

Pupil Premium Strategy / Self-Evaluation (Primary)

1. Summary information					
School	Chulmleigh Primary School				
Academic Year	2020-2021	Total PP budget	£53,420	Date of most recent PP Review	Sept 2020
Total number of pupils	172	Number of pupils eligible for PP	35	Date for next internal review of this strategy	July 2021
2. Current attainment					
			<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>	
% achieving expected standard or above in reading, writing & maths			23% 8/35	65%	
% making expected progress in reading (as measured in the school)			31% 11/35	73%	
% making expected progress in writing (as measured in the school)			23% 8/35	78%	
% making expected progress in mathematics (as measured in the school)			23% 8/35	79%	
3. Barriers to future attainment (for pupils eligible for PP)					
Academic barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)					
A.	SEN – 58% of our children eligible for PP have additional needs				
B.	Poor language understanding and processing				
C.	High levels of anxiety and vulnerability				
Additional barriers (<i>including issues which also require action outside school, such as low attendance rates</i>)					
D.	Mobility into school - year 6 have 25% mobility compared to 7% nationally				
4. Intended outcomes (<i>specific outcomes</i>)		Success criteria			

A.	SEND needs are identified and barriers are addressed through interventions and pre teaching – NTS maths and reading scores improve	NTS reading and maths scores show a narrowing of the gap between PP/SEN and the rest of the cohort.
B.	Children’s vocabulary is expanded, comprehension and communication skills improve.	Language Link and Talk Boost scores improve, as well as the quality of the children’s written and verbal reasoning skills evidenced in learning walks and book looks.
C.	Children’s confidence and resilience develops allowing them to be more independent; social skills improve.	Improved engagement with their learning and positive interactions with other children. This will be assessed by Pastoral TA through discussions with teachers, pupil conferencing and Boxall Profile assessments.
D.	Mobile children settle quickly to become part of the Chulmleigh ‘family’.	Starting points assessed on arrival to measure progress against as learning may have been disrupted by external factors since previous National Assessments.

5. Review of expenditure				
Previous Academic Year		2019-2020		
i. Quality of teaching for all				
Action	Intended outcome	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>Staff CPD on dyslexia</p>	<p>Staff are better able to support children with dyslexic tendencies</p>	<p>Low Impact: due to Covid 19:</p> <p>Analysis of class cohorts shows a significant amount of children with either identified dyslexia or with dyslexic traits.</p>	<p>Interventions, teaching and support for these children monitored through PAT (pupil assessment tool) and through formative and summative assessments.</p> <p>Unfortunately due to Pandemic and early closure, we were unable to continue with this support in school. Strong attempts were made to support these children learning at home such as Nessy, AR and personal learning programmes.</p> <p>This approach will continue next year.</p>	<p>£1000</p>
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<p>Support staff working in the classrooms with identified children</p>	<p>All children receive QFT with targeted support for some children.</p> <p>Children remain on task, confidence is built and they engage with their learning.</p>	<p>Impact not possible to assess due to Lockdown</p> <p>Children remain in the classroom working in mixed ability groups, supported by a TA while the teacher focus' on specific groups of children. Support staff can quickly offer help to enable children to keep up with their peers during the lesson.</p>	<p>This was put in place and was working well until Lockdown in March. This will continue next year.</p>	<p>£27,000</p>
<p>Support from NLE Sandy Brown as well as Area Advisors from Babcock</p>	<p>Teaching and learning to improve</p>	<p>NLE has worked with many schools and is recognised in Devon as having impact on school improvement and standards</p>	<p>Action plan put in place and resources purchased according to the advice given. Ofsted inspection recognised that support had already been implanted.</p> <p>To continue working with SIP next year.</p>	<p>£650</p>

<p>Join Ilsham English Hub and Jurassic Maths Hub</p>	<p>CPD for teachers to feedback to whole staff</p>	<p>Take part in the Teacher Research Group (Maths) and improve Early Reading and the teaching of Phonics (English)</p>	<p>Staff meetings were held and CPD supported other teachers. We began to see the benefit but this was interrupted by Lockdown. To continue next year.</p>	<p>£500</p>
<p>Ensure 'manipulatives' are used in every maths lesson to support CPA</p>	<p>Children will have a better understanding of mathematical concepts and problem solving.</p>	<p>CPA used in Singapore Maths methods with research based evidence for efficacy. This needed embedding but was interrupted by Lockdown.</p>	<p>This will continue next year. A dedicated 'maths room' has been created for additional targeted support.</p>	
<p>Continue with Decision making spelling project</p>	<p>SEN children and disadvantaged to be at expected at the end of KS2</p>	<p>Daily teaching of a set of spellings with overlearning of the rules and applying them has an impact on children's ability to make increasingly accurate choices when spelling a word. Interrupted by Covid 19.</p>	<p>Testing demonstrated that this was having a positive impact on the children's spelling but was interrupted by Covid 19. Next year more emphasis will be placed on securing Phonics for children struggling with spelling to ensure that basic spelling patterns are in place as well as spelling rules.</p>	

