

Review of the impact of The Ruskington Chestnut Street CofE Primary School's Pupil Premium Strategy Statement in 2017/18

Date review undertaken: 28.09.2018

1. Summary information for 2017/18			
School	The Ruskington Chestnut Street CofE Primary		
Academic Year	2017-18	Total PP budget	£88,440
Total number of pupils	221	Number of pupils eligible for PP	67 (30%)

2017-18 Outcomes Summary							
<i>Please note outcomes are compared to National All.</i>							
		Number of pupils	Well below typical	Below typical	Typical	Above typical	Well above typical
Yr6/KS2 Disadvantaged	Rea Attainment	3/9 = 33%	✓				
	Rea Progress	-2.88	✓				
	Wri Attainment	5/9 = 56%		✓			
	Wri Progress	-0.67		✓			
	Maths Attainment	3/9 = 33%	✓				
	Maths Progress	-4.55	✓				
Yr2/KS1 Disadvantaged	Rea Attainment	4/9 = 44%	✓				
	Wri Attainment	3/9 = 33%	✓				
	Maths Attainment	4/9 = 44%	✓				
	Rea Progress	BT/TYP		✓	✓		
	Wri Progress	BT/TYP		✓	✓		
	Maths Progress	BT/TYP		✓	✓		
		Number of pupils	Well below typical	Below typical	Typical	Above typical	Well above typical
Yr1 Phonics		8/10 = 80%			✓		

	Number of pupils	Well below typical	Below typical	Typical	Above typical	Well above typical
EYFS GLD	6/6 = 100%				✓	

Other Year Groups

	Yr1	Yr3	Yr4	Yr5
Rea Attainment				
Wri Attainment				
Maths Attainment				
Rea Progress				
Wri Progress				
Maths Progress				

(note: comparison is to national all)

Well below typical	below typical,	typical	Above typical	well above typical
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*Rag rating for desired outcomes and impact: Met Partially Met Not Met	
2. Desired outcomes for 2017/18	Success criteria
A. 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. Raising progress and attainment in Writing for all.	Increased progress and standards (in line with national expectations or better).
C. 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.
D. 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.

E.	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).
F.	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.
G.	Children have access to the same opportunities for support as children who are well supported outside of the classroom environment.	CFSW role is used effectively to support the development of children in school.

3. Review of expenditure

Previous Academic Year	2017/18		
i. Quality of teaching for all			
Desired outcome	Chosen action / approach	Review of success criteria	Lessons learned
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.	Partially met Children made increased progress from their relative starting points. Daily reading in place. Impacted on attainment in small steps. School library developed and in use – promoted reading for all and developed an enjoyment in books.	-Further develop parental engagement to build on daily reading in school. -Continue to plan for the use of high quality texts linked to other areas of the curriculum. -Continue to ensure that MA pupils access AR earlier in term and are supported by an adult with this in class.

<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>assessments.</p>	<p>Met</p> <p>Small group intervention combined with consistent quality first teach led to positive outcomes.</p>	<p>-Continue with RWI phonics programme.</p> <p>-Continue to ensure targeted small group support and intervention in place.</p> <p>-Continue to assess progress at regular intervals to ensure targeted support can be adjusted.</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>Not met</p> <p>Weak progress and attainment in Writing for PP children and whole class cohorts however targeted supported enabled children to make progress steps relative to their starting points within the year. Intervention in Year 3/4 and Pre-teach intervention impacting on progress.</p>	<p>-Further upskilling of staff in planning for progression of skills.</p> <p>-English leader to work with staff to create a more detailed overview of teaching of key skills in order to increase proportion of children attaining EXP+ and GD.</p> <p>-Big Write assessments used with increasing regularity to ensure children are retaining and applying their learning.</p> <p>-Teachers further supported in planning for next steps based on outcomes of Big Write assessments.</p>
<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.</p> <p>Sessions and activities planned with the interests of PP children in mind.</p> <p>Nurture group.</p> <p>Small group RWI phonics.</p>	<p>-Met</p>	<p>-Continue to target learning and provide timely interventions.</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>Met</p> <p>Children able to access additional sessions in Little Conkers.</p> <p>In the minute planning provided targeted support for identified pupils (alongside the cohort).</p>	<p>-Continue to offer additional funded sessions for disadvantaged pupils to ensure they can access the provision.</p>
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ii. Targeted support

