



The Ruskington Chestnut Street CoE Primary

**Pupil Premium Strategy Statement 2017-18**

1. Summary information					
<b>School</b>	Ruskington Chestnut Street CoE Primary Academy				
<b>Academic Year</b>	2017-18	<b>Total PP budget/ planned spend</b>	£41,600 FSM	<b>Date of most recent PP Review</b>	09/2017
<b>Total number of pupils</b>	226 (excluding Pre-reception)	<b>Number of pupils eligible for PP</b>	32 FSM 14% FSM	<b>Date for next internal review of this strategy</b>	12/2017

2. Current Attainment Year 6 (2016-17)		
	Pupil Premium Children	Cohort
% achieving expected level or above in reading, writing & maths (equivalent)	46%	60%
% achieving expected level or above in Reading	54%	78%
% achieving expected level or above in Writing	62%	74%
% achieving expected level or above in Maths	62%	66%



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3.Targets for current cohorts (2017-18)		Pupil Premium Children <b>(There is a high level of SEN within these cohorts)</b>					
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
% achieving expected level or above in Reading		40%	40%	40%	40%	75%	80%
% achieving expected level or above in Writing		40%	40%	40%	40%	40%	65%
% achieving expected level or above in Maths		40%	40%	40%	40%	75%	75%
Year 6 Targets							
		Reading	Writing	Maths			
Attainment	EXS+	80%	65%	75%			
	GD	20%	10%	20%			
Progress	Low to EXS+	0%	100%	100%			
	Mid to EXS+	100%	63%	78%			
	Mid to GDS	13%	11%	22%			
	High to EXS	100%	No High KS1	No High KS1			
	High to GDS	100%	No High KS1	No high KS1			



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<b>4. Barriers to future attainment (for pupils eligible for PP)</b>		
<b>A.</b>	Access to language through books and home support leading to slow progress and attainment in Reading in KS1.	
<b>B.</b>	Low attainment and progress in Writing in KS1 and KS2.	
<b>C.</b>	Poor previous Key Stage attainment.	
<b>D.</b>	High proportion of SEN need.	
<b>C.</b>	Access to extra-curricular activities to enhance learning opportunities.	
<b>D.</b>	Poor home learning opportunities.	
<b>E.</b>	Attendance to school stopping children from accessing learning and allowing gaps in learning to develop.	
<b>F.</b>	Opportunities to develop social and emotional skills which inhibit being ready for learning.	
<b>5. Desired outcomes (Desired outcomes and how they will be measured)</b>		<b>Success criteria</b>
<b>A.</b>	Increased progress and attainment in Reading and enjoyment of books for all, especially in KS1.	Increased standards and progress from EYFS starting points (in line with national expectations or better).
<b>B.</b>	Raising progress and attainment in Writing for all.	Increased progress and standards (in line with national expectations or better).



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<b>C.</b>	Raised standards in attainment and progress for KS1 Reading, Writing and Mathematics and KS2 for Mathematics.  Raised pass rate for Phonics in KS1.	Attainment and progress at least in line with national expectations. Attainment to rise to ensure that different cohort conversion rates from starting points are typical to National.
<b>D.</b>	Children in EYFS make progress at least in line with their peers.	Children will reach GLD in line or above National expectations. Children will make good or better progress from on entry assessments data.
<b>E.</b>	Children taking part in clubs and learning experiences outside of the classroom environment.	Club registers show greater take up of clubs (majority of children participate in a club or external activity).
<b>F.</b>	Attendance allows children to access learning. A decrease in absence and persistent absence for Pupil Premium group.	Attendance for PP children at least 'good' or better. Increase in attendance for targeted pupils/ and or families.
<b>G.</b>	Children have access to the same opportunities for support as children who are well supported outside if the classroom environment.	CFSW role is used effectively to support the development of children in school.