Oracy a focus across the school	To improve language skills across the school particularly for disadvantaged, SEN and EYFS	Literacy and language skills and levels are falling nationally, a focus on vocabulary, oracy, problem solving and reasoning as well as metacognitive and collaborative learning is proven to impact on outcome.	More emphasis is needed on the acquisition of vocabulary in all areas of the curriculum – i.e. topic based vocabulary displayed in the classroom. This will continue next year.	
To raise the profile of reading for pleasure as well as to improve skills	Children learn a love of reading, choosing a book as a 'go to' source of entertainment.	Reading is the key skill that children can use to improve language, general knowledge and to access other areas of learning. Children had timetabled story time for every class as well as time for independent reading.	Comprehension is an area that many children, particularly pp children, are struggling with. During Covid 19, children and parents were encouraged to use Oxford Owl on-line resources and to access the 'click and collect' books from the library. Staff read stories in recorded videos published to children on the on-line learning platform.	
ii. Targeted support				
Action	Intended outcome	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

Interventions in Maths	Gaps in children's learning addressed	SMART targets for interventions support better targets support. Interrupted by Covid 19.	Interrupted by Covid 19 but more targeted research based interventions are needed. Short time	£500
Pre teaching	To narrow gaps in attainment	Children who take part in pre- teaching sessions develop fewer gaps than children on interventions alone. Interrupted by Covid 19.	Monitored through PAT and Pira and Puma results. Difficulty to fit into timetable for teachers to deliver.	£450
Talk Boost and Speech/Language Link interventions	Children make accelerated progress	Low attainment is linked to low language and poor vocabulary. These are research based interventions with high impact results. These were interrupted by Covid 19. Interrupted by Covid 19.	Vocab displays, Knowledge Organisers with relevant topic words and additional phonic teaching in KS2 for next year.	£1000
Accelerated Reader for year 6 pupils and struggling KS2	Children read more often	Reading 5x per week for 20 minutes is essential for children to keep up with age expectations. Children encouraged to do this and to quiz books regularly. High impact for those who engaged.	To be put in place for most KS2 children.	£3500

Nessy reading and spelling support package	Children's reading and spelling improve	Multi-sensory methods of learning and over learning for spellings and reading are shown to have high impact on retention and application of rules for those with barriers to learning. Chn still able to access from home after Lockdown but many did not due to screen time, lack of device or internet. High impact if used regularly.	This needs to be done in school if parents are unable to support children at home. Too many children not accessing this for the required amount of time.	£3000
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iii. Other approaches

Action	Intended outcome	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)	Cost
Pastoral support to address vulnerability and mental health. Training in Boxall Profile assessments	Children more resilient and confident, improved social skills	Children feeling dysregulated or unhappy are unable to access their learning. School needs to be a place of safety when other situations may be unstable or disrupted. Boxall profiling to be used at the beginning of involvement and after a period of time to measure progress and change actions if necessary.	After Covid 19 Lockdown, many children are feeling dysregulated and confused. Pastoral support is more necessary than ever.	£1000
Parent drop in sessions – Chatterbox – monthly stay and play sessions in preschool	Better parental engagement and relationships with school.	With fewer outside agencies able to support parents we have noticed a growing number of families with anxiety, worry and lack of support. This is reflected in some of the children. Parents will also engage better with their children's learning if they are made to feel part of the Chulmleigh Family. No impact	Lack of parental interest so this was ended.	£100

6. Planned expenditure

Academic year	2020-2021				
The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies					
i. Quality of teaching for all					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Staff CPD on dyslexia	Staff are better able to support children with dyslexic tendencies	Analysis of class cohorts shows a significant amount of children with either identified dyslexia or with dyslexic traits. We were not able to fully implement this last year.	Interventions, teaching and support for these children will be monitored through PAT (pupil assessment tool) and through formative and summative assessments	R Cummins	Every 6 weeks
Support staff working in the classrooms with identified children	Children remain on task, confidence is built and they engage with their learning.	With a higher than average number of SEN and PP children it is important that these children can access the learning from the teacher, remaining in class and on task. Support staff can quickly offer help to enable these children to keep up with their peers during the lesson.	Learning Walks, pupil conferencing book looks.	L Newman	Termly
Support from NLE Sandy Brown or other SIP if not available, as well as Area Advisors from Babcock	Teaching and learning to improve	NLE has worked with many schools and is recognised in Devon as having impact on school improvement and standards	NLE visits and advice	L Newman and S Brown M Johnson	Action plans reviewed each term

