

# CHEDDON FITZPAINE CHURCH SCHOOL PUPIL PREMIUM STRATEGY REVIEW 2019 - 2020

## The Strategy Document

Please identify things about the strategy document you liked and that work well for information sharing / analysis etc	Please identify things that you feel need to alter about the document in order to make it more suitable for its purpose	Are there any items you think would be a good addition to the document (things you use in school or have seen in other models)
<ul style="list-style-type: none"> <li>• Grouping the area of spending into specific areas.</li> <li>• Linking the evidence and rationale to the EEF teaching and learning toolkit.</li> <li>• Removing the individual costings was beneficial in terms of the strategy, but then the Trust's finance dept wanted everything put in various cost centres linked to the budget</li> </ul>	<ul style="list-style-type: none"> <li>• The finance people at the Trust have added codes for the sending of PP money to budget coding. It would be good to have these linked to the strategy, so the business manager knows how to code the Strategy spending.</li> <li>• Everyone who has access to the document needs to revisit it regularly to ensure costings are going to the right things.</li> <li>• Does the data on the front sheet needs to be as specific, considering the shift towards curriculum and away from data?</li> </ul>	<ul style="list-style-type: none"> <li>• Model template for this is shared in the document.</li> </ul> <p><a href="https://www.gov.uk/guidance/pupil-premium-strategy-statements#template">https://www.gov.uk/guidance/pupil-premium-strategy-statements#template</a></p> <ul style="list-style-type: none"> <li>• Completed model template looks simpler to use and easier to review.</li> <li>• How will the above affect the new cost centres introduced by the Trust.</li> <li>• How can the Strategy reflect the shift towards culture capital and a wider curriculum and less about data?</li> <li>•</li> </ul> <p><a href="https://primarysite-prod-sorted.s3.amazonaws.com/lytham-hall-park-primary-school/UploadedDocument/6bfc29490bc843dab257fab0410fd5e8/sip-kp-action-plan-format-2019-22-pupil-premium.pdf">https://primarysite-prod-sorted.s3.amazonaws.com/lytham-hall-park-primary-school/UploadedDocument/6bfc29490bc843dab257fab0410fd5e8/sip-kp-action-plan-format-2019-22-pupil-premium.pdf</a></p> <p>I like how this one links more like an SDP approach with three key priorities for the school and then how you will achieve them.</p> <p><a href="https://www.beaconriseprimaryschool.co.uk/wp-content/uploads/2019/11/2019-22-Pupil-Premium-Strategy.pdf">https://www.beaconriseprimaryschool.co.uk/wp-content/uploads/2019/11/2019-22-Pupil-Premium-Strategy.pdf</a></p> <p>Another example of how a three-year strategy would work.</p>

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## Review of your strategy

What particular successes have you had in your strategy?

What did not work so well and why?

What would you do differently?

## Quality First Teaching

Feedback Effective feedback through conference marking and next steps Book scrutinises show effective formative assessment.

**Whole class feedback model trialled in Class 3 has shown positive progress in the learning of all children including PP. Verbal FB stamps not used.**

CPD • Phonics training for all teachers and TAs

- Reading training for all teachers.
- CPD for subject leads to support the development of a core knowledge curriculum and skills progression.

**Training implemented across the whole school. Curriculum development underway hindered by COVID – 19**

Development of Reading  
Development of Problem Solving and Reasoning  
Forest School  
Development of wider curriculum

**All resources purchased for these areas have had a positive effect on the quality first teaching provided by the school and the progress and attainment of disadvantaged children.**

Metacognition

- Metacognition approaches used in school through effective feedback, peer and self-assessment.

**Metacognition needs further thought and development to be seen as effective**

Interventions • Pre / Post Teaching • Precision Teaching • Phonics booster (KS2) • Reading comprehension • Targeted reading • Times tables recall

**Needs to be in the Targeted support section as the Trust couldn't code it as QFT.**

Specialist Teaching • Specialist PE Coach

**Wasn't allowed to us PP funding to pay for the PE coach.**

Curriculum development

**Extend subscriptions that have had a positive impact for another year.**

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## Targeted Support

Interventions • Pre / Post Teaching • Precision Teaching • Phonics booster (KS2) • Reading comprehension • Targeted reading • Times tables recall

**All TAs set up on Scholarpack to begin to monitor and track interventions.**

**Interventions show progress across all areas.**

Specialist teaching assistant 1:1 adult support  
Behaviour strategies are observed in classrooms to ensure children are included and can access the curriculum effectively.  
Child is making progress but not above expected. Hindered by external factors

SEMH • ELSA • Nurture group based on the Zones of Regulation programme

**Positive impact in the SEMH of children across the school.**

**The loft club set up and running as a nurture group to support the SEMH of specific groups of children.**

Speech and Language • Speech and Language therapist • Talkabout intervention • Comic Strip Conversations work.

