



## Chudleigh CE VC Community Primary School

### Pupil Premium Grant Annual Report 2018/19

#### Pupil Premium Grant (PPG)

##### Principles of decision making about allocation of PPG.

- We ensure that teaching and learning opportunities meet the needs of all of the pupils.
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups; this includes ensuring that the needs of disadvantaged pupils are adequately assessed and addressed
- In making provision for disadvantaged pupils, we recognise that not all pupils who receive free school meals will be disadvantaged
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources may mean that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

##### Leadership of the Pupil Premium Grant

Staff responsible: Mrs Emily England (Deputy Headteacher) & Mrs Melanie Short (Assistant Headteacher/Inclusion Manager)

#### Barriers to Learning

Over the course of the year we consider the barriers to learning which may hinder the progress of our children. We have identified the main barriers to educational achievement for those children who are eligible for Pupil Premium funding as follows:

- **Gaps in Understanding**

Gaps in understanding can develop at any point from birth onwards and present a real obstacle for many children. These gaps can be present in any aspect of child development including social and emotional understanding as well as academic understanding. We endeavour to identify gaps as early as possible and quickly organise support so that every child is able to develop and build on their understanding to maximise progress.

- Motivation – low self –esteem, lack of aspiration and expectation**

A child’s ability to learn depends largely on their motivation. A lack of motivation is a major barrier to child’s learning and can be present for a number of reasons. Therefore, it is vitally important that we address the issues children face that result in a lack of motivation. We have a range of school systems, which enable us to identify the reasons why a child may be lacking in motivation, and we use these to ensure the most efficient and effective practice is put in place to support our children.
- Additional Educational Needs** (Special Educational, Disability and Emotional Needs)

Analysis of our school data for pupils who are eligible for the Pupil Premium and have an additional educational need, indicates that they do not perform as well as other children in our school. For this group of pupils it has been very difficult to ensure they make the rapid and sustained progress required to guarantee they are able to achieve to the best of their ability. The barriers that an additional educational need present for a child can be extremely varied and often individualised support is required. We ensure that they receive support which addresses their individual child need; enabling them to maximise their abilities.

Under developed language skills

Under developed language skills present a barrier to all learning and aspects of school life. We work closely with other agencies and employ specialist staff to provide personalised support for identified children.
- Attendance**

In a small number of cases, poor attendance has become a barrier to learning. Although this does not affect a great number of children, when a child has a low attendance rate the impact is highly significant. Children who do not attend school regularly develop gaps in their understanding. This can very quickly lead to a lack motivation and self-esteem issues. We address attendance issues on a daily basis and ensure all absence is carefully monitored.

<b>Overview for Academic Year 2017/18</b>	
Total number of pupils on roll	440
Total number of pupils eligible for PPG funding	81
Total Amount of Pupil Premium Grant	£118958
<b>How we spent the 2017/18 PPG</b>	<b>Impact</b>

Provide smaller teaching groups in Y6 with additional staff for English and Maths, including specialist teachers.	School performance data provides evidence of good rates of progress of PP group in 2017-18 across Reading, Writing and Maths. For reading and writing this was above the same groups nationally and was in line for maths.
Provide additional targeted teaching assistant support in EYFS - Y5 to facilitate small group work.	Internal progress data for 2017-18 shows that the expected progress for Y1-5 PP children in reading, writing and maths is in line with progress of non-children.
Provide additional support for children identified as needing to make accelerated progress in Reading, Writing and Maths across the school for EYFS – Y5	The gap between the attainment of PP children and their non-PP peers has narrowed as targeted in; Reading - Y2, 4 & 6 Writing - Y4 & 5 Maths – Y2, 3, 4 & 6.
Provide School Based Counselling, emotional and therapeutic support for identified children.	The gaps for writing in Y3 and Maths in Y5 increased slightly.
Provide the Rise & Shine nurture group, Drama Therapy and Motivational and Extension Activities	The impact of this work is hard to measure but the increased rate of progress of the children receiving this provision, Y6 and whole school as detailed above, is one indicator.
Provide 1:1 precision teaching for identified children.	Another indicator is the attendance of this group is above the 95% target. The attendance of all children in the school for 2017-18 was 95.90%. Attendance for PP children was 94.10%.
Provide additional expert support for individuals and small groups from outside agencies.	OfSTED 2017 <i>'The achievement of disadvantaged pupils continues to rise across the school. Work in their books shows that they feel the same commitment to learn from their mistakes and improve their work as their peers. They present their work well and take pride in it.'</i>
<p><b>Wider Impact of PPG</b></p> <p>The PPG has a wider impact on performance across the school. Providing smaller teaching groups, specialist teaching and support, as well as other interventions, has a benefit on all children in many different ways. This work supported an increase in standards across the school in 2017-18.</p> <ul style="list-style-type: none"> <li>• The KS2 (Y6) whole cohort performance improved in 2017-18. Performance in Reading was maintained at above the national average (top 6% nationally). In writing performance to significantly above national average (top 16% nationally) and in maths increased to well above the national average (top 22% nationally). Performance in English, Grammar, Punctuation and Spelling increased to significantly above the national average (top 4% nationally).</li> <li>• The KS1 (Y2) whole cohort performance increased in 2017-18 in all areas and was above national average in Reading and Writing and in line in Maths. The gap between PP and non- PP children narrowed in all areas.</li> <li>• Results in the Y1 phonics test showed previous high performance was maintained.</li> <li>• Our previous good performance at Early Years Foundation Stage has been maintained.</li> </ul>	