Desired outcome	Chosen action / approach	Review of success criteria	Lessons learned
<p>Children receive individualised and personalised feedback in order to make progress in all subjects, particularly Writing. (B,C,D)</p>	<p>Staff training in delivery feedback at the point of learning.</p> <p>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.</p>	<p>Partially met</p> <p>Staff training and revisits to the use of feedback in different forms.</p> <p>Some evidence of feedback impacting on progress (where teachers/ support staff utilised staff training).</p>	<ul style="list-style-type: none"> - Teacher marking focused on outcomes and errors – now needs to move on to next steps. -Ensure staff training focuses on using a range of feedback forms and demonstrates tackling misconceptions and achieving next steps. -Ensure feedback allows pupils to independently improve and be challenged. -Follow guidance relating to ‘Feedback’ from the EEF action research more closely to learn from their key findings.

Accelerated progress and raised attainment in identified areas of weakness (Year 6)	Teacher led intervention in addition to class sessions (1:1 or small group sessions).	Partially met Children who had regular access to AR in the classroom made good progress in Reading from their relative starting points at the beginning of the year.	-Protected AR time in school needs protecting. -PP children would benefit from additional support/ time in school as most are not reading outside of school.
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.	Partially met Children engaging with their reading and enjoying the quizzes. Children who had regular access to AR in the classroom made good progress in Reading from their relative starting points at the beginning of the year.	-Protected AR time in school needs protecting. -PP children would benefit from additional support/ time in school as most are not reading outside of school.
Social and emotional targeted support. (E,G)	ELSA support from CFSW. Planned interventions to support needs – personalised feedback and support.	Met Targeted pupil and family support raised levels of engagement in learning. Pupils are more resilient and able to tackle challenges in their learning. Children more ready to learn. Pupil attendance for targeted pupils is increasing.	-Ensure open door policy continues for pupils to access support when they feel they need it. -Ensure planned social and emotional interventions remain in place for targeted pupils. -Continue to signpost parents/ families for additional support.
iii. Other approaches			
Desired outcome	Chosen action / approach	Review of success criteria	Lessons learned

<p>Attendance for children in receipt of PP funding is at least 'good'. (F,G)</p>	<p>Close weekly monitoring of attendance for PP group. Where attendance dips, Attendance review meetings held. Challenge and support from SLT and CFSW. Change to incentives for good attendance to improve children wanting to attend.</p>	<p>Not met Early intervention through attendance review meetings and work with EWO brought about increased attendance. New Learning Mentor in place – impacting on attendance now. Where attendance has improved there is still a gap which needs closing.</p>	<p>-Monitor attendance where it dips below 92% to ensure early intervention in place (earlier than when set at 90%). -Continue to work with EWO for support. -Continue to signpost families for additional support including EHA and TAC processes.</p>
<p>Inclusion of PP pupils in a wide range of school visits and opportunities. (E)</p>	<p>Financial support for trips, residential trips and visitors.</p>	<p>Met All PP children accessed trips and visitors. Verbal feedback from pupils demonstrated that these impacted on attitudes to learning.</p>	<p>-Continue to ensure that planned trips and visitors provide opportunities for PP children to develop and deepen learning. -Monitor children's feedback to evaluate in more depth the impact of these.</p>
<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>Met Children engaging in wider learning opportunities (100% PP children took part in a sports competition).</p>	<p>-Feedback from children shows lack of opportunities to engage with extra-curricular opportunities outside of the classroom. -Develop parental engagement by trialling meeting with parents to allocate PP spend for additional activities.</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>Partially met Learning mentor regularly meets with parents to support them. Parental engagement in Phonics workshops. Increase in participation from parents in learning journey sessions.</p>	<p>-Target parents in face-to-face meetings to enable collaboratively approaches to their children's learning. -Continue to provide opportunities for parents to be involved in their child's learning.</p>
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