

Pupil premium strategy statement (primary)

1. Summary information					
School	Chenies				
Academic Year	2018-19	Total PP budget	£10,560	Date of most recent PP Review	Oct. 2018
Total number of pupils	105	Number of pupils eligible for PP	8	Date for next internal review of this strategy	Oct. 2019

2. Current attainment (2017-18 whole school data)			
This data is for all PP children at Chenies – not just KS2 - 10 children.	<i>Pupils eligible for PP (Chenies)</i>	<i>Pupils not eligible for PP (Chenies School)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths	60%	80%	61%
% making progress in year in reading (Vs Key Stage <i>exceeding in italics</i>)	100% 30% (100% 10%)	93% 20% (92% 18%)	71%
% making progress in year in writing (Vs Key Stage <i>exceeding in italics</i>)	100% 40% (100% 20%)	92% 11% (87% 12%)	76%
% making progress in year in maths (Vs Key Stage <i>exceeding in italics</i>)	100% 30% (90% 30%)	93% 20% (92% 30%)	75%

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.	
B.	
C.	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Attendance and especially punctuality is below the average of the school Parental engagement and support can be lower than non-PP families

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Writing outcomes for pupils eligible for PP in KS2 are in line with their peers	The PP pupils in KS2 will make greater than expected progress in writing in order to close the gap on their peers for writing outcomes.
B.	That all pupils eligible for PP are in line with their peers for maths. That PP pupils all progress with their times tables and/or number bonds in order to develop their numerical fluency.	The PP pupils will make greater than expected progress in maths in order to close the gap on their peers for maths outcomes. PP pupils will move beyond the developing stage of their times tables tests (so as to improve numerical fluency)

C.	Pupils eligible for PP continue to have attendance and punctuality rates in line with their peers.	2017-18 PP = 94.2% whole school = 95.7%. Target 2018-19 PP = 95%+
-----------	--	---

5. Planned expenditure					
Academic year	2018-19 £10,560				
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 The Gap between PP and non PP pupils is closed and pupils reach or exceed Bucks averages.	Pupil Premium meetings Monitoring and Evaluating SDP Priority Focused interventions with CT and TA	School Data Local/national research	Regular progress meetings will focus on the progress of PP children. Timetabled monitoring, moderation and evaluation of PP work. Proactive support for focused interventions.(extra adult recruited for this purpose) Reactive Support (extra adults) focused and regular.	HT Class teachers PP Governors	Termly evaluations July 2019
Total budgeted cost					£6,200
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?
B Intervention matches accurately the needs of the pupils to develop attitude and achievement.	Teaching Assistants timetabled to plan and deliver focussed interventions. SLT Monitoring and Evaluation	Proven pedagogical success in targeted interventions (pre-teach/ reactive support/ focussed boosters)	Staff training Peer support/ Coaching/ modelling Measureable learning objectives Monitoring schedule of interventions Pre-teach and Reactive Support implemented. Extra TA training support and	HT Class teachers PP Governor	Half termly evaluations July 2019

<p>C Parents are engaged with school culture and ethos and are actively supporting their children's learning. Children are fully engaged in all aspects of school life</p>	<p>Inclusion manager and SENDCo Communication Systems Parental Invites to school events Attendance levels Subsidisation for trips and activities</p>	<p>Building links with families, parents and the community is a proven method to remove barriers and engage home support. Children with a wider range of experiences can produce better work.</p>	<p>To work closely with families to remove barriers and engage parents. Clear lines of communication with parents built. Parent friendly events organised and well attended. Parent workshops/evenings/events to be well attended. Parents are aware that we wish to subsidise their child for all manner for school activities (clubs, trips, music etc0</p>	<p>Inclusion Manager HT Class teachers PP Governor Bursar</p>	<p>Termly evaluations July 2019</p>
Total budgeted cost					£3,920
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?
<p>D Higher levels of attendance for Pupil Premium children.</p>	<p>SLT Monitoring and Evaluation</p>	<p>By supporting families, school will build healthy relationship and positive attitudes to learning for pupils.</p>	<p>Inclusion manager working closely with families to provide rigorous and monitored support. Investment in personal and emotional well-being through nurture groups and support with enrichment opportunities.</p>	<p>HT Class teachers School Office PP Governor</p>	<p>Termly evaluations July 2018</p>
Total budgeted cost					£500

6. Review of expenditure				
Previous Academic Year		2017 -18 £9,240		
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: £5,500
A The Gap between PP and non PP pupils is closed and pupils reach or exceed Bucks/national averages.	Pupil Premium meetings Monitoring and Evaluating SDP Priority	The PP pupils in KS2 will make greater than expected progress in writing in order to close the gap on their peers for writing outcomes.50% made greater than expected progress (2/4) the other 2 made expected progress. This is better than peers.	The focus on PP pupils has been impactful. Using their data as a group has allowed the school (Head, Teachers and Governors) to focus on the PP children. The new marking & feedback policy has helped focus teachers on the PP group. Termly pupil progress meetings keep all involved focused on the PP children.	
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: £3,250
B Intervention matches accurately the needs of the pupils to develop attitude and achievement.	Teaching Assistants timetabled to plan and deliver focussed interventions. SLT Monitoring and Evaluation	The PP pupils will make greater than expected progress in maths in order to close the gap on their peers for maths outcomes. PP pupils will move beyond the developing stage of their times tables tests (so as to improve numerical fluency) 90% PP pupils are at ARE+ which is the same as Non PP also at 90%. In year progress 100% PP made expected progress with 30% making better than expected. Non-PP was 93% and 23% respectively.	The data provides clear evidence that our interventions are working as our PP children are making greater progress than their non-PP peers. This is especially so in maths, where had targeted most. This approach will continue for all subjects, though we need to strengthen our skills to provide more impactful interventions in writing.	
C Parents are engaged with school culture and ethos and are actively supporting their children's learning.	Inclusion manager and SENDCo Communication Systems Parental Invites to school events Attendance levels	Parental engagement for PP pupils was very high, 100% attendance for parent evenings.	Parent surveys (SEN parents and whole school) show an increased engagement with the school. So all current communication channels are to be maintained. Work more closely with the parents of children with lower attendance.	
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: £500

D Higher levels of attendance for Pupil Premium children.	SLT Monitoring and Evaluation	2016-17 PP = 94.9% whole school = 95.8%. Target 2017-18 PP = 96%+ Whole school was 95.7% PP was 94.2%	Be quicker to act on slipping attendance for those pupils just above 90%.	
--	--------------------------------------	--	---	--

7. Additional detail

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