

Pupil premium strategy document 2017/18 The Clinton School

1. Summary information					
School	Clinton C of E Primary School				
Academic Year	2017/18	Pupil Premium allocation	£9240	Date of most recent External PP Review	11.9.17 Next external Review autumn term 2017
Total number of pupils	30	Number of pupils eligible for PP	9 (including 2 x CiC)	Date for next internal review of this strategy	Jan 2018

2. Current attainment (based on end of 2016/17 data)			
	<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	11% (1/9 pupils)	36.8% (7/19 pupils)	75%
% reaching the expected standard in reading	56% (3/9 pupils)	36.8% (7/19 pupils)	92%
% reaching the expected standard in writing	56% (3/9 pupils)	36.8% (7/19 pupils)	95%
%reaching the expected standard in maths	11% (1/9 pupils)	36.8% (7/19 pupils)	91%

N. B. Data excludes 1 pupil in Foundation cohort 2017 - 18 as there is no previous data.

	<i>Pupils eligible for PP (your school) Break down per year groups of current cohort (2017/18) based on end of 2016/17 data</i>					
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
% achieving in reading, writing and maths	0 (0/2)	100 (1/1 pupils)	NA	0 (0/3 pupils)	0 (0/1 pupils)	0 (0/2 pupils)
% reaching the expected standard in reading		100 (1/1 pupils)	NA	33.3 (1/3 pupils)	0 (0/1 pupil)	50 (1/2 pupils)
%reaching the expected standard in writing		100 (1/1 pupils)	NA	33.3 (1/3 pupils)	0 (0/1 pupil)	50 (1/2 pupils)
% reaching the expected standard in maths		100 (1/1 pupils)	NA	0 (0/3 pupils)	0 (0/1 pupil)	0 (0/2 pupils)

N. B. Data excludes 1 pupil in Foundation cohort 2017 - 18 as there is no previous data.

	<i>Pupils NOT eligible for PP (your school) Break down per year groups of current cohort (2017/18) based on end of 2016/17 data</i>					
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
% achieving in reading, writing and maths	25% (¼ pupils)	20 (¼ pupils)	25 (1/4 pupils)	0 (0/1 pupils)	67 (⅔ pupils)	67 (⅔ pupils)
% reaching the expected standard in reading		20 (¼ pupils)	25 (1/4 pupils)	0 (0/1 pupils)	67 (⅔ pupils)	67 (⅔ pupils)
% reaching the expected standard in writing		20 (¼ pupils)	25 (1/4 pupils)	0 (0/1 pupils)	67 (⅔ pupils)	67 (⅔ pupils)
% reaching the expected standard in maths		20 (¼ pupils)	25 (1/4 pupils)	0 (0/1 pupils)	67 (⅔ pupils)	67 (⅔ pupils)

N. B. Data excludes 1 pupil in Foundation cohort 2017 - 18 as there is no previous data.

September 2017

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.	67% (6/9 pupils) of those eligible for the PP in the school also have additional SEND	
B.	Those eligible for PP have low baseline data, for example in KS2 1/6 has a reading age at least 1 year below their chronological age and 4/6 have a reading age of at least 2 years below their chronological age. (September 2017)	
C.	Teachers have observed through conversation and classroom discussion that 6/9 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 3 / 6 pupils eligible for the PP in the KS2 class developed very poor behaviour for learning with one of these pupils receiving a fixed term exclusion. The behaviour for learning of others not eligible for the pupil premium was also well below the expected standard, resulting in a negative learning environment for all those eligible for PP.	
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		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A+B	To raise attainment of all PP pupils (including those with SEND) in spelling, reading, maths and mental maths.	SEND pupils to have increased their spelling, reading, maths and mental maths standardised ages by 5 months in a period of 3 calendar months. Pupils without SEND to have increased their spelling, reading, maths and mental maths standardised ages by 7 months in a period of 3 calendar months.
C.	Improve oral language skills for pupils eligible for PP.	Pupils eligible for PP make rapid progress by the end of the year so that all pupils eligible for PP meet age related expectations.
D.	High quality teaching results in dramatic improvement in behaviour for learning of PP pupils and all pupils in the KS2 class.	Learning walks, lesson observations and Headteacher / Deputy Headteacher drop - ins find consistently good or outstanding teaching and behaviour management resulting in: <ul style="list-style-type: none"> • a calm focused learning environment • consistently good behaviour for learning from PP pupils and where pupils struggle, behaviour management strategies are effective • Fewer behaviour incidents recorded for PP pupils on the school system (without changing recording practices or standards). • Children have the language for learning and can talk about themselves as a learner - pupil books show evidence of pupil reflections on their learning.

