

Broad Chalke Primary School Pupil Premium Strategy Statement

1. Summary information					
School	BROAD CHALKE PRIMARY SCHOOL				
Academic Year	2018 - 19	Total PP budget (estimated)	£27,555	Date of most recent PP Review	June 2018
Total number of pupils	206	Number of pupils eligible for PP in 2017- 2018	14 FSM /Ever6= 7% 12 Military = 6% 4 LAC = 2% Total = 15%	Date for next internal review of this strategy	June 2019

2. Current Attainment					
We use national data to measure and compare attainment in Y2 and Y6. We measure progress from EYFS to KS1 and progress from KS1 to KS2 using comparative data.		<i>Pupils eligible for PP (4 pupils)</i>	<i>All pupils at Broad Chalke (30 pupils)</i>	<i>Wiltshire PP Pupils</i>	<i>All pupils (national av 2017)</i>
KS2		<i>25% each pupil</i>	<i>3% each pupil</i>		
% achieving expected or above in reading		75%	87%	59%	72%
% achieving expected or above in Grammar, Punctuation and Spelling		75%	90%		77%
% achieving expected or above in maths		75%	90%	54%	75%
% achieving expected or above in writing		50%	83%	61%	76%
% achieving reading, writing and maths		50%	80%		61%
KS2 progress score in reading (when compared to schools nationally)		-2.68	+0.2	- 0.6	0
KS2 progress score in writing (when compared to schools nationally)		-5.46	-2.76	-1.2	0
KS2 progress score in maths (when compared to schools nationally)		-2.19	+0.76	-1.6	0
KS1		<i>25% each pupil</i>	<i>3% each pupil</i>		
		<i>Pupils eligible for PP (4 pupils)</i>	<i>All pupils at Broad Chalke (30 pupils)</i>	<i>Wiltshire PP Pupils</i>	<i>All pupils (national av 2017)</i>
% achieving expected or above in reading		50%	83%		75%
% achieving expected or above in maths		50%	73%		76%
% achieving expected or above in writing		50%	77%		70%
% achieving expected progress from EYFS to end of KS1 in reading		75%	87%		
% achieving expected progress from EYFS to end of KS1 in maths		75%	87%		
% achieving expected progress from EYFS to end of KS1 in writing		100%	97%		

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>)					
i	Oral language skills are often lower for pupils eligible for PP than for other pupils. This slows reading and writing progress in subsequent years.				
ii	Co- existence of multiple vulnerabilities, specifically SEN and FSM/Ever6				
iii	Emotional and social vulnerabilities				
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)					
i	Lower attendance of PP pupils				
ii	Promoting family engagement with learning				
4. Desired outcomes					
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>			
A.	Improve oral language skills for pupils eligible for PP.	Pupils eligible for PP make rapid progress with oral language to impact on written language so that pupils meet age related expectations.			
B.	Higher rates of progress across KS2 for high attaining pupils eligible for PP.	Pupils eligible for PP identified as high ability (HA) make as much progress as 'other' HA pupils, across KS2 in maths, reading and writing. Measured in Y4, 5 and 6 by teacher assessments and moderation.			
C.	Increased attendance rates for pupils eligible for PP.	Reduce absence among pupils eligible for PP so attendance improves to 96% in line with 'other' pupils.			
D.	Progress and attainment for children vulnerable to underachievement will be broadly in line with peers.	Targeted support will close gaps: evidence will be collected at Pupil Progress meetings, 3 times a year			
E.	Children identified as needing emotional support will have access to tailored provision such as an ELSA, a counsellor, Play Therapy: whichever is felt to be the most appropriate.	Targeted children will achieve their targets having been supported to recognise and manage their emotions			
5. Planned expenditure					
Academic year	2018 - 2019				
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?
A. Improved oral and phonic skills in	Refining strategies for teaching phonics and	We want to invest some of the PP in longer term change which will help all pupils. Many	Peer support to embed learning (no assessment).	Headteacher and Literacy	June 2019

