

Chase Bridge Pupil and Service Premium Strategy Statement

1. Summary information					
Academic Year	2018/2019	Total PP budget	£98,000	Date of most recent PP Review	Sept 2018
Total number of pupils	667	Number of pupils eligible for PP	76	Date for next internal review of this strategy	July 2019

Current attainment – End of Key Stage 2, 2017-2018			
	PPG children	Chase Bridge Average	National Average
Expected Standard in R, W & M	22%	76%	64%
Reading progress	-1.0	+1.6	0.0
Writing progress	-0.1	+1.5	0.0
Maths progress	-0.7	+1.8	0.0

2. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (issues to be addressed in school)	
A.	The gap in attainment: how can we accelerate progress further
B.	Children's enthusiasm for reading
C.	Improving opportunities for learning outside of regular school hours
External barriers (issues which also require action outside school)	
D.	Improving attendance

3. Desired outcomes		
	Desired outcomes and how they will be measured	Success criteria
A.	Pupils make good progress in English	Targets are ambitious, and pupils are able to reach those targets through tailored provision. Progress is evident in books, in-house assessments and statutory assessments.
B.	Pupils make good progress in maths	
C.	Families and children feel more able to cope with the demands of school	Families actively engage in their children's learning. Children who can benefit from extra support attend Pride, our new before school club, to help improve academic achievement and attendance.
D.	Increase attendance rates for pupils eligible for pupil premium	Attendance for PPG children will be over 95%.

4. 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?
Improved quality of teaching in English and maths	Termly English & maths book looks & lesson observations in reading; tailored CPD and a focus on quality first teaching	Observations in reading and book looks help us ensure that teaching & learning, & assessment for our PPG children is high-quality. This will be linked with our CPD programme to further develop teachers' pedagogy.	SLT quality-assure our core processes.	Deputy Head	Ongoing
English and maths attainment improves for PPG children	English and maths skills are taught explicitly in foundation subjects and science.	Practice and repetition are key for children to develop skills in English and maths, and the more practice and repetition they have the more embedded these skills will be.	Lesson observations, book looks, staff meetings.	Deputy Head	Ongoing
Total budgeted cost					£20,804
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?
Pride	Children who can benefit from extra provision have access to a before-school provision where they receive breakfast and academic support	Having a before school club helps with attendance and gives us the opportunity to provide additional academic support in a nurturing environment	SLT to monitor regularly; provide subject knowledge training for TAs; ensure support is targeted	SENCo	Ongoing
Reading Champions	Y5/Y6 reading champions are partnered with a peer PPG child in a lower year for a weekly reading intervention	Evidence shows that peer tutoring has a massive impact for a low cost	Teachers to train Y5/Y6 reading champions and monitor regularly	Deputy Head	Ongoing
Improved standards for PPG children in core areas of learning, through focused performance management objectives	PPG pupils targeted through performance management ('focus children')	Raise the profile of PPG children and help PPG children who have fallen below the expected standard catch up with their peers, focusing on key skills in English and maths	SLT quality-assure our core processes	Head	Termly
For children to have the tools to cope with their emotions to access learning.	Emotional Literacy Support (4 sessions a week)	Teachers and some parents/carers noted areas such as self-confidence, bereavement, friendship, social skills and lacking ability to recognise emotions as barriers to learning in school	Selecting children where there is an impact at school, reviewing each child session by session and communicating with home where necessary	SENCo	Ongoing
For children to have intensive, short term support in areas identified as needing further embedding.	Before school interventions (Study Squad)	Some children require some over learning in certain areas to fill small gaps in knowledge and/or understanding.	The deputy and lead organising the intervention will evaluate the effectiveness of the sessions and quantify how this transferred to the classroom.	Y6 Leader	Ongoing
For targeted children to have regular reading with an adult.	Beanstalk Readers	Reading is how children access the curriculum and confidence with comprehension is key.	The weekly attendance of the adult volunteers. Speaking to the children and assessing their reading age regularly.	Deputy Head	Termly
Total budgeted cost					£61,359

