

Pupil premium strategy statement

1. Summary information					
School	Caddington Village School				
Academic Year	2017-18	Total PP budget	£69,147	Date of most recent PP Review	September '18
Total number of pupils	353	Number of pupils eligible for PP	43	Date for next PP Strategy Review	September '19

2. Current attainment		
	<i>February 2018</i>	<i>July 2018</i>
% achieving ARE or above in reading	33%	37%
% achieving ARE or above in writing	30%	30%
% achieving ARE or above in maths	33%	37%
% making at least expected progress in reading	63% (28% accelerated)	77% (35% accelerated)
% making at least expected progress in writing	70% (33% accelerated)	74% (28% accelerated)
% making at least expected progress in maths	79% (42% accelerated)	79% (46% accelerated)

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Pastoral issues
B.	Lack of school readiness
C.	Many pupils are well below ARE with no identified SEND

External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Attendance (average of 87.83%)
E.	Parental engagement – particularly with supporting homework and listening to their children read

4. Outcomes (<i>Desired outcomes and how they will be measured</i>)		Success criteria
A.	That pupils will make accelerated progress in order to close the gap with non-disadvantaged pupils.	Progress rates will increase – shown on data reviews.
B.	Attendance of disadvantaged pupils will increase – measured through attendance data.	Disadvantaged pupils who show an increase in attendance will equally show an increase in attainment.
C.	The percentage of pupils who are working AT or Above ARE will increase – closing the gap with peers.	Data will show that more pupils are at ARE.
D.	Pupils will receive pastoral support in order to help them manage their personal difficulties.	Pupils will show positive responses to pastoral work.

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?
Progress of disadvantaged pupils will be regularly reviewed, which in turn will lead to reviews of interventions that are in place	Disadvantaged children co-ordinator	Despite disadvantage, children will still reach their potential.	Pupil progress meetings held between Disadvantaged children co-ordinator and class teachers.	SME	Half termly reviews of data. Pupil individual meetings. SLT data reviews and reports.
That all disadvantaged pupils will make expected progress within their class, pupils below ARE will make accelerated progress	High quality teaching first	Despite disadvantage, children will still reach their potential.	Differentiation training will be given, planning will be monitored. Class teachers will ensure that disadvantaged pupils are the first priority when it comes to marking and feedback.	KS leaders . SME	Through monitoring weeks and book scrutiny
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?
The % of pupils who are working AT or Above ARE in English will increase	Switch On reading and writing intervention.	Switch On reading and writing is a scheme endorsed by the EEF and data presented on training looks positive.	Pupils will be selected based on their assessment data. Regular timetables will be put into place. Parents will be informed and encouraged to support their children at home.	SME/MU	December 2017
The % of pupils who are working AT or Above ARE will increase	Targeted intervention in 6 week blocks	See review for Switch On	Pupils will be selected based on their attainment data and in discussion with class teachers.	SME/MU/LE	March 2018
Disadvantaged pupils make good progress in reading	Pupils will be heard read regularly when identified as not reading regularly at home	Pupils who read regularly will access accelerated reader test more frequently. Their comprehension skills and reading age will increase.		MU	July 2018
Total budgeted cost					£34,000

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?
Pupils will be “school ready”	Pupils who are identified as not school ready will attend nurture provision	More pupils are coming into school not ‘school ready’.	Interventions will be reviewed by Disadvantaged Children Coordinator, class teachers and intervention staff.	SME	Half termly
Pupils will have improved emotional wellbeing.	Pastoral sessions, overseen by Disadvantaged Pupils Coordinator.	Children have been identified whose emotional wellbeing is preventing them from accessing the classroom effectively.	Interventions will be reviewed by Disadvantaged Children Coordinator, class teachers and intervention staff.	SME/CW	Half termly
Disadvantaged pupils attendance will improve.	Attendance lead will oversee actions such as Med 1 letters, CME etc	Disadvantaged pupils have an average, poor attendance. Pupils with good attendance are then able to access learning appropriately and regularly.	Regular attendance reviews. Attendance officer will hold meetings with regular PA families. Daily phone calls to absent pupils parents/guardians.	PK/KT	Half termly
Disadvantaged pupils will have appropriate school uniform, engage in trips and have correct equipment for school.	We will purchase uniform, equipment and subsidise trips where necessary	If pupils are not equip for learning or in appropriate school uniform this will have a negative effect on them. All pupils should access school trips, regardless of finance.	Monitor who has had uniform, equipment and trips subsidised.	NB/SM E/LJ	July 2018

Total budgeted cost	£11,212.50 (LSA's) (4-2,803) £13,974 (Teacher for Nurture). £730.82 – uniform, trip payments, sundries (books) Total spend to date – £69,917.32
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6. Review of expenditure 2017/18

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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)	
Progress of disadvantaged pupils will be regularly reviewed, which in turn will lead to reviews of interventions that are in place	SENDCo/Inclusion Manager	Reporting attainment and progress of disadvantaged pupils on a half termly basis has allowed the opportunity to identify “stuck” pupils and adjust their provision.	This has been effective in the adjustment and improvement of provision for disadvantaged pupils.	

