



Calcot School Pupil premium strategy statement

1. Summary information					
School:					
Academic Year	2017/18	Total PP budget	£126888	Date of most recent PP Review	July 2017
Total number of pupils	292 infants 272 juniors	Number of pupils eligible for PP	65 Juniors 38 Infants	Date for next internal review of this strategy	Dec 2017

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving Expected or above in KS2 RWM	44.4%	57.1%
% achieving Expected or above in KS1 RWM	58.8%	62.7%
Progress		

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.	Poor engagement (home circumstances and support)
B.	Oral language skills in Reception are lower for PPG children. This slows reading progress in subsequent years.
C.	Low numeracy starting points for SEN pupils
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Attendance Emotional support for children and families

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Opportunities for interventions, boosters, homework clubs for PP in each of the year groups. Get higher attendance at parenting sessions. Get higher attendance at Toy club which is aimed at Reception children.	High take up of opportunities and all work completed and progress measured each half term
B.	Children to receive speech and language support and supported through targeted interventions as they move through the Reception and into Year 1.	In Year 1 the children achieve the Year 1 phonics test. Further up the school the children are discharged by the speech and language therapist. Reading ages are also monitored on a termly basis to ensure children are making progress.
C.	Children are identified and given targeted maths intervention support. Teachers and TAs are trained in effective maths interventions which	Progress in maths is monitored termly through the use of Puma maths test. Attainment of children across the school in maths will increase by
D.	Attendance for PPG children in KS2 to improve.	Attendance PPG children in KS2 to decrease from 32 to 15 children.

Planned expenditure					
Academic year	2017/18				
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?
Writing levels to be in line with Reading and Maths	Teacher training and support with planning of writing and assessment. Appropriate interventions for children who are struggling and addressing any access issues for SEN children.	This is to ensure that teachers are including regular opportunities for children to write including extended pieces of writing.	Moderation of writing across year groups and Key Stages.	FB EK	Dec 2017

Improved reading ages for low attaining pupils.	Staff training on improving the quality of guided reading. Guided Reading is reviewed by the Literacy Co-ordinator and monitored across the schools. New texts are bought to improve the language that the children are exposed to.	Children are not exposed to a rich language environment. By improving the texts available within school the children will be exposed to texts that they wouldn't normally choose to read.	Children express an avid interest in the books that they are reading.	Leadership Team	
Total budgeted cost					10,000
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?
Maths Improved progress for low attaining pupils.	Staff training on high quality feedback Staff training on developing maths for the low attaining children in each year group.	Staff attend maths training to improve their pedagogy in order to support the SEN children within their classes. Interventions are regularly reviewed as to whether they are having an impact.	Staff will attend moderation with other schools on a termly basis to ensure that they are assessing the children accurately.	Leadership team	Dec 2017
Access support through the use of IT for doubly disadvantaged children in their writing and maths.	Children given opportunities to practise typing and learning times tables.	Increase in recall of times tables and children improve by producing more substantial pieces of writing. Children take pride in their achievements and feel motivated by this style of learning.	Children have regular access to the resources in curriculum and intervention time.	Inclusion Lead	Dec2017
Increase attainment for PPG children in each year group	Targeted intervention support delivered by TAs across each year group for PPG children. Ensure PPG children attend booster and homework sessions after school.	There is a gap of attainment across each year group which is continuing to close between Non PPG children and PPG children. Attendance for PPG children for homework and booster sessions to improve.	Organised timetable for intervention groups for each year group. The Inclusion manager will monitor progress termly. TAs will have their training updated.	Inclusion manager Team Leaders	Dec 2017
Total budgeted cost					40,000

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?
Increased attendance rates	Inclusion team employed to monitor pupils and follow up quickly on absences. First day response provision.	We can't improve attainment for children if they aren't actually attending school. NFER briefing for school leaders identifies addressing attendance as a key step.	Through working with the EWO and the inclusion Team. Children are identified and will monitor children whose attendance falls below 90%	Inclusion manager	Jan 2017
Total budgeted cost					10,000