Continue as a member of Ilsham English Hub and Jurassic Maths Hub	CPD for teachers to feedback to whole staff	Take part in the Teacher Research Group (Maths) and improve Early Reading and the teaching of Phonics (English).	Staff meetings, feedback from teachers, evidence of work reflected in classrooms. Staff training through on-line CPD	J De Fuyck, C Davis K Stapley J Smith L Newman	Termly
Ensure 'manipulatives' are used in every maths lesson to support CPA	Children will have a better understanding of mathematical concepts and problem solving.	CPA used in Singapore Maths methods with research based evidence for efficacy. Mastery Approach adopted for all teaching.	Staff meetings, learning walks, pupil conferencing and book looks	L Newman J De Fuyck	Throughout the term.
Continue with Decision making spelling project	SEN children and disadvantaged to be at expected at the end of KS2	Daily teaching of a set of spellings with overlearning of the rules and applying them has an impact on children's ability to make increasingly accurate choices when spelling a word. This will work alongside additional phonics for KS2	NFER tests completed termly, spellings sent home and tested at end of teaching sequence, spellings in writing improve	L Newman O Pleasance C Davis	Termly
Vocab a focus across the school	To improve language skills across the school particularly for disadvantages, SEN and EYFS	Literacy and language skills and levels are falling nationally, a focus on vocabulary, oracy, problem solving and reasoning as well as metacognitive and collaborative learning is proven to impact on outcome	Vocab displays, Knowledge Organisers with appropriate topic vocab, technical vocab used in all lessons and high expectations that children will use that vocab.	L Newman R Cummings Subject Leaders	Termly

To raise the profile of reading for pleasure as well as to improve skills	Children learn a love of reading, choosing a book as a 'go to' source of entertainment.	Reading is the key skill that children can use to improve language, general knowledge and to access other areas of learning.	Timetabled story time for every class, time for independent reading with no teacher input, reading swaps across the school, visits to the new library. Improve book resources in the school.	C Davis L Newman	Termly
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Total budgeted cost					£35,200
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ii. Targeted support

Action	Intended outcome	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 interventions	Gaps in children's learning addressed	SMART targets for interventions support better targets.	Monitored through assessment and NTS results, learning walks, pupil conferencing.	L Newman R Cummins J De Fuyck	Half termly
Pre teaching	To narrow gaps in attainment	Children who take part in pre- teaching sessions make develop fewer gaps than children on interventions alone	Monitored through PAT and NTS results	L Newman J De Fuyck	Termly
Accelerated Reader for most KS2 pupils	Children read more often	Reading 5x per week for 20 minutes is essential for children to keep up with age expectations. Proven research based intervention.	Track using program software and KS2 teachers	C Davis L Newman KS2 teachers	Half termly
Nessy reading and spelling support package	Children's reading and spelling improve	Multi-sensory methods of learning and over learning for spellings and reading are shown to have high impact on retention and application of rules for those with barriers to learning	Time on intervention tracked weekly Targets tracked weekly	C Pugsley R Cummins L Newman	Weekly

Additional phonics for KS2 children unable to access Decision Spelling	Use of phonics as 'go to' tool for decoding for all children embedded.	Systematic Synthetic Phonics programme implemented with rigour demonstrates faster progress for children's decoding skills.	Teachers to plan for chn to access systematic or incidental phonics following the 'Floppy's Phonics' programme.	C Davis L Newman	Termly.
Total budgeted cost					£7620.00

iii. Other approaches

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review
Pastoral support to address vulnerability and mental health. Training in Boxall Profile assessments	Children more resilient and confident, improved social skills	Children feeling dysregulated or unhappy are unable to access their learning. School needs to be a place of safety when other situations may be unstable or disrupted.	Boxall profiling to be used at the beginning of involvement and after a period of time to measure progress and change actions if necessary.	C Murray R Worsley	Every term
Rigorous monitoring of attendance every 2 weeks – all children with attendance falling below 92% will receive letters and support to improve attendance – if not improved then EWO involved	Vulnerable and Disadvantaged pupils attendance improves – target to achieve above 96% attendance in whole year	Evidence is that children with poor attendance perform poorly compared to peers	Attendance is monitored every 2 weeks, letters drafted with guidance and increasing levels of support/intervention by Head of school. After 20 sessions absent doctor's note required for all absences. Fines implemented for school term holidays	L Newman A OCallaghan	Bi weekly
Total budgeted cost					£10,600

7. Additional detail.

All areas detailed above have been used to support progress and address barriers for both Pupil Premium children and Children with special educational needs. Monitoring for these children happens half termly.