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6. Planned expenditure					
Academic year		2017-18			
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					
<b>i. Quality of teaching for all</b>					
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?
At least expected progress and attainment in Reading for all pupils, especially in KS1. (A,C)	Daily reading for identified pupils. Accelerated Reader intervention for More Able pupils in KS1. Comprehension strategies. Development of school library. Library areas/ book corners improved. Reading is promoted through all areas of the curriculum.	Reading underpins progress in all areas of learning. Data suggests that PP children, who are also subject to SEN plans, are not reaching the expected standards in Reading, especially in KS1.  EEF supports the progress of AR reader (approx. 3months in 22 weeks).	Monitoring of teaching and learning to ensure QFT. Monitoring of AR intervention groups. TPPM feedback. Analysis of reading levels. Classroom observations. Pupil voice. Feedback from parents.	CB  SLT  Class Teachers	TPPM, Termly data. Weekly AR analysis.



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<p>Children in receipt of PP funding pass the Phonics screening test and are able to use their phonics with confidence. (C)</p>	<p>Small groups for daily main Phonics teaching.</p> <p>RWI phonics and English interventions across KS1 and KS2.</p> <p>Workshops to develop home support in the learning of Phonics strategies.</p> <p>Intervention for identified pupils following ongoing targeted support.</p>	<p>Phonics data suggests that PP children are not reaching the expected standard in Phonics before they leave KS1.</p> <p>EEF Phonics: +3months.</p>	<p>Monitoring of teaching and learning to ensure QFT.</p> <p>Phonics screening evidence monitored and tracked and additional support actioned as identified during this.</p>	<p>LC</p> <p>SLT</p> <p>Class Teachers.</p>	<p>On-going assessments and data.</p> <p>TPPM termly feedback.</p>
<p>At least expected progress and attainment in Writing across KS1 and KS2. (B,C)</p>	<p>Additional TA and HLTA support in classes where PP children have been identified as making slow progress.</p> <p>Support for planning for specific needs from SLT/ MLT.</p> <p>Ongoing staff training.</p> <p>Intervention for targeted pupils following ongoing assessments.</p>	<p>Children will receive in depth support in the classroom to tackle more complex tasks.</p>	<p>Monitoring of data during TPPM.</p> <p>Interviews with pupils.</p> <p>Books, planning and lesson observation feedback and evidence.</p>	<p>SLT</p> <p>Class Teachers.</p> <p>PP TA/HLTAs</p>	<p>Termly.</p>



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<p>Children in EYFS make progress at least in line with their peers. (D)</p>	<p>Targeted sessions and support in class for PP children. Sessions and activities planned with the interests of PP children in mind. Nurture group. Small group RWI phonics.</p>	<p>Children will make a positive start to school to enable them to have the tools to make good progress.  EEF – Early Years Intervention + 5 months.</p>	<p>In class planning and support, TPPM and LO data. Pupil voice. Classroom observations,</p>	<p>EYFS Leader (LC).  SLT  EYFS team</p>	<p>Termly.</p>
<p>Children in Pre-reception class make progress at least in line with their peers. (D)</p>	<p>Targeted sessions and support in class for PP children. Sessions and activities planned with the interests of PP children in mind. Additional paid for sessions for PP children with a specific focus.</p>	<p>Children’s development is increased with greater access to Pre- Reception provision.  EEF – Early Years Intervention + 5 months.</p>	<p>Planned sessions.</p>	<p>SLT</p>	<p>Termly</p>



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	<p><b>Estimated budgeted cost</b> TA/ HLTA: £13,753.56</p> <p>RWI TA: £4,467.84</p>
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<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Children receive individualised and personalised feedback in order to make progress in all subjects, particularly Writing. (B,C,D)	Staff training in delivery feedback at the point of learning.  Staff training in using feedback in small group or 1:1 sessions to provide children with successes and scaffold, teach and allow time to practise next steps in development.	Pupils need time to understand their next steps in learning and have time to develop these with expert support and guidance.  EEF + 8 months for Feedback..	Staff training to ensure understanding of targeted, specific feedback.  Feedback sessions evidenced on planning.  Learning walks, pupil interviews and books show that feedback is moving children's learning on	SLT	Learning walks.  Book and planning scrutiny.  Pupil voice interviews.  Pupil progress meetings.  Weekly and termly.
Accelerated progress and raised attainment in identified areas of weakness (Year 6) (B,C,D)	Teacher led intervention in addition to class sessions (1:1 or small group sessions).	Higher level skills need to be taught by the class teacher for the challenging Yr6 curriculum.  Learning from within lessons can be built on in order to close gaps.  EEF + 4 months for small group intervention	Targeted children from prior assessment and progress data.  Teacher planning for interventions.  Pupil voice.  Data.	SLT SC CS	Half termly.



