



Calcot School Pupil premium strategy statement

1. Summary information					
School:	Calcot Schools				
Academic Year	2018/19	Total PP budget	£162,940	Date of most recent PP Review	April
Total number of pupils	266 infants 291 juniors	Number of pupils eligible for PP	88 Juniors 38 Infants	Date for next internal review of this strategy	Dec 2018

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.	Passivity to learning due to lack of parental support
B.	Poor language/literacy skills
C.	Lower starting points for maths
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.	To continue to further promote and develop parental engagement through ensuring strong and open links for new parents, providing parent forums.	Parents are fully supportive and engaged in the life of the school and able to provide effective support at home for their child, in terms of social and academic development.
B.	To improve reading and writing across the school through maintaining writing moderation, storytelling afternoon and introduce Clicker to the double disadvantaged pupils to aid with writing. Continue to add to the school libraries	Reading and Writing attainment in KS1 and KS2 is improved upon with the range of opportunities and events providing a strong and effective context for quality teaching and learning.
C.	To further develop the maths mastery approach to continue to raise attainment and progress in maths across the school so that 75% achieve in line with or above National Expectations at the end of KS2 SATS.	Quality teaching and learning in maths is reflected in a rise in attainment in KS2 and KS1 SATs results for maths.
D.	To further develop and improve attendance so that the attendance of PP pupils continues to rise and so that the gap between PP and non PP children attendance is diminished.	Attendance continues to improve in the school overall and the gap continues to diminish between attendance of PP and non PP pupils.

Planned expenditure					
Academic year	2018-19				
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?
To continue to further promote and develop parental engagement through ensuring strong and open links for new parents, providing parent forums.	Increased opportunities for Parental engagement	Promote engagement from Pupil Premium families with learning and school life. This will help to improve the attainment of the children within these families.	<p>Continue to main parent forums over the course of the year. Provide open afternoons (at least one each half term) for new FS parents, as well as open mornings for all Year groups.</p> <p>Family focused activities (three each year to engage parents working alongside their child in an activity)</p> <p>Family School Support Workers continue to run a variety of parenting groups to support parents across the schools. Family School Support Workers attend home visits for both Nursery and Reception parents.</p>	<p>FR</p> <p>Leadership Team</p> <p>Inclusion Team</p>	Half Termly

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?
<p>To improve reading and writing across the school through maintaining writing moderation, storytelling afternoon and introduce Clicker to the double disadvantaged pupils to aid with writing. Continue to add to the school libraries.</p>	<p>Whole school professional development on Reading and Writing, to avoid creating a ceiling to expectations.</p> <p>Robust 'teaching over time' monitoring schedule in place to ensure both high standards and expectations as well as a high level of consistency across the school.</p>	<p>As a school we have high expectations for all pupils and do not believe a disadvantaged background is reason not to achieve highly. Our socio-economic profile for each year group demonstrates the specific challenges of each year group which is known and recognised as a context for learning but not seen as a barrier to success.</p> <p>Teaching quality monitored over time against each cohort to establish the teaching and learning journey.</p> <p>Use of accurate data and knowledge of children to set challenging but achievable targets for all.</p> <p>TAs in every classroom in the morning with flexibility in some afternoons to deliver interventions.</p>	<p>Proactive SLT review of class provision using Provision Maps and Moderation. PPG focus built into SLT and Staff Meetings training specifically for TAs. Staff to share best practise within the year groups.</p> <p>Inclusion Manager to regularly update staff with updates from the wider community. Headteacher to develop new partnership working opportunities.</p> <p>Termly monitoring schedule adapted to evaluate 'teaching over time' identifying strengths and areas of development and ensure consistency across the school. Embedded evaluation in SEF.</p> <p>Maintain the resources for Read, Write INC and improve on the reading schemes in both schools.</p> <p>Introduce Clicker to the doubly disadvantaged children who are struggling with writing.</p> <p>Provide training opportunities for the teaching of spelling. Teachers continue to attend moderation sessions within school across year groups as well as externally.</p> <p>Further develop the school library as a hub for reading and literacy, using it as a base for other Literacy activities.</p> <p>Allocate three writing moderation sessions to focus standards on improvement of writing attainment and progress.</p>	<p>Leadership Team</p> <p>EK</p> <p>Leadership Team</p> <p>EK/FB</p> <p>EK</p> <p>FB</p> <p>FB</p> <p>Leadership Team</p>	<p>Termly</p>

