

Pupil Premium Strategy Cheddon Fitzpaine Church School 2019 2020

Summary information					
School	Cheddon Fitzpaine Church School				
Academic Year	2019 2020	Total PP budget	£40,100	Date of most recent PP Review (external or Internal)	Sept 2019
		Amount held by the Virtual School	£2300 (1 Pupils)	Children in LAC have termly PEP meetings and money is released by the Virtual school	
Total number of pupils	136	Number of pupils eligible for PP	27	Date for next internal review of this strategy	Feb 2020

Current attainment (2018-2019)

	Attainment 2018 - 2019			Targets 2019 - 2020		
	Reading	Writing	Maths	Reading	Writing	Maths
EYFS + PP	73.1%	73%	73.1%	76.9%	76.9%	76.9%
EYFS non PP	63.2%	68.4%	68.4%	81.9%	81.9%	81.9%
KS1 + PP	65.2%	69.6%	69.6%	81%	81%	81%
KS1 No PP	63.2%	68.4%	68.4%	50%	50%	50%
PP	75%	75%	75%	75%	75%	75%
KS2 + PP	70%	80%	70%	100%	95%	86%
KS2 No PP	70.6%	82.4%	70.6%	100%	100%	90%
PP	66.7%	66.7%	66.7%	100%	66.7%	66.7%

Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers (issues to be addressed in school, such as poor oral language skills)

- A. In addition to receiving the pupil premium grant a number of children (46%) are on the SEN register. 30% of SEN PP children (8) have or are undergoing an EHCP assessment. Children have specific learning needs including autism, attachment difficulties, ADHD, dyslexia, hypermobility and speech and language. Five children receive the PP+ funding for adopted children

B. Children show signs of needing SEMH support in order to access the curriculum. 23% of SEN chn at Cheddon (6) have suffered Early Trauma linked to neglect.

C. Mobility of disadvantaged pupils means that data fluctuates.

External barriers (issues which also require action outside school, such as low attendance rates)

A. Concerns over persistent lateness and absences

b. Children who are in LAC – funding released by the Virtual School through a PEP which is heavily guided to how it is spent.

c. Adopted children who show signs of trauma and related behaviour concerns

Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	High levels of progress in Reading, Writing and Maths for all PP children.	An increase in the percentage of disadvantaged children at ARE or GD.
B.	To provide additional support to help children meet or exceed age related expectations in English Reading, Writing and Maths.	An increase in the percentage of disadvantaged children at ARE or GD.
C.	To develop an inspiring, broad and balanced curriculum, in line with the OFSTED guidelines for 2019 and the Curriculum principles of the Bath and Wales Academy Trust	Disadvantaged pupils will be able to discuss individual subjects and their love of learning at Cheddon. The use of a 'Best book' shows an inspiring curriculum.
D.	To support children's social and emotional needs through the use of ELSA and the development of nurture provision.	ELSA assessment scores will show an improvement in the SEMH of disadvantaged children receiving ELSA. ELSA will have an impact on children's academic progress, which is Reflected progress measures.
E.	To provide curriculum enrichment opportunities if appropriate for PP children.	Disadvantaged children have access to and attend extracurricular provision including, Choir, Drama, Coding and Art.

F. To draw on research evidence from the EEF and school tracking data to deploy activities that are most likely to have an impact on improving achievement.

Use of EEF research to develop PP strategy for the year.

Quality first teaching / Curriculum				
Area of Spend	Evidence and rationale for this choice including desirable outcome	How we will ensure it is implemented well	Staff lead	When will you review implementation?
<p>Feedback Effective feedback through conference marking and next steps</p> <p>Book scrutinises show effective formative assessment.</p>	<p>To provide additional support through verbal feedback to help children meet or exceed age related expectations in English Reading, Writing and Maths.</p> <p>EEF Feedback +8 months</p>	<p>Class support is used to allow the teacher to provide effective feedback at the start of every maths and English session.</p> <p>Next steps are clearly visible in all books and responded to regularly.</p> <p>PP children have verbal feedback stamps alongside their next steps to show they have received feedback.</p> <p>Development of a whole class feedback model particularly in writing that supports disadvantaged and SEN pupils to learn from their peers.</p>	Head Senior Teacher	July 2020 Book scrutiny shows effective marking.

<p>Metacognition</p> <ul style="list-style-type: none"> • Metacognition approaches used in school through effective feedback, peer and self-assessment • Development of Maths talk. • Sentence stems used across subjects to develop own thinking. 	<p>To provide additional support through verbal feedback to help children meet or exceed age related expectations in English Reading, Writing and Maths.</p> <p>EEF Metacognition+7 months</p>	<p>Differentiation is used effectively to allow children the opportunity to give feedback to each other through peer and self- assessment. Children have the opportunity to set their own next steps as well as next steps for others. Peer and self-assessment stamps are used to evidence worked marked in that way.</p>	<p>Subject leaders</p>	<p>July 2020</p>
<p>CPD</p> <ul style="list-style-type: none"> • Phonics training for all teachers and TAs 	<p>CPD for all staff to develop an understanding of early reading and phonics awareness.</p> <p>EEF Phonics +4 months</p>	<p>Phonics teaching is effective and monitored by the SLT to ensure quality first teaching. Target children are assessed, and interventions put in where necessary to support.</p>	<p>Subject leaders SLT</p>	<p>December 2019</p> <p>Positive progress in the Phonics screening test in June 2020.</p>
<p>CPD</p> <p>Reading training for all teachers</p>	<p>CPD for all teaching staff to develop reading comprehension strategies and whole class reading across the school.</p> <p>EEF Reading Comprehension+ 6months</p>	<p>Whole class guided reading throughout KS2 and trialled in KS1. Staff are confident in delivering whole class reading. Reading corners / recommended reading areas are set up in every class. Free read time happens across KS2. Lowest 20% readers identified, and interventions carefully planned to ensure progress.</p>	<p>Subject leaders SLT</p>	<p>December 2019</p>