E.	Significantly raise self - esteem and self motivation of PP pupils.	PP pupils consistently: <ul style="list-style-type: none"> • attempt challenging tasks readily • have a desire to learn • believe they can improve and are determined to do so • work well independently and as part of a group 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 £9240 (total sum of PP monies) + SBS

Academic year	2017/18
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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 (September 2017) shows the pupils are starting well below the the expected standard in literacy and numeracy. 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 attend training on 'No Nonsense Number' and be provided with resources for 'No Nonsense Spelling.' • Planned time-line of lesson observations learning walks and pupil conferencing • Close monitoring of pupils' exercise books and standardised scores/ages 	Deputy Head (PP Lead) PP Governor	Nov 2017 Jan 2018 March 2018 May 2018 July 2018	<p>£10,686 (Teacher led intervention and metacognition strategies - 5 hrs per week)</p> <p>No Nonsense Number Training + Resources (£400)</p> <p>No Nonsense Spelling Resources (£200)</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>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 Teaching School Alliance • 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>Deputy Head (PP Lead)</p> <p>PP Governor</p>	<p>Nov 2017 Jan 2018 March 2018 May 2018 July 2018</p>	<p>Speech Link and Language for thinking resources £500</p> <p>LSA to deliver program £1000</p> <p>Talk Boost training and resources £700 £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>Poor behaviour for learning is detrimental to progress.</p>	<ul style="list-style-type: none"> • Training from St Helen's VA School in the use of behaviour management system • Appropriate handover time between job sharing teachers to ensure consistency of approach 	<p>Deputy Head (PP Lead)</p>	<p>Nov 2017 Jan 2018 March 2018 May 2018 July 2018</p>	
<p>E. Significantly raise self - esteem and self motivation of PP pupils.</p>	<p>Theories of 'Growth Mindset' and 'The Iceberg Illusion' explained to children and constantly reinforced through discussion and visual displays, class ethos and expectation</p>	<p>Theories of mindset have proven to positively enhance pupils' self belief and will to try and improve.</p>	<p>PP Lead to support teachers in their understanding of the theories.</p>	<p>Deputy Head (PP Lead)</p> <p>PP Governor</p>	<p>Nov 2017 Jan 2018 March 2018 May 2018 July 2018</p>	
Total budgeted cost						£14,015
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

<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, Accelerated Reader, Pre-teaching sessions in maths and pupil conferencing</p>	<p>Skills in literacy and numeracy are well below ARE and pupils require additional targeted interventions.</p>	<p>Support in delivering interventions from St Helen's VA School and Teaching School Alliance</p> <p>PP Lead and teacher to deliver interventions as per planned timeline of observations.</p> <p>PP Lead to monitor standardised ages prior to and after interventions.</p>	<p>PP Lead (Deputy Head)</p> <p>PP Governor</p> <p>Specialist Maths TA</p>	<p>Nov 2017 Jan 2018 March 2018 May 2018 July 2018</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> <p>£5,343 for specific teacher lead intervention and conferencing for PP children.</p>
<p>C. Improve oral language skills for pupils eligible for PP.</p>	<p>LSA targeted intervention in 'Talk Boost', 'Speech Link' and 'Language for Thinking'</p>	<p>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.</p>	<p>PP Lead and teacher to observe interventions as per planned timeline of observations.</p> <p>PP Lead to monitor evaluations before and after interventions.</p>	<p>PP Lead (Deputy Head)</p> <p>PP Governor</p>	<p>Nov 2017 Jan 2018 March 2018 May 2018 July 2018</p>	<p>£500 (Speech Link and Language for Thinking resources)</p> <p>£1000 (LSA to deliver programme)</p> <p>£700 (Talk Boost training and resources)</p> <p>£525 (LSA to deliver programme)</p>

E. Significantly raise self - esteem and self motivation of PP pupils.	Weekly teacher - pupil conference Weekly pupil - mentor meeting	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 teacher and trained counsellor. PP Lead to monitor Pupil - Mentor and Pupil - Teacher consultation logs	PP Lead (Deputy Head) PP Mentor PP Governor	Nov 2017 Jan 2018 March 2018 May 2018 July 2018	£996 per annum
Total budgeted cost						£12,981
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.	Targeted invitations to attend parent consultation meetings / workshops on reading and maths - make attractive and supportive with clear strategies to aid home-learning.. Expectation of daily signing of Home - School Diary Encourage use of online Maths and English software (IXL)	Parental support is key to helping pupil progress.	Ensure invitations to events are at times where parents can attend, invite on an individual basis by telephone, if necessary.	PP Lead (Deputy Head)	Nov 2017 Jan 2018 March 2018 May 2018 July 2018	£240 - IXL online learning program to support English and Maths £30 for photocopying home-learning leaflets and packs for parents
Total budgeted cost						£270

6. Review of expenditure

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

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

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

7. Additional detail

