



The Ruskington Chestnut Street CofE Primary School's Pupil Premium Strategy Statement 2018-19

1. Summary Information for 2018-19			
School	The Ruskington Chestnut Street CofE Primary		
Academic Year	2018-19	Total PP Budget	£74,860
Total Number of Pupils	219	Number of pupils eligible for PP	53

2a. Historic PP Attainment and Progress (2017-18)							
Note: comparison is to all pupil nationally as this is all that has been published by DfE at this stage							
		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

2b) Current cohorts attainment and progress in (17/18)

Other Year Groups:	Yr1	Yr3	Yr4	Yr5
Rea Attainment				
Wri Attainment				
Maths Attainment				
Rea Progress				
Wri Progress				
Maths Progress				

(note: comparison should be to national all)

Well below typical	below typical,	typical	Above typical	well above typical
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2. Targets set for PP group for 2018-19

READING	Target % EXP+	Target % GD	Additional Context	Prior Key Stage Attainment Group		
			SEN & PP	Low	Middle	High
EYFS	100%	50%	0%	N/A	N/A	N/A
Year 1	83%	17%	0%	0%	100%	0%
Year 2	56%	11%	22%	62.5%	37.5%	12.5%
Year 3	63%	0%	25%	50%	50%	0%
Year 4	70%	30%	40%	40%	60%	0%
Year 5	50%	25%	13%	50%	50%	0%
Year 6	67%	11%	33%	62.5%	37.5%	12.5%

WRITING	Target % EXP+	Target % GD	Additional Context	Prior Key Stage Attainment Group		
			SEN & PP	Low	Middle	High
EYFS	100%	50%	0%	N/A	N/A	N/A
Year 1	100%	17%	0%	0%	100%	0%
Year 2	50%	13%	22%	62.5%	37.5%	12.5%
Year 3	50%	13%	25%	50%	50%	0%
Year 4	60%	0%	40%	40%	60%	0%
Year 5	50%	50%	13%	50%	50%	0%

Year 6	63%	11%	33%	62.5%	37.5%	12.5%
MATHS	Target % EXP+	Target % GD	Additional Context	Prior Key Stage Attainment Group		
			SEN & PP	Low	Middle	High
EYFS	100%	50%	0%	N/A	N/A	N/A
Year 1	100%	17%	0%	0%	100%	0%
Year 2	50%	13%	22%	62.5%	37.5%	12.5%
Year 3	50%	0%	25%	50%	50%	0%
Year 4	60%	20%	40%	40%	60%	0%
Year 5	50%	25%	13%	50%	50%	0%
Year 6	56%	11%	33%	62.5%	37.5%	12.5%

4.Barriers to future attainment (for pupils eligible for PP)	
A	Low attainment and progress in Writing KS1 and KS2.
B	Low attainment and progress in Maths in KS1 and KS2 (especially in current Year 2,5,6)
C	Low attainment and progress in Reading in KS1 and KS2
D	Poor previous cohort attainment.
E	High proportion of SEN need.
F	Attendance to school stopping children from accessing learning and allowing gaps in learning to develop.
G	Opportunities to develop social and emotional skills which inhibit being ready for learning; Low self-esteem and resilience in pupils.

5. Desired Outcomes		Success Criteria
A,B, C	To reduce the PP vs Non-PP differences in attaining expected standard in Reading, Writing and Maths at the end of KS1 and KS2. See figures above for end of Key Stage 2018. For PP children to make progress that is at least the same as Non-PP children with the same starting point and for attainment gaps to diminish from gaps that existed at start of key stage.	-See targets set above for attainment and progress for EXP+ and GD.
A, B, C, D	For PP children to make progress that is the same as NonPP children with the same starting point. To increase the percentage of PP children within each cohort who are attaining 'expected standard' based on their key stage baseline judgment.	-In each cohort: % at 'expected standard' to be higher than key stage baseline (See targets set above)
E	To ensure that PP SEN children make at least good progress from their relative starting points. To increase the proportion of children attaining WTS and EXP who attained 'Emerging', 'PKF' or 'L1' at the previous key stage. To ensure tracking and evaluations of the impact of targeted support	-Close tracking of SEN PP groups demonstrates that pupils are making good or better progress. -Evaluations demonstrate that targeted support is driving progress. -Pupils receive targeted support in addition to SEN

		support.
F	To further reduce PP absence figure. In 2017/2018 this was 6.9% for all PP children. To reduce the high proportion of disadvantaged pupils whose attendance was less than 90% (persistently absent pupils).	-Target to take PP absence to <4.0% (National all pupils absence rate) by end of 2018/19 academic year. To reduce number of PP pupils deemed persistently absent from 29% in 2017/18 to below 16% (national) by end of 2018/19
G	To develop children's social and emotional skills to enable them to be ready for learning. To build resilience and a challenge seeking attitude in pupils.	-Children will attain their progress and attainment targets. -Pupil Voice shows that pupils are becoming more resilient and engaged in learning.

