

Pupil premium strategy statement (primary)

1. Summary information					
School	Hintlesham and Chattisham C of E Primary School				
Academic Year	2019 - 20	Total PP budget	£7580	Date of most recent PP Review	Sep 2019
Total number of pupils	90	Number of pupils eligible for PP	8	Date for next internal review of this strategy	July 2020

2. Current attainment		
2019 SATs	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving at expected in reading, writing and maths	No pupils eligible	73%
progress in reading (Average of 3 years)	No pupils eligible	78%
progress in writing (Average of 3 years)	No pupils eligible	79%
progress in maths (Average of 3 years)	No pupils eligible	65%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers	
A.	Low levels of Reading and maths
B.	Reading appropriate and challenging texts
C.	Behaviour for learning and mindset
External barriers	
D.	Attendance at wider school events eg clubs

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Children to have a greater amount of adult time to support their learning	Children's progress to accelerate
B.	Children to have access to a wider range of texts through adult support in guided reading sessions	Reading progress to accelerate
C.	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
D.	Increase in attendance of PP children at clubs	Attendance for PP children is in line with non-pp children

5. Planned expenditure					
Academic year	2019 - 20				
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?
Accelerated progress towards end of year expected levels	Higher staffing levels in classes including EYFS to ensure more small group work	Higher staffing levels in classes including EYFS will allow for more time spent with teaching staff in smaller groups	Classroom observations, CT record, pupil progress meeting focus, childrens progress	CT, HT	Termly pupil progress meetings with half-termly PPG catch up plus HT drop ins.
Total budgeted cost					4000
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?
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
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
Wellbeing and mental health become less of a barrier to learning	ELSA trained member of staff to deliver support to identified children	Good mental health and positive wellbeing will allow the children to access the learning in their classrooms more easily	SENCO records & ELSA records	SENCO	Termly after staff complete training
Total budgeted cost					2880
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?
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	July 2020
Raise attendance at extra-curricular activities by ensuring payment is not a barrier	Budget allocation for extra-curricular activities	Children able to participate in extra-curricular activities equally with peers	Monitoring by HT	Admin staff	July 2020
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
Total budgeted cost					700

6. Review of expenditure					
Previous Academic Year		2018-19			
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)	Cost	
Accelerated progress towards end of year expected levels	Higher staffing levels in class to ensure more small group work	Children's self-esteem and level of engagement was raised in class through the use of a TA. Children across the school made progress. The amounts of progress were variable from child to child.	The amount of progress needs to be tracked more carefully at pupil progress meetings through the year. CT to be more aware of PPG children in class and to monitor their progress.	2140	
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)	Cost	
Gaps in learning filled to accelerate progress and to deal with misconceptions	1:1 or 1:2 intervention work by CT, HT and TA	Gaps in learning were filled and misconceptions dealt with as they arose. Children benefitted from this especially in upper KS2.	Roll out the good practise from upper KS2 across the school. Monitor impact regularly at pupil progress meetings.	1750	

Accelerate progress	Use of Success Maker 1-1 ICT programme	Success maker ceased being used during the year	This was stopped as the price had increased and taken it out of the schools budget range.	0
Reading progress to accelerate	High profile 1:1 daily reading	Reading daily in school in KS1 to an adult fully supported any reading completed at home by parents to further engage the individual children and to support them to progress with their phonic knowledge and application in reading. KS2 reading 1:1 also supported reading completed at home to engage in a love of reading approach	We will continue with this approach across the school to facilitate the love of reading.	750
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)	Cost
Raise self-esteem by ensuring children have appropriate uniform	Budget allocated for uniform	Some uniform bought in preparation for September 2019.	This needs to be promoted to parents further to ensure take up.	50
Attendance raised	Attendance monitored daily and calls made if children are not in school before 9:30.	Attendance was high across the school with no PPG children less than 95% attendance	Continue to monitor to ensure this remains high amongst non-PPG children (14.4% at less than 95% attendance).	100