					£3,660

6. Review of expenditure				
Previous Academic Year 2016-2017				
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
To raise standards in reading; pupils entitled to the PPG achieve in line with all children nationally	KS2 classes to take part in the NFER Accelerated Reader Research Project for Years 4 and 5.	<p>The success criteria were met for the majority of pupils entitled to PPG</p> <p>Some children made up to 3 ½ years progress in 1 year, measured by the AR software, using standardised reading ages</p> <p>Those pupils who did not make significant progress were children who were reluctant to take part in the programme. Typically they refused to read books at the prescribed level for their reading age and/or avoided using the online quizzes after reading a book. Close liaison with parents/carers resolved this issue for some non PPG pupils.</p>	<p>This was the first year using the AR programme. For some children this proved to be a very successful strategy, with reading ages increasing significantly over time. Therefore Governors agreed to continue to use this approach for a second year.</p> <p>The AR programme is particularly relevant for this school, due to the high levels of mobility of pupils at KS2. (The programme highlighted the fact that children in Years 5 and 6 on the lower AR levels were children who had joined the school during KS2.)</p> <p>To ensure all pupils make good progress it is essential to ensure children:</p> <ul style="list-style-type: none"> • always take a quiz once they have finished a book • take a quiz when they have read a book with others, as well as when they have read on their own • read for 20-30 minutes daily <p>More books are required that are graded for AR that are of interest to pupils aged 9 to 11years, particularly books at the lower levels.</p>	No cost for the AR programme in 2016-2017 as part of an NFER research project. Cost was in staff time to set up the system and curriculum time (Requirement was the allocation of 30minutes dedicated reading time each day.)
Accelerate progress in the key skills for pupils entitled to the PPG to narrow the gap in attainment	<ul style="list-style-type: none"> • Staff CPD – both whole school and individual • Induction of new staff (one class teacher, SENCo + four TA's) • Pupil Premium Review 	<p>Good progress was made towards achieving the success criteria; however further changes in staff meant that experienced/trained staff left during the year, with new staff being employed and the training cycle beginning again.</p> <p>Appropriate interventions were identified in a timely manner, but staff shortages/the shortage of expertise staff hindered progress.</p>	<p>The biggest challenge over recent years has been the induction of new staff and building the skills required of the small staff team, quickly and effectively. This is ongoing.</p> <p>Interventions were carefully tracked, reviewed and revised to ensure progress took place, but the timescale of these reviews needs to be increased/improved to ensure rapid progress.</p>	£8,932

Accelerate the progress of all pupils entitled to the PPG by developing a more accurate and regular system of assessment which is in line with the new National Curriculum and national assessment systems.	Commercial system to be chosen and implemented for use from Sept 2017	<p>The success criteria were met. The Governors and staff team chose a new assessment system - STATonline. The new system was been set up in Summer 2017 and staff have received initial training in how to use the system.</p> <p>The new assessment system will be used from September 2017.</p> <p>Impact to be assessed in the next academic year.</p>		<p>HT time reviewing different systems and making recommendations to staff and governors</p> <p>Teacher time reviewing short list of assessment systems</p> <p>Staff meeting time x 3 training sessions</p>
Governors have evidence that the PPG is spent effectively and has a positive impact on the progress and attainment of pupils entitled to PPG	Pupil Premium Review	The Pupil Premium Review was completed by an external consultant, who ratified that the PPG was being used appropriately. Recommendations were made by the advisor to support the increase in pupil progress. These recommendations are being considered by the GB.	GB set up a working group led by Mark Birkbeck, Co-opted Governor.	£700

ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
For pupils entitled to PPG to make good or better progress in the key skills	<p>KS2 1:1 and/or group tuition focusing on 'feedback' and understanding children's misconceptions, led by a teaching assistant</p> <p>'Learning to Learn' (Meta-cognition and self-regulation) TA support for individuals focusing on learning strategies</p> <p>SEN intervention programmes – 1:1 or group</p>	<p><u>KS2 attainment</u> Cohorts are small, therefore statistical analysis is misleading. Three PPG pupils took the National Curriculum tests in 2017, therefore each child is worth 33.3%.</p> <p>Standards for pupils entitled to PPG, who do not have SEN, were as follows:</p> <p>Reading - above the national average for PPG and all pupils as, 100% achieved the standard in reading (Nationally 53% PPG 2016/ 71% of all pupils 2017)</p> <p>Writing - above the PPG % for 2016 nationally as 67% achieved the standard in writing (Nationally 64% PPG 2016/ 82% of all pupils 2017) 33% of pupil achieved a higher standard in reading</p> <p>Maths - below both the PPG and national average as only 33% achieved the standard in maths (Nationally 58% PPG 2016/ 75% of all pupils 2017)</p> <p>GPS - 67% achieved the standard in GPS (Nationally 77% of all pupils 2017)</p> <p>Overall, 33% achieved the standard in reading, writing and maths (Nationally 39% PPG 2016/ 61% of all pupils 2017)</p> <p>The average scaled score for PPG pupils at the school was: Reading 106 (Nationally 100 PPG/103 all pupils 2016) Maths 98 (Nationally 101 PPG/103 all pupils 2016) GPS 103 (Nationally 104 all pupils 2016)</p>	The implementation of the new assessment system from September 2017 will enable the school to track pupil progress on a points basis and make judgements about the rate of pupil progress from starting points against national benchmarks.	£6,815

For pupils entitled to PPG to have good school attendance	<ul style="list-style-type: none"> Designated TA to monitor punctuality and attendance on a daily basis TA to inform HT of attendance issues so that HT can implement intervention i.e. meeting with parents, referral to LA Letters sent to all parents termly informing them of their child's punctuality and attendance record and amount of learning missed through absence 	<p>Due to the small number of pupils in this cohort it is not appropriate to comment further in this public document as individual pupils would be identifiable.</p> <p>The attendance of all pupils is closely monitored and issues of non-attendance are addressed according to the schools policy, which includes referral to the local authority for prosecution of parents for the non-attendance of their children.</p> <p>Punctuality of all pupils improved as a direct result of this initiative.</p>		£1,875
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iii. Other approaches

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
To enrich pupils experiences and teach them a new skill by providing group instrumental music teaching for all pupils entitled to PPG throughout their time in KS2	Year 3- Year 6 <ul style="list-style-type: none"> One term learning 'Samba' Ongoing Instrumental Music Lessons (Currently Cornet or Flute)	<p>The success criteria were met and all pupils entitled to PPG at KS2:</p> <ul style="list-style-type: none"> learnt to play a musical instrument this academic year took part in musical performances at school had the opportunity to attend county music sessions <p>Some pupils took music grades</p>	<p>This is the third year the school has used the PPG in this way. This system has been successful in enabling pupils to develop a love of music and the skill to play a specific instrument. Of the six children in Year 6 moving on to secondary school this year, three are known to be continuing with their music lessons. One child has started to play an additional musical instrument as a direct result of this strategy.</p> <p>The school is able to take advantage of the Music Service Scheme to promote the playing of orchestral instruments, which reduces the cost of this initiative.</p>	£1,573

To enable children to overcome specific barriers which hinder their ability to focus on learning activities	Counselling for individual children where this has been recommended	The success criteria were met for this objective. Feedback from pupils, parents/carers and staff was that this strategy had a significant impact on pupils' emotional wellbeing and therefore their ability to concentrate on their school work.	Feedback was positive from all parties. This approach will continue to be available for pupils, as required.	£270
To improve the quality of children's writing	Professional storyteller employed to run workshop for KS2	The success criteria were met. Scrutiny of work evidenced that the quality of the writing produced by pupils as a direct result of the storytelling workshop was superior to the usual standard of work. Pupils responded well and were able to articulate what they would need to do to improve their writing further. Staff learnt new strategies, to use in future lessons.	The experiential nature of the workshop immersed children in the subject and enabled them to produce writing of a superior quality. Staff know that this approach is effective and will continue to use the strategies employed by the storyteller in their future planning for writing activities.	£500
Pupils entitled to PPG are able to participate in all curriculum activities	Subsidies for trips and competitions	The success criteria were met and all pupils at KS2 entitled to PPG took part in all curriculum based activities: <ul style="list-style-type: none"> during school hours after school, where they wished to take part. 		£990

7. Additional detail