Reception and spelling from Y2 to Y6	spelling in Reception from 2018. Embed spelling scheme in Y2 to Y6.	different evidence sources suggest Read Write Inc is a high quality resource to improve attainment, and it is suitable as an approach that we can embed across the school.		leaders	
B. Support class teachers with the staffing to target intervention to raise attainment and ensure those at risk of under achievement make progress.	Staffing which includes 1 TA per class and 2 TAs per class in Reception FT and 2 TAs in Y1 in the mornings in order that staff can lead targeted intervention programmes.	We want to invest some of the PP in targeted intervention to raise attainment and ensure those at risk of under achievement make progress. We have observed increased progress amongst participating children to catch up with peers, as measured using in year tracking and SATS tests.	Headteacher and SENCO to monitor provision	Headteacher and SENCO	June 2019
Total budgeted cost					£16533
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?
Improved Year 6 literacy and maths results	Booster groups led by TA	We have observed increased progress amongst participating children to catch up with peers, as measured using in year tracking and SATS tests.	This seemed to be most effective when the focus area was determined by the class teacher based on their observations of the pupils. We will continue next year.	Y6 Booster tutor	June 2019
Catch up in literacy and maths for pupils in years R ,1 ,2, 3, 4 and 5	Booster groups led by TA	We have observed increased progress amongst participating children to catch up with peers, as measured using in year tracking and SATS tests.	This seemed to be most effective when the focus area was determined by the class teacher based on their observations of the pupils. We will continue next year.	YR – Y5 classroom TAs	June 2019
Emotional support for children experiencing difficulties.	School ELSA support	The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, not just for these pupils but also if issues are impacting on other pupils in the class / school	Monitoring impact, discussions with class teachers and parents	Headteacher and ELSA	June 2019
Emotional support for children experiencing difficulties.	Play Therapy	The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, not just for these pupils but also if issues are impacting on other pupils in the class / school	Monitoring impact, discussions with class teachers and parents	Headteacher	June 2019

Emotional support for children experiencing difficulties.	Time2Talk Counselling	The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, not just for these pupils but also if issues are impacting on other pupils in the class / school	Monitoring impact, discussions with class teachers and parents	Headteacher	June 2019
Emotional support for children experiencing difficulties.	The Bridge Social Skills Groups	The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, not just for these pupils but also if issues are impacting on other pupils in the class / school	Monitoring impact, discussions with class teachers and parents	Headteacher	June 2019
Total budgeted cost					£4427
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?
Parents feel financially supported with school uniforms, school trips, school clubs, music lessons and gifted and talented workshops.	School pays for 1 branded set of uniform per year, all school trips (including residential), 1 after school club per week, 50% music lesson and 1 gifted and talented workshop.	We do not want any child to be disadvantaged because of financial circumstances. We know that parents can find it difficult to ask for financial help so we are proactive in offering parents this help. Feedback from parents is very positive.	Office staff are aware of who will benefit from this scheme.	Headteacher	June 2019
For children to gain in confidence and have a positive attitude to school	Forest Schools programme	Forest Schools is widely recognised as effective in engaging learners. We find that boys are particularly enthusiastic about coming to school when involved in this programme and that it can change attitudes.	Monitoring quality of delivery by KS1 teachers	Headteacher	June 2019
Total budgeted cost					£4472 + £2500 = £6972

6. Review of expenditure				
Previous Academic Year: 2017 - 2018		£24025		
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
For pupils to reach the expected standard if appropriate	Teaching Assistant support	Yes apart from Y2 Writing. Other pupils are supported and on track.	More focus needed on writing throughout the school which is why we have introduced Read Write Inc Phonics to Reception.	£14275
ii. Targeted support - We are continuing with the same strategies as outlined above for 17 – 18				
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
Improved Year 6 literacy and numeracy results	Booster tuition	High: observed increased progress amongst participating children to catch up with peers, as measured using KS2. Success criteria: met.	This seemed to be most effective when the focus area was determined by the class teacher based on their observations of the pupils. We will continue next year.	£1914
Catch up in literacy and maths for pupils in years 3, 4 and 5	Booster tuition	High: observed increased progress amongst participating children to catch up with peers, as measured using school based assessments. Success criteria: met.	This seemed to be most effective when the focus area was determined by the class teacher based on their observations of the pupils. We will continue next year.	£4787
Emotional support for children experiencing difficulties.	School ELSA support	High: observed increased progress amongst participating children with behavioural issues not just for these pupils but also where issues are impacting on other pupils in the class / school	Early or timely intervention and involvement of parents is most effective. We will continue next year.	£896
Emotional support for children experiencing difficulties.	Play Therapy	High: observed increased progress amongst participating children with behavioural issues not just for these pupils but also where issues are impacting on other pupils in the class / school	Early or timely intervention and involvement of parents is most effective. We will continue next year.	£874
Emotional support for children experiencing difficulties.	Time2Talk Counselling	High: observed increased progress amongst participating children with behavioural issues not just for these pupils but also where issues are impacting on other pupils in the class / school	Early or timely intervention and involvement of parents is most effective. We will continue next year.	£150

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
Parents feel financially supported with school uniforms, school trips, school clubs, music lessons and gifted and talented workshops.	School pays for 1 branded set of uniform per year, all school trips (including residential), 1 after school club per week, 50% music lesson and 1 gifted and talented workshop.	High: Feedback from parents is very positive. Parents feel financially supported and the school is inclusive.	We need to keep reminding parents of what they can access. We will continue next year.	£2669
For children to gain in confidence and have a positive attitude to school	Y1 Forest Schools programme	High: Feedback from parents is very positive.	Sessions were unexpected curtailed by provider so Y1 teacher did her own sessions. We will continue next year but with a different provider.	£1520
Total actual cost				£27,085
Overspend				£3,060

7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.

Our full strategy document can be found online at: www.broadchalke.wilts.sch.uk