<p>That all disadvantaged pupils will make expected progress within their class, pupils below ARE will make accelerated progress</p>	<p>High quality teaching first</p>	<p>As seen above, the percentage of pupils achieving at ARE has gone up in Reading and Maths.</p> <p>More accelerated progress has been demonstrated in Maths (46%), with writing having the smallest percentage of accelerated progress (28%).</p>	<p>Differentiation training has contributed to the improvement of teaching across the school.</p> <p>We need to look at a greater focus on improving progress in writing, this is also the area that the most pupils are also below ARE in.</p>	
<p>ii. Targeted support</p>				
<p>Desired outcome</p>	<p>Chosen action / approach</p>	<p>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</p>	<p>Lessons learned (and whether you will continue with this approach)</p>	
<p>The % of pupils who are working AT or Above ARE in English will increase.</p>	<p>Switch On reading and writing intervention.</p>	<p>% of pupils at ARE in Reading has increased from 33% to 37%. However 19% of pupils are only 1 stage jump below ARE in Reading.</p> <p>% of pupils at ARE in Writing has remained the same at 30%. However 12% of pupils are only 1 stage jump below ARE in Writing.</p> <p>Pupils are beginning to close the gap however, with 35% in Reading and 28% in writing making accelerated progress.</p>	<p>Continue with Precision Teaching for pupils below in Reading or Writing. Ensure that this is then being generalised into classroom learning.</p> <p>Ensure that those pupils who are on the 'cusp' of being at ARE received targeted support straight away in the new academic year.</p>	

The % of pupils who are working AT or Above ARE will increase.	Targeted intervention in 6 week blocks	The percentage of pupils working AT or Above ARE has increased in Reading and Maths. We have had two pupils who were working at ARE move to different schools in the last few weeks of term which have impacted the data slightly.	Continue liaising with Class Teachers to evaluate and improve provision every half term	
Disadvantaged pupils make good progress in reading.	Pupils will be heard read regularly when identified as not reading regularly at home	% of pupils at ARE in Reading has increased from 33% to 37%. However 19% of pupils are only 1 stage jump below ARE in Reading.	Continue to provide opportunities to read with an adult, when that opportunity is not provided at home.	
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)	

<p>Pupils will be “school ready”</p>	<p>Pupils who are identified as not school ready will attend nurture provision</p>	<p>Nurture group runs daily, from 9-11.30am. This has proven an invaluable resource for pupils who are either not yet school ready or who struggle to access the mainstream curriculum due to additional needs.</p> <p>Progress has also been seen in Boxhall profiles for specific pupils.</p>	<p>CLA Nurture Group to continue. Children to be re-evaluated in September to see if any pupils need additional support to access school.</p>	
<p>Pupils will have improved emotional wellbeing.</p>	<p>Pastoral sessions, overseen by Disadvantaged Pupils Coordinator.</p>	<p>These sessions have only been running for the Summer term 2. Data awaiting collection on the impact of this.</p>	<p>Continue to monitor needs of disadvantaged pupils and provide pastoral support where necessary.</p>	
<p>Disadvantaged pupils attendance will improve.</p>	<p>Attendance lead will oversee actions such as Med 1 letters, CME etc</p>	<p>As of 9.7.18 the cumulative attendance for disadvantaged pupils was 89.79%, down from 92.32% at the end of the Autumn term. The attendance minus GRT pupils is 93.53%.</p>	<p>Continue to monitor and oversee attendance in disadvantaged pupil population, issuing Med 1 letters and CME where appropriate.</p>	

<p>Disadvantaged pupils will have appropriate school uniform, engage in trips and have correct equipment for school.</p>	<p>We will purchase uniform, equipment and subsidise trips where necessary</p>	<p>To date we have spent just over £700 ensuring that pupils have access to uniform and are able to access trips.</p>	<p>We need to make sure that parents are aware as to how we can support them in providing for their child where necessary. We can do this through the initial parents evening where the Disadvantaged Children co-ordinator will meet parents.</p>	
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Review Date: February 2019