<p>CPD</p> <p>CPD for subject leads to support the development of a core knowledge curriculum and skills progression</p>	<p>Subject leaders to receive CPD that supports the development of a wider curriculum, which embraces all subjects. Skills and knowledge progressions demonstrate a clear understanding across the whole school.</p> <p>EEF Reading comprehension + 6months</p>	<p>Skills and knowledge progressions demonstrate a clear understanding across the whole school.</p>	<p>SLT</p>	<p>July 2020</p>
<p>Development of reading</p> <ul style="list-style-type: none"> • Purchase of Accelerated reader • Purchase of phonically decodable high interest books • Purchase of Phonics reading scheme for EYFS / KS1 • Resources for learning membership. 	<p>High levels of progress in Reading, Writing and Maths for all PP children through providing support and up to date resources in these areas.</p> <p>EEF Reading comprehension + 6months Phonics + 4 months</p>	<p>Termly assessments in Reading and lesson monitoring shows an improving picture on progress in Reading</p>	<p>Subject Leads SLT</p>	<p>July 2020</p>
<p>Development of Problem Solving and Reasoning</p> <ul style="list-style-type: none"> • Purchase of Classroom Secrets • Purchase of Deepening Understanding • Purchase of I See Reasoning • Purchase of TT Rockstars 	<p>High levels of progress in Reading, Writing and Maths for all PP children through providing support and up to date resources in these areas.</p> <p>EEF Mastery + 5months</p>	<p>Termly assessments in Maths and lesson monitoring shows an improving picture on progress in Maths</p>	<p>Subject Leads SLT</p>	<p>July 2020</p>

<p>Specialist Teaching</p> <ul style="list-style-type: none"> Specialist PE Coach Forest School 	<p>Pupils taking part in high quality PE will achieve physical and mental wellbeing as well as developing socially. The specialist PE teacher will support the CPD of all teaching staff, ensuring high quality sports activity is delivered across school.</p> <p>EEF outdoor sports participation + 4 months</p>	<p>As part of the Sports Premium, fitness participation will be tracked. PE lead will support teachers CPD</p>	<p>SLT</p>	<p>July 2020</p>
<p>Curriculum Development</p> <ul style="list-style-type: none"> Purchase Language Angels for Spanish. Purchase Charanga and Sing up for Music teaching. Trial ELIM ICT program 	<p>Pupils will begin to access a broad and balanced curriculum developed as a whole school supported by the Subject Leaders. Knowledge Organisers used across subjects.</p> <p>EEF Mastery learning + 5 months Collaborative learning + 5 months Arts Participation + 2 months Feedback + 8 months Metacognition + 7 months</p>	<p>Long term curriculum plans produced and on the school website. Collaborative planning supports medium term planning and effective teaching across the foundation subjects. Music resources planned into use for collective worship and whole school activities.</p>	<p>Teachers SLT</p>	<p>July 2020</p>
<p>Interventions</p> <ul style="list-style-type: none"> Pre / Post Teaching Precision Teaching Phonics booster (KS2) Reading comprehension Targeted reading Times tables recall 	<p>Teaching Assistants and HLTAs across cohorts providing effective planned interventions</p> <p>EEF Small group tuition +4 months Feedback +8 months Reading Comprehension +6 months Oral Language Intervention +5 months Phonics +4 months Metacognition +7 months</p>	<p>An intervention tracking cycle with a focus on start and end data to be monitored and regularly reviewed by SLT.</p>	<p>Teachers SENDCo SLT</p>	<p>Termly through PPMs and Passports</p>

Total Estimated Spend £28,500

Targeted Support				
Area of Spend	Evidence and rationale for this choice including desirable outcome	How we will ensure it is implemented well	Staff lead	When will you review implementation?
<p>Specialist teaching assistant</p> <p>1:1 adult support</p>	<p>1:1 for specific disadvantaged children with a high level of need in order to access the curriculum effectively.</p> <p>EEF 1:1 tuition +5 months</p>	<p>Children with targeted 1:1 support make above expected progress throughout the year. Behaviour strategies are observed in classrooms to ensure children are included and can access the curriculum effectively.</p>	SENDCO	July 2020
<p>SEMH</p> <ul style="list-style-type: none"> • ELSA • Nurture group based on the Zones of Regulation programme 	<p>To support children's social and emotional needs.</p> <p>EEF Social and Emotional learning +4 months Behaviour Intervention + 3 months</p>	<p>ELSA assessment used to assess needs at the start of the ELSA process and reviewed termly. Development of ELSA into those with higher need and those with lower need. ELSA provision adapted to support the PP+ adopted and special guardianship children to accommodate their needs throughout the year rather than a 6-week block.</p> <p>Children participate in a Nurture group session on a regular rolling programme to use when they find situations difficult.</p> <p>Development of the Learning Loft into a nurture friendly safe space for children</p>	SB/ NW SENDCO	July 2020 ELSA assessment profiles completed for each child and reviewed termly.