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Accelerated progress and raised attainment in identified areas of weakness (Whole school). (B,C,D)	TA/HLTA led interventions planned in collaboration with the class teacher for in class support and additional intervention sessions.	TAs/HLTAs support at the point of learning under the guidance of QFT. TAs/ HLTAs, who work in classes with children, build positive relationships with the child which feeds into intervention sessions. TAs/HLTAs have a greater understanding of the needs of specific pupils.  EEF + 4 months for Small group tuition.	Timetabled support staff and additional interventions. Tracking of groups. Monitoring of data and actions resulting from this to ensure progress.	SLT Class Teachers	Half termly. Data updates and revisions during TPPMS.
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<p>Social and emotional targeted support. (E,G)</p>	<p>ELSA support from CFSW. Planned interventions to support needs – personalised feedback and support.</p>	<p>Children who are not emotionally ready to learn are not making good progress; external factors are contributing to slow progress.</p> <p>EEF + 4 months for Social and Emotional Learning.</p>	<p>Referrals process for children. Assessment of children’s needs. Intervention strategies targeted and personalised to the children’s specific needs. Monitoring of children’s feedback and progress.</p>		<p>Termly monitoring. Weekly feedback.</p>
<p style="text-align: right;"><b>Total budgeted cost</b></p>					<p>HLTA/TA Supportand cover for class teacher: £19,213.20</p> <p>ELSA/ CFSW: £19,213.20</p>



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<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
<p>Attendance for children in receipt of PP funding is at least 'good'.</p> <p>(F,G)</p>	<p>Close weekly monitoring of attendance for PP group.</p> <p>Where attendance dips, Attendance review meetings held. Challenge and support from SLT and CFSW.</p> <p>Change to incentives for good attendance to improve children wanting to attend.</p>	<p>Children are developing gaps in their learning where attendance is poor.</p> <p>Children develop in learning and social skills where attendance is good or better.</p>	<p>Close weekly monitoring of attendance figures.</p> <p>Records of Attendance review meetings and planned next steps with families.</p>	<p>SLT</p> <p>PF</p>	<p>Ongoing.</p> <p>Weekly and termly reviews and meetings.</p>
<p>Inclusion of PP pupils in a wide range of school visits and opportunities.</p> <p>(E)</p>	<p>Financial support for trips, residential trips and visitors.</p>	<p>This supports the development of resilience, independence, vocabulary and self-esteem.</p>	<p>Procedures in place for fair and equitable allocation of funding</p>	<p>HT</p>	<p>Ongoing</p>



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<p>Children have raised aspirations. Children take up opportunities on offer to widen experiences. (E,F,G)</p>	<p>Clubs and visitors which offer the opportunity to develop or pursue an interest.</p>	<p>Children will have the opportunities to pursue activities which build their self-esteem and enable them to feel positive about learning.</p>	<p>Pupil voice – what would the children like to pursue/ engage with/ find out about? Monitoring attainment and progress data to ensure progress.</p>	<p>SLT CT</p>	<p>Ongoing. Feedback from pupils.</p>
<p>Increased home involvement. (G)</p>	<p>Support for families from CFSW. Interviews with parents to gain their views on how best to support their child in school. Phonics and Reading workshops. Parent courses via Family Learning funded projects run through CFSW. (Families targeted for this). Home connect for AR for KS2 and More Able KS1 pupils.</p>	<p>Children who are engaged in learning at home make better progress than those who do not. Parental involvement promotes positive attitudes towards school from children.  EEF + 3 months for Parental Involvement.</p>	<p>Planned dates for workshops. Planned dates for Family Learning courses. Mtg minutes CFSW. Timetables lunchtime clubs with links to sharing books.</p>	<p>SLT CFSW</p>	<p>Ongoing Feedback forms from staff, children and parents.</p>
<p><b>Total budgeted cost</b></p>					<p>£4000</p>



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