## Pupil Premium Grant Strategy 2018/19

**Review Date: July 2019**

Overview for Academic Year 2018/19	
Total number of pupils on roll	420
Total number of pupils eligible for PPG funding	83
Total Amount of Pupil Premium Grant	£133055

Desired Outcome	Action	Rationale	Budget	Lead
Ensure the progress of the current Y6 PP children is equal to or better than that of 2017-18 cohort.	Provide smaller teaching groups in Y6 with additional staff for English and Maths, including specialist teachers.	Proven success of these strategies in 2018-19. Making effective use of qualified and experienced Teachers and Teaching Assistants. Smaller teaching groups facilitates more personalised feedback, a key strategy in improving rates of progress identified in the Sutton Trust Report.	£9944	EE
To ensure good rates of progress for EYFS-Y5 PP children in Reading, Writing and Maths 2017-18 are maintained or exceeded in 2018-19.	Provide additional targeted teacher & teaching assistant support in EYFS - Y5 to facilitate small group and individual work.	Proven success of these strategies in 2017-18. Making effective use of qualified and experienced Teachers and Teaching Assistants. Targeted interventions (including Early Reading Programme, Mighty Maths Programme, Pre-teaching and Overlearning) are evidence based approaches to improving rates of progress. Teacher led intervention providing personalised feedback and targeted teaching according to need.	£43388	EE
To ensure targeted PP children, who need to make accelerated progress, achieve the targets set for them.	Provide additional support for children identified as needing to make accelerated progress in Reading, Writing and Maths across the school for EYFS – Y5	Proven success of these pre-teaching and overlearning strategies in 2017-18. Making effective use of qualified and experienced Teaching Assistants. Research has shown that small group interventions (Sutton Trust toolkit) and high quality feedback (John Hattie) are effective in promoting pupil progress.	£22271	EE

To ensure that identified PP children are provided with appropriate emotional support to enable them to engage effectively in school.	Provide School Based Counselling, emotional and therapeutic support for identified children.	Proven success of these strategies in 2017-18. Research (Fit to Succeed) has shown that children in a heightened emotion state are less likely to make good progress in school. Addressing and supporting children to manage their emotional needs will enable them to engage in school and make progress in their learning. Providing specialist opportunities for children to engage in positive experiences and succeed builds their confidence and emotional resilience, enabling them to engage in all areas of school life.	£11601	MS
	Provide the Rise & Shine nurture group, Lego Therapy and Motivational and Extension Activities		£16845	MS
To ensure identified PP children develop greater fluency and instant recall of key skills.	Provide 1:1 precision teaching for identified children.	Proven success precision teach approach in 2016-17. Blooms Taxonomy provides evidence that precision teaching interventions are effective in promoting pupil progress.	£21236	MS
To ensure specific additional needs identified within PP group are recognised and met; enabling all children to achieve the targets	Provide additional expert support for individuals and small groups from outside agencies.	Whilst there is a wealth of expertise, skill and knowledge within the staff group, we recognise that there will be children who need support beyond that which we can provide. In these instances, we will call on the services of experts in the relevant field.	£7770	MS & EE

## Attainment 2017-18

The table below show the percentage of children at the end of each Key Stage working within the expected standards (Exp) or at greater depth (GD) within the expected standard and the gap between PP and Non-PP children. None of the gaps are significant compared to national gaps for the same groups of children.

Y2 2018 PP GAP	Reading		Writing		Maths	
	E	GD	E	GD	E	GD
<b>PP (13)</b>	77	15	54	15	62	8
<b>Non PP (42)</b>	86	33	76	14	79	19
<b>All Pupils (55)</b>	84	29	71	15	75	16
<b>Gap</b>	-9	-18	-22	+1	-17	-11
2017	-4	-11	-13	-7	-13	-8

Y6 2018 PP GAP	Reading		Writing		Maths		Combined		SPAG	
	Exs	GD	Exs	GD	Exs	GD	Exs	GD	Exs	GD
<b>PP (20)</b>	85	49	70	15	60	15	45	10	85	35
<b>Non PP (41)</b>	90	30	90	24	90	32	80	15	98	56
<b>All Pupils (61)</b>	89	43	84	21	80	26	69	13	93	49
<b>Gap</b>	-5	-19	-20	-9	-30	-17	-35	-5	-13	-21
2017	+5	-29	-41	-3	-18	-16	-45	-1	-18	-6