

# Pupil premium strategy statement (primary)

1. Summary information					
<b>School</b>	Campton Lower School				
<b>Academic Year</b>	2018-2019	<b>Total PP budget</b>	£37000	<b>Date of most recent PP Review</b>	11/18
<b>Total number of pupils</b>	127 (Jan 18 census)	<b>Number of pupils eligible for PP</b>	89 (Jan18 census)	<b>Date for next internal review of this strategy</b>	01/19

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
<b>% achieving in reading, writing and maths KS1</b>	R-89%, W-89%, M-89%	R-78%, W-73%, M-79%
<b>% passing phonics screening test</b>	100%	-
<b>% making progress in writing</b>	100%	-
<b>% making progress in maths</b>	100%	-

3. Barriers to future attainment (for pupils eligible for PP, including high ability)		
<b>In-school barriers</b> <i>(issues to be addressed in school, such as poor oral language skills)</i>		
<b>A.</b>	Gaps in learning due to a lack of consistency in schooling and frequent relocation. Also, gaps in learning as many children have been educated abroad.	
<b>B.</b>	Emotional needs due to parents being deployed, friends relocating, children feeling like they don't belong due to frequent moves.	
<b>C.</b>	Emotional and attachment needs resulting in challenging and disruptive behaviour.	
<b>External barriers</b> <i>(issues which also require action outside school, such as low attendance rates)</i>		
<b>D.</b>	Attendance concerns due to parents being deployed and holidays being taken during term time.	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Gaps will quickly be filled and children will work at the expected standard for their year group. This will be measured via pupil tracking.	PP children will achieve the expected standard for their year group. PP children will make at least expected progress in all subjects
<b>B.</b>	Children are emotionally stable and able to cope with the demands of the curriculum.	Teachers report increased engagement in class. Parents report on improvements to their child's emotional wellbeing.
<b>C.</b>	Improved attitude to learning observed in class with fewer behaviour incidents recorded.	Fewer behaviour incidents recorded. Observations of lessons show an improvement in attitudes to learning.
<b>D.</b>	Attendance of pupil premium children is in line with the attendance of other children.	There is no difference between the attendance of PP and non-PP children.

5. Planned expenditure					
Academic year	2018-2019				
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?
Teachers receive appropriate training to ensure they have the skills needed to support children of all levels and backgrounds.	Training identified half termly through monitoring and pupil progress meetings. Teachers to be allocated training based upon individual need.	Outcomes from learning walks and SIP visits will identify strengths and weaknesses in order to inform training needs. Training can be targeted at specific individuals or with specific children in mind.	Impact of training is assessed through improvements in teaching and pupil outcomes.	LD	Termly
<b>Total budgeted cost</b>					£300
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?
Every child who is not making progress is quickly identified and targeted support provided to fill gaps in learning.	Tailored programme of intervention provided by class teachers, HLTAs and support staff.	Children who are not making expected progress need to be identified quickly so that the gap does not increase. Intervention needs to be tailored to their specific needs and should be closely linked to what they are learning in class.	Pupil progress meetings will be held half termly. Any child who is not making adequate progress will be identified for intervention. Interventions will be reviewed regularly and adapted if progress is not being made. Impact will be shown on provision maps.	LD, Class teachers, HLTAs	Half termly
Pupils who are falling behind their peers are identified for 1:1 sessions and systematically taught the skills that they need in order to catch up	A personal plan will be created identifying targets across the curriculum. Children will work on pre-learning and consolidation.	Research on the EEF toolkit suggests that 1:1 or targeted small group intervention provided by a teacher or trained professional can accelerate learning by approximately five months. Research also shows that 1:1 tuition has a greater impact if directly linked with the learning that the children are doing in class.	All 1:1 children will be reviewed half termly and tracked to ensure that there is adequate progress. Pupil progress meetings are held in which individual children are discussed in detail.	CD	Half termly

Pupils who are struggling emotionally are quickly identified and offered Time to Talk	Teachers and parents will put children's names forward for Time to Talk. Children will receive one session a week in which they can share any concerns that they may have and receive support in working out their problems.	The EEF toolkit states, 'On average, Social and Emotional Learning interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (four months' additional progress on average).' They also state that, 'SEL programmes appear to benefit disadvantaged or low-attaining pupils more than other pupils, though all pupils benefit on average'	Children will complete a baseline Moods and Feelings survey during the Autumn Term or when they begin their programme. They will then repeat the exercise at the end of the Summer Term. The two results will be compared to measure the impact.	CA	Annually, although all children who receive this intervention are discussed in a weekly meeting between the Pastoral Lead and the Head in order to monitor progress.
Nurture group provided for small groups of children who need further support.	Teachers and parents will identify children who would benefit on working on their social skills in a small group.	A number of our younger children struggle to communicate their feelings effectively. We believe that nurture groups provide a safe environment for children to learn essential life skills. This is supported by evidence showing children who attended a nurture group had a significant chance of improving their learning skills (Gerrard, 2005), including language and literacy skills (Hosie, 2013) and the younger the pupil accessed the nurture group, the more significant the gains in social functioning and academic performance (Scott & Lee, 2009).	The impact will be monitored by the class teacher, parents and the pastoral lead. Half termly pupil progress meetings will provide opportunity to discuss the impact of the group.	CA	Half termly
Pupils who are having emotional difficulties are provided with support and reassurance before the school day.	Children are identified and invited to breakfast club. Children will come into school early and enjoy breakfast as part of a small group and supported by the pastoral lead.	Research from the EEF Magic Breakfast project showed that, 'the breakfast club intervention had a large positive effect on teacher-perceived student behaviour and concentration in the classroom.' We believe that a positive start to the day with a familiar adult will ensure that children will be able to start their school day ready to learn.	Monitoring of club. Feedback from pupils, parents and staff. Discussions during pupil progress meetings.	CA	Termly
<b>Total budgeted cost</b>					£30812
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Pupil premium children to have the same or better attendance than other children.	Office Manager to monitor attendance and send a letter to parents if attendance drops below 94%. Termly attendance awards to praise those who have 100% attendance.	Pupils who have poor attendance are more likely to have gaps in their learning and find it harder to keep up with their peers. Regular contact with parents will ensure that parents understand the importance that we place on good attendance.	Weekly monitoring. Trigger letters sent out when attendance drops below 94% and additional letters sent when attendance improves.	JB	Termly

<p>PP children will be provided with a wider range of educational opportunities than they might otherwise afford.</p>	<p>A subsidy will be provided to enable all children to participate in educational visits/activities</p>	<p>Previously, we have received low amounts of donations towards educational visits. This has made it difficult for some activities to take place. By providing a subsidy, it will greatly reduce the cost and ensure children from all year groups are provided with educational visits.</p>	<p>Monitoring opportunities for educational visits across the school.</p>	<p>LD</p>	<p>Termly</p>
<p>All pupils will have the opportunity to learn music taught by a specialist teacher.</p>	<p>Weekly music lessons will be provided by Inspiring Music for all classes, with children from Y2-Y4 taught to play an instrument.</p>	<p>Previously much of our PP money has been dedicated to raising academic achievement. Although this remains a priority, there is a great deal of research that supports music provision for disadvantaged pupils. Research has demonstrated that there is an increase in social cohesion within class, greater self-reliance, better social adjustment and more positive attitudes in the children. These effects were particularly marked in low ability, disaffected pupils (Spychiger, et al., 1993). Harland (2000).</p>	<p>Feedback from pupils, parents and staff. Observation of lessons.</p>	<p>LD</p>	<p>Termly</p>
<b>Total budgeted cost</b>					<p>£8501</p>