

Pupil premium strategy document 2018/19 The Clinton School

1. Summary information					
School	Clinton C of E Primary School				
Academic Year	2018/19	Pupil Premium allocation	£11,540	Date of most recent External PP Review	11.9.17
Total number of pupils	27 including preschool.	Number of pupils eligible for PP	5 (including 1 x CiC)	Date for next internal review of this strategy	April 2019

2. Current attainment (based on end of 2017/18 data)			
End of KS2	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths	0%	20%	64%
% reaching the expected standard in reading	0%	20%	75%
% reaching the expected standard in writing	0%	60%	78%
%reaching the expected standard in maths	0%	20%	75%

	<i>Pupils eligible for PP (your school) Break down per year groups of current cohort (2017/18) based on end of 2017/18 data</i>					
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
% achieving in reading, writing and maths			(0%
% reaching the expected standard in reading	0%	100%	N/A	100%	N/A	0%
%reaching the expected standard in writing	0%	100%	N/A	66%	N/A	0%
% reaching the expected standard in maths	0%	100%	N/A	100%	N/A	0%

	<i>Pupils NOT eligible for PP (your school) Break down per year groups of current cohort (2017/18) based on end of 2017/18 data</i>					
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
% achieving in reading, writing and maths						20%
% reaching the expected standard in reading	80%	50%	80%	0%	100%	20%
% reaching the expected standard in writing	80%	66%	60%	0%	100%	60%
% reaching the expected standard in maths	80%	66%	80%	0%	100%	20%

3. 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.	6/8 of the PP children have a low starting point and need to make accelerated progress in order to meet age related expectations.
B.	Some PP children have a recognisable SEND and others have significant gaps in their learning due to poor teaching over the years. This can represent itself as a special education need at times.
C.	Teachers have observed through conversation and classroom discussion that 6/8 pupils eligible for PP have underdeveloped speaking and listening skills. Grammatical sentence structure is inaccurate and vocabulary is limited.
D.	Previous inadequate teaching in the Key Stage 2 class has not addressed the above issues. In addition, during the period of inadequate teaching many of the pupil premium have developed a poor attitude to learning and limited aspirations to what they can achieve. They are very passive learners who are unable to take risks and persevere with challenge.

E.	6/9 of those eligible for PP began this academic year below the expected standard in Reading and Writing and Maths, they have low-self esteem and also lack self-motivation for learning.										
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)											
F.	5/9 pupils come from families hard to reach. Parental engagement is required to develop appropriate support for the PP pupils at home.										
4. Desired outcomes											
	<table border="1"> <thead> <tr> <th data-bbox="197 314 1326 367"><i>Desired outcomes and how they will be measured</i></th> <th data-bbox="1326 314 2128 367"><i>Success criteria</i></th> </tr> </thead> <tbody> <tr> <td data-bbox="85 367 197 571">A+B</td> <td data-bbox="197 367 2128 571"> <p>To raise attainment and then sustain this for all PP pupils (including those with SEND) in spelling, reading, maths and mental maths.</p> <p>SEND pupils to have achieved all of their small step targets within their individualized My Plans. - BW has delivered a staff meeting on how to monitor small step progress and has developed an excel assessment spreadsheet for this. 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		As evidenced by: lesson and intervention observations, work sampling, weekly PP teacher / pupil conferencing, pupil voice questionnaires
F.	Improve parental engagement to develop appropriate support for the PP pupils at home.	All PP parents / carers communicate with school regularly, hear children read at home and encourage with homework

5. Planned expenditure £11,540 +SBS

Academic year	2018/19
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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?	Expenditure
A + B To raise attainment of all PP pupils (including those with SEND) in spelling, reading, maths and mental maths.	Daily, targeted teaching of basic literacy and numeracy skills.	<p>PP baseline data (Testbase, September 2018) shows the pupils are starting below the the expected standard in literacy and numeracy for their year group. Teacher observations and pupils' exercise books show that poor literacy skills are hindering progress in writing and reading comprehension.</p> <p>Poor numeracy skills are hindering progress in other areas of Maths as well as developing reasoning skills.</p>	<ul style="list-style-type: none"> Employ experienced and high quality teachers Teachers to begin new decision spelling programme and a member of staff to be called the champion for spelling. This person then attends regular hub meetings. Planned time-line of lesson observations learning walks and pupil conferencing Close monitoring of pupils' exercise books, formative and summative assessments. Teachers to attend phase hub meetings across the MAT. Specific maths intervention for PP children delivered by a specialist maths teacher. 	Head and PP champion. PP Governor	March 2019 May 2019 July 2019 September 2019.	<p>£10,686 (Teacher led intervention and metacognition strategies - 5 hrs per week)</p> <p>Specific maths interventions led by maths specialist</p>

