

Pupil Premium Strategy Statement: Chenies School 2019-20

1. Summary information					
School	Chenies School				
Academic Year	2019/20	Total PP budget	£13,200	Date of most recent PP Review	September 2019
Total number of pupils	103	Number of pupils eligible for PP	10	Date for next internal review of this strategy	September 2020

2. Current attainment (2018/2019)		
	<i>Pupils eligible for PP (your school)</i>	<i>National Average for Non-Disadvantaged Pupils</i>
KS2 Progress Score for Disadvantage Pupils Reading	2.88	0.32
KS2 Progress Score for Disadvantage Pupils Writing	6.60	0.27
KS2 Progress Score for Disadvantage Pupils Maths	4.31	0.37
KS2 Average Scaled Score for disadvantage pupils in Reading	101.0	105.5
KS2 Average Scaled Score for disadvantage pupils in Reading	104.0	106.1

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.	Parental engagement with home learning activities is lower for pupils eligible for Pupil Premium, than for other pupils.
B.	Some of the children eligible for Pupil Premium funding have lower levels of self-esteem and confidence than their peers and this impacts on their aspirations and motivation for learning
C.	
D.	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
E.	Low attendance has a significant impact on children's future attainment

4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Parents will be engaging with and supporting their child's learning at home. Parents of pupils eligible for Pupil Premium funding will attend parent workshops or targeted 1:1 sessions about supporting their child. All Pupil Premium children will be assigned a member of staff to act as a reading buddy in school who will commit to listening to them read at least three times a week.	There will be an increase in the number of parents engaging with their child's learning activities at home and attending parent workshops. All pupil premium children will have been heard read in school individually 3 times a week.
B.	Pupil premium children will have increased levels of self-esteem and resilience which will increase their aspirations and motivation for learning. Staff will support their learning through the Mind Up programme and encourage them to use the Habits of Mind for learning to enable them to be resilient in striving to achieve further depth in their learning	Pupils will be more engaged with learning and have the self-motivation required to improve their own learning and achieve more.
C.	Pupils eligible for pupil premium will have been provided with additional support, where appropriate to enable them access to an increased number of experiences of literacy and numeracy learning opportunities. Some opportunities to access extra-curricular activities which will be beneficial to individuals will have been provided.	All children will have been provided with opportunities to access enrichment activities including visitors to school and termly class trips.
D.	Pupils eligible for pupil premium funding will have improved levels of attendance. Attendance will be monitored regularly by the headteacher.	Overall attendance for children eligible for PP will improve to 96% in line with 'other' pupils.
E.		

5. Planned expenditure					
Academic year	2019/20				
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 progress for all pupils	Additional learning support assistant time will be allocated to each class. Children will have the opportunity to work in a small group with their teacher or learning support assistant	Additional adult support enables gaps in knowledge to be filled at an individual level and builds confidence. Teaching in smaller ability groups has been shown to be effective. See evidence in EEF Toolkit	Children will be assessed every half term to track and monitor progress. Termly Pupil Progress meetings Monitoring of books. Talking to the pupils	Headteacher	July 2020
Total budgeted cost					£8,500

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?
Any child not making the progress required to achieve their end of year expectations will receive additional interventions as appropriate	Intervention programmes delivered to support language, literacy, numeracy and social and emotional skills, and fine motor skills programmes.	We want to provide extra support to maintain high attainment. Small group interventions with highly qualified staff have been shown to be effective, as discussed in reliable evidence sources such as Visible Learning by John Hattie and the EEF Toolkit.	Children's progress measured and monitored through evaluation of intervention data, pupil progress meetings, classroom monitor data. Children's progress in the classroom will be maintained after the completion of the intervention	Headteacher	July 2020
Parents of pupils eligible for pupil premium will have the resources available to them to support their child's learning.	Parents will be invited to school to discuss their child's progress. Class teachers, after discussion with parents will, where appropriate, provide additional resources to enable them to support their child's learning	There is evidence from the EEF Toolkit that increased parental involvement in children's learning has a positive impact on children's attainment.	Teachers will make personal contact with parents to offer them suggestions about ways they can support their child at home.	Class Teachers	July 2020
Children will be supported to express their emotions, develop confidence and increase their feelings of self-esteem through engagement in extra-curricular activities.	Children may be supported financially to attend extra-curricular clubs.	Children with a wide range of experiences have better foundations to build on and attain more.	The bursar will inform parents of opportunities available to them. Class teachers will encourage children to participate in extra-curricular activities.	Headteacher	July 2020
Total budgeted cost					£4,500

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?
Increased attendance rates	<p>Monitor pupils and follow up quickly on absences. First day response provision.</p> <p>School administrator will provide headteacher with a weekly attendance report to enable effective monitoring of attendance</p> <p>The headteacher will invite parents to a meeting with her if a child's attendance is a cause for concern.</p>	We can't improve attainment for children if they are not actually attending school. There is substantial evidence to show that good attendance leads to higher levels of attainment.	<p>Thorough briefing of school administrator about existing absence issues.</p> <p>The headteacher will monitor overall attendance weekly</p>	Administrator Headteacher	July 2020
Total budgeted cost					£200

6. Review of expenditure				
Previous Academic Year		2018/19		
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
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	All children made progress from their starting points. Not all children reached or exceeded the Buckinghamshire averages as desired but the gap was closed.	Focused short term interventions had the greatest impact for some children.	£8,500
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
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	Most interventions have accurately matched the needs of the pupils and have had a positive impact.	There needs to be more focus on the setting of shorter term targets which can be met within 6 weeks and if an intervention is not working then it needs to be reviewed in a more timely manner.	
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	Inclusion manager and SENDCo Communication Systems Parental Invites to school events Attendance levels Subsidisation for trips and activities	Parents are engaging with the school and attendance at parents evening for pupil premium children was 100%	Parents enjoy looking at and discussing their children's work with them. Provide additional opportunities in the year when parents can come in and look at their child's work with them.	
			Total Cost	£4,400

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
D Higher levels of attendance for Pupil Premium children.	SLT Monitoring and Evaluation	50% of the Pupil Premium children had higher attendance rates than the previous year.	There is still a need to contact parents regularly about their child's attendance and the impact that not being in school has on their work.	£200

7. Additional detail
Interventions which are used within school to support children Power of Two Maths Intervention Read, Write Inc. Fresh Start