**Talkabout and comic strip conversations in use across KS2.**

**SLT care plans being followed**

Interventions • Pre / Post Teaching • Precision Teaching • Phonics booster (KS2) • Reading comprehension • Targeted reading • Times tables recall

**Interventions are often hindered by staff absence and staff needing to cover 1:1 staff**

SEMH • ELSA • Nurture group based on the Zones of Regulation programme

**Fund more ELSA provision if possible. High amount of adopted and SGO children means that ELSA is needed constantly for them, resulting in less time for other children who specifically need it.**

**Extend the Nurture group provision. Monitor the nurture group provision. Keep track of specific planning. CPD for Nurture group leader to spend time with others.**

**Roll out the zones of regulation across the whole school.**

Speech and Language

**Use SALT to deliver training on the use of STC across the school, to support PP and SEN children, specifically non-verbal children.**

## Attendance

# CHEDDON FITZPAINE CHURCH SCHOOL PUPIL PREMIUM STRATEGY REVIEW 2019 - 2020

<p>Family Support Breakfast club / stay and play staffing</p> <p><b>Specific targeted families are now accessing the provision. Attendance of the PP children has improved.</b>  <b>One child has had a change of custody to dad. This has had a dramatic positive impact on his attendance.</b></p> <p>Behaviour and Attitudes • Attendance monitoring • Purchase of CPOMS • Positive behaviour incentives • Development of school council • Development of Year 6 leaders' team</p> <p><b>Attendance letters sent out</b>  <b>CPOMS purchased and in use</b>  <b>Gold, silver and bronze badges purchased for 3 golden tickets a term.</b>  <b>Increase in house points given out.</b>  <b>House teams reading muffin day introduced.</b>  <b>Mr Godfrey has taken on school council. Letters written to charities and Morrisons donated oranges for the Christingle. He is now thinking of school impact as well.</b></p>	<p>Development of Year 6 leaders' team</p> <p><b>Year 6 ambassadors set up. Needs regularly monitoring and changing as children become less interested in their job roles. This will help keep it fresh and important.</b></p>	<p>Behaviours and Attitudes</p> <p><b>Develop the role of the school council and Year 6 ambassadors further.</b></p> <p><b>Think about culture capital, how can the school become more involved and linked with the local community. (Hestercombe house)</b></p>
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<p>ICT equipment • Chromebooks • Google Apps • New Promethean boards</p> <p><b>ICT equipment purchased, training still needed to get the full benefit of it.</b></p> <p>Behaviours and Attitudes • Development of positive playtimes • Reduction in negative lunchtime behaviours.</p> <p><b>Increase of activities and engagement at lunchtimes has resulted in a reduction of negative behaviours. Equipment purchased and a new lunchtime rota is in place.</b></p>	<p>Personal Development • £50 wider ops funding for extracurricular activities outside school or to supplement school visits and trips.</p> <p><b>Not enough parents know about this in order to use it.</b></p> <p><b>Many use the trips funding and swimming support money only.</b></p> <p>Curriculum development • Stem Club • Code Club • Increase in Instrumental tuition for pupils • Increase drama provision within the curriculum</p> <p><b>Subject Leads are still developing their curriculums. This extra-curricular development is the next step.</b></p>	<p>Personal Development</p> <p><b>Would like to increase the £50 to £100 next year for parents to use to support their children's interests. Need to develop a way of informing the parents about it.</b></p> <p>Curriculum development</p> <p><b>Subject Leads are still developing their curriculums. This extra-curricular development is the next step.</b></p> <p><b>Enrichment club run by a TA is working positively, but planning and activities need to be developed.</b></p> <p><b>Skills audit of TAs. Would any run an extra-curricular club based on their interests?</b></p>
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## AOB

Have you completed any cross-school PP based activities – if so give a brief overview please.	What is your opinion on moving to the three-year strategy model?	Have you found any good reading / research etc to share?	Anything else you would like to share / raise as a hub group?
<p>Times table bee was cancelled due to COVID -19 Circus skills group was attended a few years ago but not for a while.</p>	<p>The three-year strategy model is definitely worth a discussion, but it is important that it is a hub wide possibly Trust wide decision.</p> <p>It may have an impact on the new budget coding that the Trust have brought in this year.</p>	<p>No</p>	<p>Maybe we need a Teams hub meeting to discuss things.</p>