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?
For children to have the same access to opportunities as their peers and for them to have the correct uniform.	Financial Assistance for families	Some children were not able to access as many opportunities as their peers especially residential and paid clubs.	Guidelines are written about what assistance is offered and maximum amount available per child. The office will monitor all allowances used per child. Attendance at clubs and other activities will be monitored.	Deputy Headteacher	Termly
For children with low attendance to increase it to the national standard. For families struggling with wider family issues to be supported or signposted to support so their children are able to access their learning.	Family Worker Time (3 days per week)	When monitoring overall attendance it is clear some pupils are falling well-below the national standard. Some parents/carers seek advice on how to support their children not only academically but socially and emotionally and how to deal with other situations impacting on their family life or parenting.	A monthly monitoring sheet will be completed. Appointments and letters will be used to parents/carers when attendance falls and where appropriate referrals will be made to the EWO. The family worker will be available to meet parents/carers, run parenting courses and will be the link between home and school for some families.	Family Worker	Termly
Total budgeted cost					£21,655

5. Review of expenditure			
Previous Academic Year		2017-2018	
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)
English and maths attainment improves for PPG children	English and maths skills are taught explicitly in foundation subjects and science. Termly English and maths book looks and lesson observations.	Partially met. Team leaders are taking an active approach to raising standards for PPG children. There are more opportunities for children to develop English and maths skills across the curriculum. Progress needs to be accelerated by giving children more opportunities to read in school.	Additional provision needs to be made to help children develop a love of reading and improve comprehension skills by giving more opportunities to read in the weekly timetable. How can we raise the profile in reading to develop that enthusiasm for reading independently? How can we provide additional reading opportunities in school?
			Total budgeted cost: £15,870
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)
Improved standards for PPG children in core areas of learning	PPG pupils targeted through performance management	Across the school there were many examples of 'focus children' meeting their target. Children who didn't meet their target of 'expected' will be targeted the following year as well.	Continue to develop our performance management system, looking at pay awards as further incentive. Review and monitor interventions – which are the most effective?
For children to have the tools to cope with their emotions to access learning.	Emotional Literacy Support	In most cases, ELSA was successful. It helps children understand complex feelings, extreme anxiety, and situations out of child control affecting their family and/or impacting on school life.	We need to ensure that we have the capacity for this to continue and have continuity in the coming years.
For children in KS2 to have intensive, short term support in areas identified as needing further embedding.	Before school interventions	Many children benefitted from this additional support and improved their understanding of Maths and English concepts. The significant majority of Y6 focus children reached their targets.	To provide training for TAs so their subject knowledge continues to improve, Monitor/observe these sessions.
For targeted children to have regular reading with an adult.	Beanstalk Readers	This was successful in that targeted disadvantaged children received additional support and attention.	Beanstalk helps develop the child's enthusiasm for reading and gives them an additional mentor to provide support. We will continue with it for these reasons.
			Total budgeted cost: £71,935
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)
For children to have the same access to opportunities as their peers and for them to have the correct uniform	Financial Assistance for families	Many families spent their allocation from the school. It meant their attendance on the year 5 and 6 residential was possible. We need to continue to promote parents accessing the club provision.	How can we promote before or after school activities to help PPG children engage more with the wider school life?

<p>For children with low attendance to increase it to the national standard.</p> <p>For families struggling with wider family issues to be supported or signposted to support so their children are able to access their learning.</p>	<p>Family Worker Time</p>	<p>Attendance overall remains above the national average across the school.</p> <p>Many different families received support with the Family Worker which had a positive impact on the parenting they provided and issues impacting children's learning were able to be resolved in many cases.</p> <p>We work in partnership with other agencies and this has worked well.</p>	<p>How can we ensure children enjoy and feel supported in our breakfast club, Pride?</p>
			<p>Total budgeted cost: £29,735</p>