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?
<p>To develop the maths mastery approach to continue to raise the attainment and progress in maths across the school so that 75%+ achieve in line with or above National Expectation at the end of KS2 SATS.</p>	<p>To continue to improve on the attainment and progress on all children across both schools.</p> <p>Targeted pupils receive additional support in Maths by highly qualified Teachers.</p> <p>Provide high quality 1:1 tuition for identified pupils in Maths.</p> <p>Staff meetings to continue to moderate levels across the school as well as updating the professional development of staff.</p>	<p>Quality First teaching and small group tuition have both been proven to have a positive impact on outcomes.</p> <p>Children to have continued access to Times tables Rockstars and PurpleMash.</p>	<p>On-going monitoring of teaching and learning of PPG and Double disadvantaged children.</p> <p>Outcomes of PPG children linked to teachers' appraisal targets.</p> <p>Termly tracking of all children with a particular focus on PPG children to ensure that they are making at least 'good' progress.</p> <p>Pupil Questionnaires monitored.</p> <p>Clear and accurate entry and exit data.</p> <p>Staff meetings to update the professional development of staff. Staff meetings for moderating the levels to ensure consistency.</p>	<p>Leadership Team</p> <p>Inclusion manager</p> <p>Leadership Team</p> <p>All Staff</p> <p>MC</p>	<p>Termly and as interventions end.</p>

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?
To improve language skills in FS and KS1 children	Every child a talker intervention.	Small group interventions have had a positive impact in improving language skills and giving confidence to PP children.	Monitor the intervention delivery and the impact.	Inclusion Manager	Termly
To raise the attainment and progress of reading across the school, specifically for PPG children.	To ensure PPG children are heard read daily. Though activities led by Family School Support workers encourage families to read alongside their child.	1 to 1 reading is a good way of building confidence for reading as well as supporting the acquisition of skills such as de-coding and word building.	Children's reading ages are tracked termly to ensure that	All Classteachers	Termly
To provide effective link between home and school and raise self esteem of specific PPG	ELSA support through either individualised or group support.	Family school support workers to deliver ELSA work across the school to support both parents and children.	Regular Inclusion meetings to discuss children. Parent meetings with PPG parents to discuss how to help their child at home.	Inclusion Team	Termly

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?
To further develop and improve attendance so that the attendance of PP pupils continues to rise and so that the gap between PP and non PP children attendance is diminished.	The gap between PP children and Non PP for attendance continues to decrease.	Attendance is directly linked to attainment and progress, as well as engagement in learning.	<p>Use attendance certificates in both schools to reward attendance for whole classes. Display boards in main offices in both schools outlining the attendance for every class. Attendance is regularly celebrated both weekly and termly for individual children as well as whole classes.</p> <p>Phone calls are made to any parent whose child is not in school by 9.10am by the office if no response calls are made to all contact numbers on the list provided.</p> <p>Regular reminders about attendance expectations are stated in newsletter as well as reminders if a child's attendance is falling below the 95%.</p> <p>All requests for absence are signed for by the Headteacher and are refused if attendance is poor.</p> <p>EWO involvement is for all children whose attendance is below 90%.</p>	Inclusion Team Leadership Team	Dec 2018
budgeted cost					10,000

5. Review of expenditure				
Previous Academic Year		2017-18		
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
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.	<u>See appendix</u>	Pupil progress meetings have made a significant difference to ensuring teachers have high expectations for all children as well as PP children. Close monitoring of teaching and learning in the school ensure that children have access to high quality first teaching.	
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.	See appendix	We will continue to review the effectiveness of strategies used to identify gaps for disadvantaged and their impact on achievement through monitoring and reviewing provision and impact. PPG review in Spring term.	

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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.	See appendix	The gap between PP children and the Non PP children continues to decrease. The number of children on track for age related expectation for	
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.	Children now have more regular access to ICT to enhance their learning experiences. Lots of the children use Times Tables rocks stars to enhance their learning of times tables. Teachers have been encouraging children to use these.		
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.	Interventions have had a significant impact on the progress of the children in this last two terms. The Progress for the Pupil premium children have increased and is nearly in line		
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 attendance of the PP children has increased significantly For the whole school: Number of authorised absences is Infant 4.8% Junior 3.1%. This has been reduced from the same time last year. Number of persistent absences is Infant 19% Junior 7.5%. This has been significantly decreased from the same time last year.</p>	<p>The school to continue to monitor and improve on attendance. The current strategies in place are having a significant impact.</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.