<p>C. Improve oral language skills for pupils eligible for PP.</p>	<p>Teachers to use a wide vocabulary when speaking and in choice of texts.</p> <p>English working walls provide tiered language pyramids for children to access.</p> <p>Teachers provide opportunities for discussion and debate in the classroom.</p> <p>Teachers provide a text rich environment.</p> <p>Use of Talk Boost Intervention in Key Stage One</p>	<p>PP pupils' limited vocabulary is hindering the ability to read text for meaning as well as vocabulary choices in writing.</p>	<ul style="list-style-type: none"> • Support from other schools within the MAT. • Planned time-line of lesson observations learning walks • Close monitoring of PP pupil / teacher conference • Evidence (data) showing pupil progress between sessions on Talk Boost Program 	<p>Head and PP champion.</p> <p>PP Governor</p>	<p>March 2019 May 2019 July 2019 September 2019.</p>	<p>LSA to deliver program £1000</p> <p>£529 for delivery of the program</p>
<p>D. High quality teaching results in dramatic improvement in behaviour for learning of PP pupils and all pupils in the KS2 class.</p>	<p>Teachers have high expectations of behaviour and use behaviour management strategies consistently.</p> <p>Teachers regularly interweave learning behaviours into their lessons and language.</p>	<p>Poor behaviour for learning is detrimental to progress.</p> <p>Limited aspiration and thirst for learning is having a detrimental effect on progress and children reaching their full potential.</p>	<ul style="list-style-type: none"> • Ongoing review of behaviour management strategies as a school and with the SENDCO as a support. • Displays in each class to represent key learning behaviours. • Weekly good news assemblies showcase key children that have displayed key learning behaviours. • Appropriate handover time between job sharing teachers to ensure consistency of approach 	<p>Head and PP champion.</p>	<p>March 2019 May 2019 July 2019 September 2019.</p>	

E. Significantly raise self - esteem, self motivation and aspiration of PP pupils.	Theories of 'Growth Mindset' and 'The Iceberg Illusion' and the learning pit explained to children and constantly reinforced through discussion and visual displays, class ethos and expectation	Theories of mindset have proven to positively enhance pupils' self belief and will to try and improve.	<ul style="list-style-type: none"> PP Lead to support teachers in their understanding of the theories. All PP children to attend Education trips, residential and after school clubs that they wish. - Some children are not signed up for residential Aspiration speakers/ visitors to be brought into school. - Lauran Doolan Olympic athlete, Rob Pudner - entertainly different, Chris Turner and Sophie from Edukid. 	Head and PP champion. PP Governor	March 2019 May 2019 July 2019 September 2019.	
D. High quality teaching results in dramatic improvement in behaviour for learning of PP pupils and all pupils in the KS2 class.						Teachers have high expectations of behaviour and use behaviour management strategies consistently.
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?	Expenditure
A + B To raise attainment of all PP pupils (including those with SEND) in spelling, reading, maths and mental maths.	LSA and teacher targeted interventions in Numbers Count, phonic intervention, spelling intervention, Accelerated Reader, Pre-teaching sessions in maths and english and pupil conferencing - see monitoring data sheet.	Skills in literacy and numeracy are below ARE and pupils require additional targeted interventions.	<p>Specialist maths lead to deliver key maths interventions.</p> <p>Class teacher to provide pre and post teach for maths and english.</p> <p>HLTA to provide targeted interventions and monitor AR progress etc.</p> <p>Head to monitor standardised ages prior to and after interventions.</p>	Head and PP champion. PP Governor Specialist Maths teacher.	March 2019 May 2019 July 2019 September 2019	£1,217 per annum (Accelerated Reader) £2700 for 3 mornings specialist TA support in pre-teaching/ consolidation sessions for