6. Planned Expenditure Academic Year 2018-19

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,B, C, D, E	-Reduce the ratio of adults: children through small class sizes.	-Current year 5 achieved greater amounts of progress in year 4 in class sizes of less than 24 compared to their Year 3 when they were a class of 36 pupils. -Pupils received greater feedback and personalised learning in smaller class sizes. EEF: +3 months for £££. EEF research suggests that to have a significant impact on progress, pupils are best in class sizes less than 20. We have made this possible for 4 classes in school and a further class is at 20 pupils.	-Teaching and learning observations. -Pupil voice demonstrated that pupils are learning more in the smaller class size environment. -Monitoring progress and attainment data.	SLT Teaching Team	-Each half term. Weekly through planning support. -Daily through informal observation.
A Low attainment and progress in Writing KS1 and KS2.	-Develop the use of Feedback to promote learning and progress. -Further develop real-life curriculum opportunities to develop the skills needed to make	-Pupils who have a purpose for Writing achieved better than those who wrote without an end goal and/or purpose in mind during academic year 2017-18. Pupils will have the opportunities to practice their writing in other areas outside of English learning.	-Ongoing staff training. -Feedback from Pupil Voice interviews. -Tracking attainment and progress 6 x per year (each ½ term) demonstrated progress against targets set. -Monitor and evaluate the impact of additional interventions in the	CB and Teaching Team	-Each half term. -Weekly planning meetings.

	<p>progress.</p> <ul style="list-style-type: none"> - Intervention for targeted pupils following ongoing 	<p>Feedback: EEF: +8 months for £</p>	<p>classroom.</p> <ul style="list-style-type: none"> -Updates to Writing progression map and whole school curriculum overview. 		
<p>B, A</p> <p>Low attainment and progress in Maths in KS1 and KS2 (especially in current Year 2,5,6)</p> <p>Low attainment and progress in Writing KS1 and KS2.</p>	<ul style="list-style-type: none"> -Further develop and embed the mastery approach to learning. -Develop the use of White Rose in conjunction with Power Maths resources. - Intervention for targeted pupils following ongoing assessments. 	<p>Mastery EEF: +5 months for £</p>	<ul style="list-style-type: none"> -Ongoing staff training. -Feedback from Pupil Voice interviews. -Tracking attainment and progress 6 x per year (each ½ term) demonstrated progress against targets set. -Monitor and evaluate the impact of additional interventions in the classroom. -Book and planning scrutinies demonstrate that the approach is having impact on progress and attainment. 		
<p>C</p> <p>Low attainment and progress in Reading in KS1 and KS2</p>	<ul style="list-style-type: none"> -Developing pupils reading comprehension strategies through Accelerated Reader and the VIPERS approach to Reading. -Daily reading for identified pupils. -Accelerated Reader intervention for More Able pupils in KS1. - Further development of school library. Library areas. -Reading is promoted through all areas of the curriculum. 	<ul style="list-style-type: none"> -Reading underpins progress in all areas of learning. -Accelerated Reader has raised progress and attainment levels for children. <p>AR EEF: + 3 months for all pupils; +5 Months for FSM pupils during initial research.</p> <p>Reading Comprehension EEF: +6 months for £</p>	<ul style="list-style-type: none"> -Ongoing staff training -Close monitoring of AR using Star Reading Assessments and set intervention groups. -Lesson observations of the teaching of Reading demonstrate increased progress and attainment towards targets set. -Pupil voice. -Pupil engagements -TPPM feedback. -Analysis of reading levels. -Classroom observations. -Pupil voice. -Feedback from parents/ carers -Engagement with Reading. 	<p>CB and LC</p>	<ul style="list-style-type: none"> -Each half term. -Weekly checks on AR for PP pupils.
E	-Daily 1:1 Reading and	-Data suggests that PP children, who are	-TPPM feedback	LC	-Each half term

High proportion of SEN need.	reading comprehension.	also subject to SEN plans, are not reaching the expected standards in Reading across the school.	-Data analysis -Use of PIVATS shows steps progress.	-Pupil passport, EHCP and data reviews.
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Total Budgeted Cost
Teachers: £43342.44

