

Pupil premium strategy statement (primary)

1. Summary information					
School	Chalfont Valley E-ACT Primary Academy				
Academic Year	2017-2018	Total PP budget	£54120	Date of most recent PP Review	June 2017
Total number of pupils	144	Number of pupils eligible for PP	47	Date for next internal review of this strategy	December 2017

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving 100+ / EXS in reading, writing and maths	50%	53%
% making expected progress in reading	-2.62	0
% making expected progress in writing	-0.18	0
% making expected progress in maths	-5.67	0

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	SEND (emotional resilience, social difficulties, mental health; speech and language) – 54% of children entitled to PPG have SEND
B.	Poor attitude to learning
C.	Poor vocabulary / oral language comprehension
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Attendance – 93.2%
E.	Complex home circumstances / outside agency involvement

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Raise attainment and accelerate the progress of children with SEND in receipt of PPG	Progress of children entitled to PPG is greater than those not. 80% of children entitled to PPG attaining at age related expectations for reading, writing and maths.
B.	Children in receipt of PPG consistently exhibit effective behaviours for learning.	Teacher assessment Summer 2017 – Summer 2018. Scale of 1-4 for each child on the following behaviours:

		<ul style="list-style-type: none"> • Get involved • Make connections • Concentrate • Work hard • Take risks • Keep trying / Persevere • Ask questions <p>Average LAB score of 2+ for children in receipt of PPG</p>
C.	Improve the emotional wellbeing of children in receipt of PPG	<p>Positive trends in responses to the PASS. No FTEs or PXs</p>
D.	Improve curriculum enrichment activities (trips and workshops)	<p>Each has experienced at least 6 trips / workshops in the academic year. Each child has learned a musical instrument for the year Progress of children entitled to PPG is greater than those not. 80% of children entitled to PPG attaining at age related expectations for reading, writing and maths. Positive impact on knowledge and understanding of the world and attitude to learning (Pre/post trip/workshop evaluation of attitudes and knowledge).</p>
E.	Improve attendance	Attendance for children in receipt of PPG is at least 97%.

5. Planned expenditure					
Academic year	2017-2018				
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?
Raise attainment and accelerate the progress of children with SEND in receipt of PPG	Keep up interventions on the day	Headteacher's experience of the approach in another setting. Ark Maths Mastery.	CPD Rigorous monitoring and evaluation of effectiveness	NH/JC	Autumn 2017
	Oral language comprehension / vocabulary instruction programme	York Reading for Meaning Project. Paucity of language for disadvantaged children.	English action plan CPD Rigorous monitoring and evaluation of effectiveness	NH/TLR holder	Autumn 2017
Total budgeted cost					£2900 (10% of PPA teacher's salary and HLTA's salary – 1 hour a day intervening each) £1889.70 (15% of SEND TAs salary – 1 hour a day intervening) Total £4789.70
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?
Improve the emotional wellbeing of children in receipt	Structured lunch times and intensive 1:1 support for	Unstructured lunchtimes have been a cause of conflict for children this academic year	Run by 5050 Sync and line managed by NH	NH	Autumn 2017

of PPG Children in receipt of PPG consistently exhibit effective behaviours for learning Improve attendance	approximately 5 children	Children at risk of FTE/PX and of poor attainment and attendance			
	Systematic approach to character development	Behaviour for learning identified as a barrier to learning for disadvantaged children	Run by 5050 Sync and line managed by NH Class teachers replicate the approach in classrooms to make the language of character development consistent across the school All staff score children regularly	NH	Autumn 2017
	Nurture provision	Nurture provisions significantly lower the risk of exclusions and improve attendance	HLTA line managed by JC CPD provided	JC	Autumn 2017
	Regular use of facilities and expertise at Restore Hope	Mental health and wellbeing are a national agenda and are part of the complex needs of our disadvantaged families.	Close relationship with Restore Hope Director Case studies of key children Pre-post trip evaluation and impact analysis including: <ul style="list-style-type: none"> • Knowledge gained • Experience gained • Attitudes to problem solving • Attitudes to school 	JC	Autumn 2017
Total budgeted cost					£17,735 (5050 Sync) £16,600 (Approximately weekly sessions at Restore Hope for children eligible for PPG) Total £34,335
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?
Improve curriculum enrichment	Subsidised trips and workshops	Pupils who participate in enrichment learning interventions appear to make approximately three months additional progress over the course of a year.	Pre and post trip / workshop evaluation	JC	Termly
	Personalised curriculum enrichment	Provide disadvantaged families with the same opportunities as others. Enrichment interventions consistently show positive benefits on academic learning, and wider outcomes such as self-confidence.	NH meet with each family to provide a menu of enrichment from which to spend £200 Case studies compiled and impact reviewed termly	NH	Autumn 2017
Total budgeted cost					£2050 £50 per child to contribute towards trips £8200 £200 per child to enrich their school experience Total £10,250

6. Review of expenditure				
Previous Academic Year		2016 - 2017		
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
Accelerate progress in all subjects in all year groups	External CPD on effective use of funding	Did not happen.	Only senior leaders need to do this. Sufficient support from the trust.	n/a
	Interventions by Vice Principle and TA, resources and laptops	Reading average progress PPG: 2.55 Non PPG: 2.65 Writing average progress PPG: Maths average progress PPG: 2.55 Non PPG: 2.23	Laptops unnecessary - unused Interventions interrupted due to staffing implications Going forward, we'll implement a model of keep up / catch up interventions: <ul style="list-style-type: none"> Keep up: adults intervene on the day to ensure that children are ready for the next lesson Catch up: Outside of core lessons, short term with small targets. Homework. 	Staffing: £28,396.07 Laptops £2,778.55 Total 31,174.62
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
Promote a sense of well-being and belonging	Provision of uniform	One child had uniform bought.	Needs systematic tracking of which children have been given uniform and how they are wearing it, as well as their attitude towards school.	£37
Improve attendance	Family support worker	No. Attendance is below national average.	Some working full time must lead on attendance. Review attendance policy and ensure that all staff are working within it. Track attendance rigorously and follow a system of escalated response.	£19,898.21
	Breakfast club	No.	Families must be targeted to attend breakfast club in order to have an impact on	£2280
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 aspiration and	Subsidised trips	No way of tracking whether aspiration has risen as no baseline was taken.	Trips and workshops to be planned in advance based on curriculum.	£99

engagement and improve behaviour		Behaviour is typically good with roughly 10% of children exhibiting consistent challenging behaviour resulting in FTE and 2 PX.	Work needs to be done with children post trip/workshop to evaluate the impact of the activities Trips alone won't improve behaviour. Structured approach of consistent adult behaviour is needed too.	
	Forest schools	No way of tracking whether aspiration has risen as no baseline was taken. Children enjoyed the sessions but there has been no lasting effect as the work has not continued.	Strategies need to be woven into the day to day running of the school.	£2600
Improve self esteem	After school PE club	No way of comparing self-esteem as no baseline was taken.	Self-esteem is built through experiencing success. This needs to be celebrated and used to improve self-esteem in other aspects of school life by making explicit links.	£162.53

7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.
Our full strategy document can be found online at: www.aschool.sch.uk