						targeted PP children in KS2 £5,343 for specific teacher lead intervention and conferencing for PP children.
C. Improve oral language skills for pupils eligible for PP.	LSA targeted intervention in 'Talk Boost', 'Speech Link' and 'Language for Thinking'	PP pupils' limited vocabulary is hindering the ability to read text for meaning as well as vocabulary choices in writing so additional targeted interventions are required.	PP Lead and teacher to observe interventions as per planned timeline of observations. - need to action. PP Lead to monitor evaluations before and after interventions.	Head and PP champion PP Governor	March 2019 May 2019 July 2019 September 2019	£500 (Speech Link and Language for Thinking resources) £1000 (LSA to deliver programme) £700 (Talk Boost training and resources) £525 (LSA to deliver programme)
E. Significantly raise self - esteem, self -motivation and aspiration of PP pupils.	Pupil conferencing Attachment Based mentoring for key PP children.	Self-esteem and self-motivation are hampering pupils in risk taking. PP pupils need to feel a personal connection with adults in school to develop their sense of worth.	Mentor is a qualified HLTA and has attended attachment based mentoring. -How do we monitor this? Head and PP champion to monitor Pupil - Mentor and Pupil - Teacher consultation logs - need to action.	PP Lead (Deputy Head) PP Mentor PP Governor	March 2019 May 2019 July 2019 September 2019	£996 per annum
Total budgeted cost						
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?	
F. Improve parental engagement to develop appropriate support for the PP pupils at home.	<p>Targeted invitations to attend parent consultation meetings / workshops on reading and maths - make attractive and supportive with clear strategies to aid home-learning.</p> <p>Expectation of daily signing of Home - School Diary</p> <p>Encourage use of online Maths and English software (IXL)</p>	Parental support is key to helping pupil progress.	<p>Ensure invitations to events are at times where parents can attend. invite on an individual basis by telephone, if necessary.</p> <p>Regular open afternoons for parents to attend. - remembrance service on 12th Nov, Christmas performance 20th Dec, open afternoon on 21st Dec, pancake races 5th March, Easter service and hot cross buns 1st April, cake sale 2nd April, Cold stream and high tea 28th June.</p> <p>Parents invited to attend good news assembly each week. - consideration needed on how to raise parental attendance figures. .</p>	Head and PP champion.	<p>March 2019</p> <p>May 2019</p> <p>July 2019</p> <p>September 2019</p>	<p>£240 - IXL online learning program to support English and Maths</p> <p>£30 for photocopying home-learning leaflets and packs for parents</p>
Total budgeted cost						£270

6. Review of expenditure July 2019

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
A + B To raise attainment of all PP pupils (including those with SEND) in spelling, reading, maths and mental maths.	Daily, targeted teaching of basic literacy and numeracy skills.	Good end of year results of PP children in each cohort Year 2 (2children) = 50% ARE in Reading and writing and maths. (it is important to note that one PP child has significant SEND) Year 3 (1 child) = 100% RWM Year 5 (3 children) = 100% RWM	Ongoing development and improvement in teaching in both classes has meant positive progress in all core subjects. This needs to remain a focus next year with ongoing CPD and development of teachers. It would be good to see some of these children move to GD by the end of next year.	£10,686 (Teacher led intervention and metacognition strategies - 5 hrs per week) Specific maths interventions led by maths specialist
C. Improve oral language skills for pupils eligible for PP.	Teachers to use a wide vocabulary when speaking and in choice of texts. English working walls provide tiered language pyramids for children to access. Teachers provide opportunities for discussion and debate in the classroom. Teachers provide a text rich environment. Use of Talk Boost Intervention in Key Stage One	The data highlighted above demonstrates the improvement in language use within work. Working walls and tiered language pyramids are present in both classrooms and used by pupils as commented on by pupils in a recent survey when they commented on using walls and resources to aid their learning. Book looks also demonstrate an improvement in their language through the vocabulary they are using. Talk boost and time to talk has supported progress of key children's language development as noted by SALT.	Continual Development and embedding of good quality reaching in english with text rich work. also to include working walls and language tiers. Heads monitoring schedule to include regular books looks with a focus on language use. Continue Talk boost and language link assessments for all.	LSA to deliver program £1000 £529 for delivery of the program