<p>Speech and Language</p> <ul style="list-style-type: none"> • Speech and Language therapist • Talkabout intervention • Comic Strip Conversations work 	<p>To provide additional support to help children meet or exceed age related expectations in English Reading, Writing and Maths.</p> <p>EEF 1:1 tuition +5 months</p>	<p>To support children's social and emotional needs in turn help improve progress in all subjects.</p> <p>Targeted support to staff on implantation of speech and language programmes.</p>	<p>SENDCo</p>	<p>July 2020 SEN Passport data</p>
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Total Estimated Spend £5,000

Attendance

Area of Spend	Evidence and rationale for this choice including desirable outcome	How we will ensure it is implemented well	Staff lead	When will you review implementation?
<p>Family Support</p> <p>Breakfast club / stay and play staffing</p>	<p>Support with Early Late club funding supports working families with childcare.</p> <p>EEF Parental Engagement +3 months</p>	<p>To help disadvantaged children attend school on time and ensure they have had breakfast.</p>	<p>Head Senior Teacher</p>	<p>July 2020 Any attendance concerns are addressed and access to wrap around care is paid for.</p>

<p>Behaviour and Attitudes</p> <ul style="list-style-type: none"> • Attendance monitoring • Purchase of CPOMS • Positive behaviour incentives • Development of school council • Development of Year 6 leaders' team 	<p>Attendance figures require rigorous tracking and support for families to ensure their children have at least 95% attendance.</p> <p>EEF: SEMH + 4 months Behaviour Intervention + 3months</p>	<p>Monitoring of CPOMS and regular monitoring of attendance in PPMs and at attendance review meeting with the attendance lead and SLT.</p>	<p>SLT</p>	<p>CPOMS attendance and behaviour monitoring ½ termly.</p>
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Total Estimated Spend £1600

Enrichment				
Area of Spend	Evidence and rationale for this choice including desirable outcome	How we will ensure it is implemented well	Staff lead	When will you review implementation?
<p>Personal Development</p> <ul style="list-style-type: none"> • £50 wider ops funding for extracurricular activities outside school or to supplement school visits and trips. 	<p>This funding provides opportunity for wider experiences and participation in activities that would possibly not be available otherwise, boosting aspiration and self-esteem. In addition, this supports the health school directive, encouraging children to be more active</p> <p>EEF SEMH + 4 months Sports Participation +2months Arts Participation +2months</p>	<p>Reviews between the PP lead and business manager to monitor uptake termly.</p>	<p>PP Lead SLT Business Manager</p>	<p>Termly</p>

<p>ICT equipment</p> <ul style="list-style-type: none"> • Chromebooks • Google Apps • New Promethean boards 	<p>Computing capability is an essential skill for life and enables learners to participate more readily in a rapidly changing world. Learning about control systems and robots increases children's awareness of many of the operating systems we use to manage our everyday lives. You could say that it develops essential life skills they will need in adult life, such as operating a washing machine and other devices. With this in mind it is important to provide children with the equipment that will enable them to participate in a technological age.</p> <p>EEF Digital Technology + 4 months</p>	<p>Training provided for staff on use of the equipment and monitored through SLT learning walks.</p>	<p>All staff SLT</p>	<p>July 2020</p>
<p>Curriculum development</p> <ul style="list-style-type: none"> • Stem Club • Code Club • Increase in Instrumental tuition for pupils • Increase drama provision within the curriculum 	<p>Extra-curricular activities widen the curriculum for children and develop a wider school community with volunteers supporting children's learning. Drama supports children's writing, and music supports children's spatial awareness. Not only is this supporting academic impact, but it supports to engage the community with performance, as well as providing positive experiences widening aspirations.</p> <p>EEF Arts participation +2 months</p>	<p>The subject lead to ensure classes are facilitating appropriate curriculum opportunities.</p>	<p>Subject leaders SLT</p>	<p>Termly review of opportunities undertaken. PPM meetings to discuss curriculum developments.</p>
<p>Behaviours and Attitudes</p> <ul style="list-style-type: none"> • Development of positive playtimes • Reduction in negative lunchtime behaviours 	<p>Lunchtime behaviour incidents impact on the quality of afternoon teaching.</p> <p>EEF Behaviour Intervention + 3 months</p>	<p>Monitoring through CPOMs logs regarding behaviour incidents.</p>	<p>SLT</p>	<p>CPOMs monitoring half termly</p>
<p>Total Estimated Spend £5000</p>				