5. 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
<p>Maths</p> <p>Improved progress for low attaining pupils.</p>	<p>Staff training on high quality feedback</p> <p>Staff training on developing maths for the low attaining children in each year group.</p>	<p>KS2 children</p> <p>At the end of the Summer 2016. KS1 in maths was above the NA and the proportion exceeding the expected standard significantly (TWICE) above the NA.</p> <p>In KS2 at the end of Summer 2016 Maths was 51 % well below the NA of 70%.</p> <p>The school had an average scaled score of 99.9 below the NA of 103</p> <p>There were 7 pupils with scores of 97+</p> <p>The KS1 APS for maths for this cohort was 15.9</p> <p>Pupil Premium children achieving at expected was 33%</p> <p>Autumn Term Progress</p> <p>Through the use of Puma tests there is evidence of Four of the six year groups having a gain in their maths ages above the 12 months between the tests (Y1 the tests were taken within 3 months.)</p> <p><u>In Summer 2017</u></p> <ul style="list-style-type: none"> • At the end of KS2 Maths was 64.1% which is still below the National Average. • PPG children achieved 55.6% in Maths. The gap is closing between PPG and Non PPG. • <p>KS1 children</p> <p>At the end of the Summer 2016 KS1 children 79.5% and the PPG children were 64.3%.</p> <p>In Summer 2017</p> <ul style="list-style-type: none"> • <u>At the end of KS1 children achieved 76.3%</u> • <u>PPG children were 70.6%</u> • <u>The children who were not doubly disadvantaged achieved 83.3%</u> 	<p>The school has conducted a QLA and identified the strands – multiplying and dividing written methods linked to ratio and proportions. Girls were 21% below the expected level – the school has reflected on the SDP. Leaders will also consider pupil grouping for teaching in maths.</p> <p>This is also being addressed through adaptations to the calculations policy.</p> <p>Through the use of Puma tests and rigorous teacher assessments that feed into planning. This can be seen in the progress of the children. There is still a concern over the progress of the doubly disadvantaged children. In the Infant School the progress is good and the children are closing the gap.</p> <p>The doubly disadvantaged children in the Junior School the gap is not closing for these children. It is not however across all year groups.</p>	

Maths Improved progress for high attaining pupils.	CPD on providing stretch for high attaining pupils.	Autumn Term Progress Through the use of Puma tests there is evidence of Four of the six year groups having a gain in their maths ages above the 12 months between the tests (Y1 the tests were taken within 3 months.)	Through rigorous planning and assessment the group continues to make good progress in maths. The children are identified in their classes and their progress is monitored carefully.	
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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
Improved oral language skills in reception and Year 1.	Support from Speech and language therapist.	The children are making progress in their speech. This can be seen in the monitoring of the phonics.	This approach will be continued and the training will be spread out across TAs.	12,000
Increase attainment for PPG children in each year group	Targeted intervention support delivered by TAs across each year group for PPG children. Ensure PPG children attend booster and homework sessions after school.	Children attend homework club in the Infant and the Junior School in the Autumn term. The infant school	The homework clubs have increased in attendance and more children are accessing the support. This will be continued next year.	2,000
Improve reading attainment for Year 5.	To buy in Sound Training teacher for Autumn term for Year 5 children.	The children made significant progress in their reading at the end of sound training.	This approach works really well and gives the children a boost in their fluency and spelling in their reading and writing.	4,000
Improve reading and spelling in Year 4 for PPG and SEN children.	To buy in Accele Read and Accele Write.	The children all attended regular sessions and the majority of the children improved in their reading ages using the Salford Test. The children that did not make progress have been identified for LAL intervention.	This will be continued in the Summer Term in Year 3 to improve the progress of children who are not achieved a standardised score of 85.	£2000

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

<p>Increased attendance rates</p>	<p>Inclusion team employed to monitor pupils and follow up quickly on absences. First day response provision.</p>	<p>The Inclusion team along with the office staff and the Headteacher meet regularly with the EWO to address children who have attendance of concern. The families are all notified if there attendance drops below 95%. Families are required to produce medical evidence if there is low attendance.</p>	<p>The school has found this approach to be successful with the majority of families. The Inclusion team has worked hard to improve the attendance this was shown in the attendance figures in the Autumn term. Due to high levels of illness in the Spring Term</p>	
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6. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.

	£
SUNDRY EXPENDITURE SO FAR	4,784.29
FORECAST EXPENDITURE	£
TRIPS	5,180.00
APRIL - AUGUST 17 TA'S	
	£
22 WKS @ 214.25HRS X £11	51,848.50
	£
22 WKS @ 40HRS X £14 ELSAS	12,320.00
SEPTEMBER 17 - MARCH 18 TA'S	
	£
Additional intervention time	67,732.50
	£
Inclusion Team	37,578.00
	£
Sundry Purchases uniform etc	2,800.00
	£
FSW	2,200.00
	£
Training	1,000.00
	£
Sound training	3,000.00
	£
TOTAL EXPENDITURE	188,443.29