<p>D. High quality teaching results in dramatic improvement in behaviour for learning of PP pupils and all pupils in the KS2 class.</p>	<p>Teachers have high expectations of behaviour and use behaviour management strategies consistently.</p> <p>Teachers regularly interweave learning behaviours into their lessons and language.</p>	<p>Good quality teaching has resulted in good behaviour for learning within all classes and all areas of school life.</p> <p>Across the whole school there have been no significant behaviour incidents throughout the year and only 2 parents meetings regarding friendship concerns.</p>	<p>Continue to embed new behaviour policy which concentrates on school values and links in with team points.</p>	
<p>E. Significantly raise self - esteem, self motivation and aspiration of PP pupils.</p>	<p>Theories of 'Growth Mindset' and 'The Iceberg Illusion' and the learning pit explained to children and constantly reinforced through discussion and visual displays, class ethos and expectation</p>	<p>This is still an ongoing challenge within the key stage 2 classroom.</p> <p>The new class teacher now has a growth mindset display and talks about this with the children at length each day. There are opportunities for children to 'spot' when others are demonstrating growth mindset.</p> <p>The rewards on a Friday celebration assembly also supports growth mindset</p>	<p>Continue to find ways to embed this within key stage 2.</p> <p>Use best practice from key stage 1 class to support this, including 'what's my next challenge' language</p> <p>Consider getting more inspirational speakers in for children.</p> <p>Consider opportunities for pupils (London trip for year 6's next year and Dorset trip for year 5's)</p>	
<p>ii. Targeted support</p>				
<p>Desired outcome</p>	<p>Chosen action/approach</p>	<p>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</p>	<p>Lessons learned (and whether you will continue with this approach)</p>	<p>Cost</p>
<p>A + B To raise attainment of all PP pupils (including those with SEND) in spelling, reading, maths and mental maths.</p>	<p>LSA and teacher targeted interventions in Numbers Count, phonic intervention, spelling intervention, Accelerated Reader, Pre-teaching sessions in maths and english and pupil conferencing.</p>	<p>2 children in year 5 have had 1:1 support with reading and now have an improved reading age and are averaging 90- 100% in their accelerated reader tests.</p> <p>1 child in year 5 has had 1:1 teacher support on spelling and is now working on a year group spelling set above what they started on - although this is still not at age related as yet.</p> <p>2 children in year 5 have had 1:1 maths intervention. One child is now working at greater depth level and the other child has mad 6 months progress in 3 months.</p>	<p>These interventions with specialised teacher have proved very successful.</p> <p>Next year the reading recovery teacher will continue 2 mornings a week however maths may not continue due to the great progress made this year. The maths may be continued by a HLTA instead.</p>	<p>£1,217 per annum (Accelerated Reader)</p> <p>£2700 for 3 mornings specialist TA support in pre-teaching/ consolidation sessions for targeted PP children in KS2</p>

				£5,343 for specific teacher lead intervention and conferencing for PP children
C. Improve oral language skills for pupils eligible for PP.	LSA targeted intervention in 'Talk Boost', 'Speech Link' and 'Language for Thinking'	A key PP child in year 2 has received targeted language support which has resulted in them meeting many of their individualised targets. They are now able to string simple sentences together and ask key familiar adults key questions. This support will need to continue with transition into year 3.	To continue due to progress being made and need for support through to year 3 on this key transitional period.	£500 (Speech Link and Language for Thinking resources) £1000 (LSA to deliver programme) £700 (Talk Boost training and resources) £525 (LSA to deliver programme)
E. Significantly raise self-esteem, self-motivation and aspiration of PP pupils.	Pupil conferencing Attachment Based mentoring for key PP children.	One child has received AMB and this has helped them build up secure relationships with key staff members within the school. Their attendance is very good and they are at ARE in all core areas of learning with some GD in maths.	Focus on pupil conferencing next year.	£996 per annum
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
F. Improve parental engagement to develop appropriate support for the PP pupils at home.	Targeted invitations to attend parent consultation meetings / workshops on reading and maths - make attractive and supportive with clear strategies to aid home-learning.	Remembrance service on 12th Nov, Christmas performance 20th Dec, Open afternoon on 21st Dec, Pancake races 5th March, Easter service and hot cross buns 1st April, Cake sale 2nd April, Decision spelling parent workshop 20th June Cold stream and high tea 28th June. Sports day and picnic 2nd July RSE parent workshop 10th July Leaver service 19th July	<ul style="list-style-type: none"> No IXL to be continued next year. Alternative programmes to be researched and homework policy to be rewritten with a focus on how to get parents and children to value this and engage. Despite many open events parent attendance is still low. These workshops will continue in the new year and we will send out individual invites to key parents. 	£240 - IXL online learning program to support English and Maths £30 for photocopying home-learning leaflets and packs for parents

	Expectation of daily signing of Home - School Diary Encourage use of online Maths and English software (IXL)	<ul style="list-style-type: none">•		
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