

Corringham CE Primary - Pupil Premium Strategy Statement 2018/19

1. Summary information					
Academic Year	2018-19	Total PP budget	£25080	Date of most recent PP Review	Feb 2019
Total number of pupils	112	Number of pupils eligible for PP	19	Date for next internal review of this strategy	Sept 2019

2. Current attainment – End of year review 2018			Attendance: PP group 96.75% / Non PP group: 96.65%	
End of KS2	<i>Pupils eligible for PP (progress score)</i>	<i>Pupils not eligible for PP (progress score)</i>		
% achieving ARE in reading, writing and maths	67% (3 children)	80% (15 children)		
%age achieving ARE Reading (scaled progress)	100% (+3.8)	93% (+0.15)		
%age achieving ARE writing (scaled progress)	100% (+1.7)	69% (-0.31)		
%age achieving ARE maths (scaled progress)	67% (-0.3)	86% (-0.49)		
End of KS1				
% achieving ARE in reading, writing and maths	67% (2/3)	90% (9/10)		
Phonics Y1				
% achieving the Y1 phonic screening	75% (3/4)	84% (11/13)		
EYFS				
%age achieving GLD	100% (2/2)	82% (9/11)		

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.	Pupils who have a special educational need in addition to PP. (29% in 2018)
B.	Behaviour issues for some of these children.
C.	Low numbers of PP children in school means that needs are very personal.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Attendance rates/poor punctuality for some families. (improved but needs maintaining)
4. Desired outcomes	

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improve the level of engagement in learning of identified pupils.	<ul style="list-style-type: none"> • All pupils' needs are being met. • Expected or better progress is made from their starting points. • Individual behaviour strategies and support are implemented to ensure they can fully access their learning.
B.	Increased attendance and punctuality rates. Whilst this was addressed in previous year, the school feels that this needs to continue maintain current levels.	Attendance for all children is in line with national requirement. Punctuality for PP children continues to improve..
C.	Effective provision is in place to support and nurture identified pupils with emotional needs.	<p>Pupils eligible for PP will make as much progress, from their starting points as their peers.</p> <p>Children will feel the school is a safe place. They will have access to a nurturing environment and support will be available if required.</p>
D.	Ensure each child in receipt of PP receives personalised intervention to meet their needs and maximise progress.	The attainment/progress of pupils is in line with non-PP children.

5. Planned expenditure					
Academic year	2018-19				
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	Review Notes:
<p>To support learning in all classes.</p> <p>To support individual and small groups with their targets.</p> <p>Children with SEND are supported.</p>	<p>Additional adults are available to support the teacher and small group learning where needed to provide interventions.</p>	<p>Smaller teaching groups and/or targeted interventions. Access to skilled teachers and TAs impacts on pupils outcome.</p>	<p>Through pupil outcomes.</p> <p>Careful deployment of teachers/TAs.</p>	EWJ	<p>October training completed. Focus for Maths team to monitor. Hub training on-going.</p> <p>Additional teacher appointed Sept-Jan. Progress for all pupils positive according to internal data. Shared with Governors Jan 2019.</p>
<p>To continue to improve the teaching of maths for all classes and improve outcomes for the children.</p>	<p>Mastery and Reasoning Training October 2018 – Paul Broadbent</p> <p>Shared ‘best practise’ with collaboration schools.</p> <p>Y2 and Y6 teachers to attend Maths clusters Maths Hub</p>	<p>Access to quality first teaching.</p>	<p>Through classroom observations and pupil progress.</p>	LB/AJ	
<p>To support the learning of those children in receipt of PP and to improve progress.</p>	<p>All PP to receive access to additional time with a qualified teacher to focus on targets in literacy and/or numeracy weekly. 2:1.</p> <p>Access to Specialist Teacher to ensure teachers are able to meet their needs.</p>	<p>EEF - Evidence indicates that one to one tuition can be effective, on average accelerating learning</p>	<p>Through pupil outcomes.</p>	AJ	
Total budgeted cost					11200

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	Review Notes
Children have access to regular support beyond the classroom so that they can feel comfortable in the school and are able to complete activities such as homework. Children feel listened to and have a named person they can talk to.	Weekly access to the Pupil Premium mentor – the PPM will have protected on timetabled time to allow her to support children as and when needed (homework support/emotional etc)	The EEF Toolkit suggests that targeted support/ intervention matched to specific pupils needs or behavioural issues can be effective especially for older pupils	Pupil voice.	CC	
Children will be able to play alongside each other and learn how to take turns, share responsibilities and roles.	Lego Therapy training and consultation.	Children are ready for learning. Behaviour does not impact on peers learning.	Monitoring lunchtime routines. Talking to children.	EWJ	Training began Feb 2019 for staff working with 6 chn. Review to see if training can be disseminated.
Children are supported in their well-being.	Think2Speak Counselling Support to provide targeted support to individuals and families.	EEF evidence suggests SEL interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself	Talking to children and families. Pupil outcomes.	AJ/EWJ	Chn who currently access this service have reported they feel listened to and parents feel that the prompt action and access have meant the sessions meet their child's needs quickly and therefore effectively.
All children to have the opportunity to experience trips and visits.	Access to trips and visits.	Children respond well to visits and then have first-hand experiences to be able to write and improve attainment.	Pupil interviews	EWJ/CH	
Total budgeted cost					£8500
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	Review Notes:
Attendance improvements are maintained.	Monitoring attendance.	Chn with good attendance at school achieve well.	Attendance for targeted children is maintained.	EWJ	Attendance for PP group improved from 95.8 to 96.7 in previous year through continued monitoring and incentives.
All children in receipt of counselling, receive it in a nurturing environment, free from distractions.	Create Nurture Hut	For counselling to be effective, the venue must be free from distraction.			
All children to have access to calm space in school, particularly during play and lunch.	Develop Garden space and outdoor play equipment.	Children who are able to access a reflection space, will be more able to learn.	Pupil interviews	All staff	Garden space now developed, resources still need adding too. Staff require additional training on how to use the space.
To support children during lunchtime.	Additional TA 30 mins daily to support vulnerable children at play.	Lunchtimes will run smoothly with behaviour managed well.	Pupil interviews & reduced lunch time 'incidents'.	CH CH/EWJ	Playtime incidents reduced. New equipment will need to be purchased.
Total budgeted cost					£8000