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?
A, B, C, D, E Low attainment and progress in Writing KS1 and KS2.	-Pre-teach intervention sessions led by HLTA (Year 3/4 pupils 5 x per week; Year 6 5 X per week). -Diminishing the difference interventions led by HLTA.	-Pupils who are struggling to access learning at will have access to the learning before so overlearning can take place. Pupil's confidence in tackling tasks set with growing independence. Small Group Tuition EEF: +4 months for £££	-Timetabled support staff and additional interventions. -Tracking of groups. -Monitoring of data and actions resulting from this to ensure progress.	CB TM	Each half term.
A, B, C, D, E Low attainment and progress in Writing KS1 and KS2.	-In class interventions and targeted teaching for identified pupils on provision map.	-Pupils will be able to be targeted within the set small class sizes. Pupils have expressed that they dislike additional suggestions outside of the classroom and would prefer in class support.	-Monitoring of teaching and learning through QFT and targeted support within lessons. -Book and planning scrutinies. -Pupil Voice. -Tracking data. -TPPM feedback.	SLT Teaching Teams.	Weekly and half termly.
E High proportion of SEN need.	-Targeted clubs for pupils. (Focus: Book and Biscuits – KS1 and KS2). -RWI Phonics pack for parents and workshop sessions in class run to support the use of them. -Pupils to visit the library to engage with books. -Books in the library to	-Pupils will be able to engage with reading and be supported outside of the classroom.	-Monitor impact through data and TPPM Feedback. -Monitor progress through book band levels.	SLT Teaching Teams.	Half Termly

	support additional needs e.g. dyslexia friendly; low chronological age with high interest for actual age texts.				
G, A,B,C,D,F Opportunities to develop social and emotional skills which inhibit being ready for learning; Low self-esteem and resilience in pupils.	ELSA support from CFSW. Planned interventions to support needs – personalised feedback and support.	Children who are not emotionally ready to learn are not making good progress; external factors are contributing to slow progress. Social and Emotional Learning EEF + 4 months.	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.	ELSA support from CFSW. Planned interventions to support needs – personalised feedback and support.	Weekly and Half termly

Total Budgeted Cost
Learning Mentor Support: £24,816.19
HLTA intervention: £5,295.23

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?
F Attendance to school stopping children from accessing learning and allowing gaps in learning to develop.	-Close weekly monitoring of attendance for PP group (monitor when drops below 92% to prevent getting below 90%). -Where attendance dips, Attendance review meetings held. Challenge and support from SLT and Learning Mentor. -Change to incentives for good attendance to improve children wanting to attend. -Work with EWO.	Children are developing gaps in their learning where attendance is poor. Children develop in learning and social skills where attendance is good or better.	Close weekly monitoring of attendance figures. Records of Attendance review meetings and planned next steps with families.	SLT DB	Ongoing. Weekly and termly reviews and meetings.
G Opportunities to develop social and emotional	-Support for pupils and families from Learning Mentor.	Children who are engaged in learning at home make better progress than those who do not.	Planned dates for workshops. Planned dates for Family	SLT DB	Ongoing Feedback forms from staff, children and

skills which inhibit being ready for learning; Low self-esteem and resilience in pupils.	-Interviews with parents to gain their views on how best to support their child in school. -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.	Parental involvement promotes positive attitudes towards school from children. EEF + 3 months for Parental Involvement.	Learning courses. Mtg minutes Learning Mentor. Timetables lunchtime clubs with links to sharing books.		parents.
G. Opportunities to develop social and emotional skills which inhibit being ready for learning; Low self-esteem and resilience in pupils.	-CASY counselling -Yoga -PAT dog	Children who have experienced difficulties outside of school find it difficult to engage in school life and learning. https://petsastherapy.org/what-we-do/read2dogs/ http://www.casy.org.uk/ http://joyogauk.co.uk/	-Monitoring of data. -TPPM feedback. -Pupil Voice.	CASY DB	Ongoing
G Opportunities to develop social and emotional skills which inhibit being ready for learning; Low self-esteem and resilience in pupils.	-Financial support for trips, residential trips and visitors. -Clubs and visitors which offer the opportunity to develop or pursue an interest.	This supports the development of resilience, independence, vocabulary and self-esteem. Children will have the opportunities to pursue activities which build their self-esteem and enable them to feel positive about learning. Outdoor Adventure Learning EEF + 4 months for £££	-Procedures in place for fair and equitable allocation of funding -Pupil voice – what would the children like to pursue/ engage with/ find out about? -Monitoring attainment and progress data to ensure progress.	HT and SLT Teaching Teams.	Ongoing Feedback from pupils and parents.
Total Budgeted Cost					
Learning Mentor Support: £24,816.19					
CASY: £2,300.00					
Support with trips and visitors: £1,000					

Total Spend: £76,753.86