

# Pupil premium strategy statement (primary)

1. Summary information					
<b>School</b>	Hintlesham and Chattisham C of E Primary School				
<b>Academic Year</b>	2018 - 19	<b>Total PP budget</b>	£6040	<b>Date of most recent PP Review</b>	July 2019
<b>Total number of pupils</b>	92	<b>Number of pupils eligible for PP</b>	5	<b>Date for next internal review of this strategy</b>	July 2020

2. Current attainment		
2018 SATs	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
<b>% achieving at expected in reading, writing and maths</b>	No PP children in Year 6 or Year 2 so no KS2 or KS1 results. Average of previous three years results in: Year 6 100% Year 2 30%	64%
<b>progress in reading (Average of 3 years)</b>	0.7	-0.6
<b>progress in writing (Average of 3 years)</b>	0.25	-0.4
<b>progress in maths (Average of 3 years)</b>	1.0	-0.6

3. Barriers to future attainment (for pupils eligible for PP, including high ability)		
<b>In-school barriers</b>		
<b>A.</b>	Low levels of English and maths	
<b>B.</b>	Reading appropriate and challenging texts	
<b>C.</b>	Behaviour for learning and mindset	
<b>External barriers</b>		
<b>D.</b>	Attendance	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Children to have a greater amount of adult time to support their learning	Children's progress to be at least good

<b>B.</b>	Children to have access to a wider range of texts through adult support in guided reading sessions	Reading progress to be at least good
<b>C.</b>	Children to develop their behaviour for learning and a growth mindset	Pupil and parent survey results indicate high engagement/enjoyment in school life and aspiration levels increased
<b>D.</b>	Increase in attendance of PP children	Attendance for PP children is in line with non-pp children

<b>5. Planned expenditure</b>					
<b>Academic year</b>	<b>2018 - 2019</b>				
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>					
<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>
Accelerated progress towards end of year expected levels	Higher staffing levels in class to ensure more small group work	Higher staffing levels in class will allow for more time spent with teaching staff in smaller groups	Classroom observations, CT record, pupil progress meeting focus	CT, HT	Termly pupil progress meetings with half-termly PPG catch up plus HT drop ins.
<b>Total budgeted cost</b>					2140
<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>
Gaps in learning filled to accelerate progress and to deal with misconceptions	1:1 or 1:2 intervention work by CT, HT and TA	Gap filling improves confidence and self-esteem allowing for accelerated progress over time. High quality intervention should ensure this happens,	Monitoring of interventions by CT & HT with a focus in pupil progress meetings	CT, HT	Termly pupil progress meetings with half-termly PPG catch up
Accelerate progress	Use of Success Maker 1-1 ICT programme	In previous years Success Maker has proven useful as a 1:1 intervention.	Monitoring of intervention use and progress by LDB & feed back to CT	LDB, CT	Half termly
Reading progress to accelerate	High profile 1:1 daily reading	Regular practise in addition to reading at home will improve fluency to allow for greater comprehension leading to improved self-esteem	Monitoring of records by CT	CT	Termly pupil progress meetings with half-termly PPG catch up

<b>Total budgeted cost</b>					2500
<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>
Raise self-esteem by ensuring children have appropriate uniform	Budget allocated for uniform	Children are not made to feel different because their uniform is old or dirty	Observations by staff and HT	Admin Staff	September 2019
Attendance raised	Attendance monitored daily and calls made if children are not in school before 9:30.	Children will make more progress if attendance is regular and on time	Admin staff to monitor daily	Admin staff	Weekly by HT and EWO visits
<b>Total budgeted cost</b>					150

<b>6. Review of expenditure</b>					
<b>Previous Academic Year</b>		<b>2017-18</b>			
<b>i. Quality of teaching for all</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)		<b>Cost</b>
PP pupils to reach expected levels in WRM at end of KS2	1-1 teacher input 1 afternoon each week	High quality teaching in a group of 2-3. Previously shown to have an impact on attainment and progress	This approach will continue but will be closely monitored by the new headteacher and class teacher for the end of Key Stages.		£2300
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)		<b>Cost</b>

Accelerate progress for all children, but in particular HA and SEN Use of Success Maker 1-1 ICT programme	Use of Success Maker 1-1 ICT programme	Showing impact although only introduced in January. Self-esteem has raised although this is not yet showing in the data.	This approach will continue but be much more closely monitored by the new headteacher	£944
TA support for targeted interventions, according to need	Various programmes (See provision maps)	Evidence from internal assessment should show accelerated progress	Due to changing staff it has been difficult to monitor which interventions have had the most effect. This approach will continue but will be closely monitored by the new headteacher	£3680
Provide access to after – school clubs	Children can access after school sports clubs and other activities which interest them	Raised self-esteem and interest in new sports	Due to changing staff it has been difficult to monitor the impact of PP children attending cubs. This approach will continue but will be closely monitored by the new headteacher	£156

### iii. Other approaches

<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Raise self esteem by ensuring children have appropriate uniform	Budget allocated for uniform	Children were not made to feel different because their uniform is old or dirty or indeed if they had uniform at all.	PP children were able to attend school without feeling any different to others. We will continue this.	£0
Provide milk at lunchtime	Budget allocated for milk	Milk was offered at lunch time to encourage a healthier diet for all children as it was not possible to select only PP children. PP children did not always choose milk.	With the numbers of PP children so low it is difficult to target the children without drawing attention to them.	£120