



Caldecote Community Primary School - Pupil premium strategy statement

1. Summary information					
School	Caldecote Community Primary School				
Academic Year	2018/19	Total PP budget	£248,160	Date of most recent PP Review	Jun 2018
Total number of pupils	587	Number of pupils eligible for PP	176	Date for next internal review of this strategy	Jan 2019
2. Current attainment (Year 6 – end of July 2018)					
		<i>Pupils eligible for PP (school)</i>		<i>Pupils not eligible for PP (national average)</i>	
% achieving in reading, writing and maths		64% EXP / 5% HIGHER		70% / 12% PP from ASP Oct 2018	
% making progress in reading		-0.01 Progress 64% EXP / 5% HIGHER		+0.31 Non-PP Progress Nationally 80% / 33% Non PP from ASP Oct 2018	
% making progress in writing		3.41 Progress 77% EXP / 9% HIGHER		+0.24 Non-PP Progress Nationally 83% / 24% Non PP from ASP Oct 2018	
% making progress in maths		1.17 Progress 64% EXP / 5% HIGHER		+0.31 Non-PP Progress Nationally 81% / 28% Non PP from ASP Oct 2018	
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.	No PP pupils on entry into Reception are working at age related expectations – on average at least 10-15% are for non PP pupils.				
B.	Ensuring that quality first teaching remains at least consistently good in all year groups.				
C.	Movement of teaching staff throughout the year – through leaving the school or long term absence issues (September 2018 five teachers new to the school)				
D.	Staff provide very effective extra provisions for SEN pupils; however we need to raise further awareness of individual class profiles providing provisions to close the gap for PP pupils in all classes.				

External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
E.	Attendance rates for pupils eligible for PP are estimated at 95.50% (Predicted from SIMS – awaiting ASP profile update (below the target for all children of 96%) and below non-PP pupils at 97.20%. This reduces their school hours and causes them to fall behind on average.	
F.	Persistent absence rates are higher for PP pupils (13.1% - 23 of 176 pupils) than for non-PP pupils (3.8% - 11 of 287 pupils) – again based on estimates from SIMS – awaiting ASP profile update.	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improve further the extra provisions for all PP pupils across all year groups to close the gap between PP and non-PP pupils or to maintain PP pupils achieving higher than non-PP pupils.	Pupils eligible for PP identified by all teachers and planned, weekly interventions are used to increase attainment organised and agreed by Assistant Headteachers; Year 6 PP to remain above non-PP by the end of 2019 in all subjects including combined at expected and gaps closed in greater depth. Year 5 PP to reduce the gap with non-PP by the end of 2019 in all subjects including combined at expected by 10% at expected and 5% greater depth. Year 4 PP to remain above non-PP by the end of 2019 in all subjects including combined at expected and greater depth. Year 3 PP to reduce the gap with non-PP by the end of 2019 in all subjects including combined by 10% at expected and 5% at greater depth. Year 2 PP to remain above non-PP by the end of 2019 in all subjects including combined at expected and greater depth. Year 1 PP to reduce the gap with non-PP by the end of 2019 in all subjects including combined by 10% at expected and 5% at greater depth. This includes all ability groups – LA, MA and, especially, HA.
B.	Increase the progress scores at the end of Key Stage 2 for all higher prior attaining pupils	Progress to be measured against attainment data from ASP 2019. Progress gaps at the end of 2018 for HA disadvantaged pupils to be closed and brought in line with National other 2019.
C.	Significantly higher rates of progress than non PP pupils where required across all year groups and for all ability groups.	Progress to be measured against attainment data - see above for specific details relating to current cohorts. Data to be assessed using reading, writing and maths assessments. All PP pupils to reach full potential by end of Year 6 and at least in line with national non PP pupils for all abilities.
D.	Quality first teaching remains never less than good in all year groups, especially when short term staffing problems arise.	Pupils eligible for PP make 20% more progress as 'other' pupils across the school. This includes all ability groups – LA, MA and, especially, HA.
E.	Increased attendance rates for pupils eligible for PP.	Reduce the number of persistent absentees among pupils eligible for PP to 8.3% or below (PA percentage Nationally 2017), in line with 'other' pupils. Overall PP attendance improves from 95.50% to 96.30% in line with 'other' pupils (current Y6 to target 97.5% - +0.4% on 2018).

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?
<p>A. Improved provisions for all PP pupils.</p> <p>B. Increase the progress scores at the end of Key Stage 2 for all higher prior attaining pupils.</p> <p>C. Significantly higher rates of progress across all year groups for PP pupils</p> <p>D. Quality first teaching remains never less than good.</p>	<p>Staff training on high quality feedback.</p>	<p>We want to invest some of the PP in longer term change which will help all pupils. Many different evidence sources, e.g. EEF Toolkit suggest high quality feedback is an effective way to improve attainment, and it is suitable as an approach that we can embed across the school – improvement of plus 8 months.</p> <p>Targeted interventions designed by the Leadership Team for all Pupil Premium pupils at risk of not achieving targets.</p> <p>All targets for Pupil Premium pupils take into account prior attainment at the end of EY and KS1 along with current attainment.</p>	<p>Course selected using evidence of effectiveness.</p> <p>Staff training in staff meetings.</p> <p>Shared practice.</p> <p>Evaluation of outcomes in books and where areas of development need to be changed.</p> <p>Lessons from training embedded in school feedback policy.</p>	<p>HT and DHT</p>	<p>Jan 2019 including a governor review – Feb 2019.</p>
<p>A. Improved provisions for all PP pupils.</p> <p>B. Increase the progress scores at the end of Key Stage 2 for all higher prior attaining pupils.</p> <p>C. Significantly higher rates of progress across all year groups for PP pupils</p> <p>D. Quality first teaching remains never less than good.</p>	<p>CPD on different approaches to providing support for small groups in addition to quality first teaching.</p> <p>Smaller class sizes in Years 5 and 6. This enables greater emphasis on feedback for individual pupils and increased progress.</p>	<p>Pupils eligible for PP are making less progress than other pupils across some classes in KS2 in reading, writing and maths. We want to ensure that PP pupils can achieve high attainment as well as simply 'meeting expected standards'. We want to ensure that all staff are trained at identifying where extra provisions can be used to support PP pupils along with effectively reviewing the success of individual provisions.</p> <p>Smaller classes in Years 5 and 6 – EEF suggests this can lead to a close of 3 months in an academic year.</p>	<p>Course selected using evidence of effectiveness.</p> <p>SENCo and SLT support staff CPD in developing provisions that can be offered.</p> <p>Review provisions and detail value for money.</p> <p>Maintain 3 teachers per year group.</p>	<p>HT, DHT and SLT.</p>	<p>Jan 2019 including a governor review – Feb 2019.</p>

					Total budgeted cost	£170,000 – 3 additional teachers and 3 additional TA's.
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?	
<p>A. Improved provisions for all PP pupils.</p> <p>B. Increase the progress scores at the end of Key Stage 2 for all higher prior attaining pupils.</p> <p>C. Significantly higher rates of progress across all year groups for PP pupils</p> <p>D. Quality first teaching remains never less than good.</p>	<p>121 and small group provisions provided for PP pupils.</p>	<p>Some of the students need targeted support to catch up. Individual provisions are provided for short focused periods of time and evaluated against specific criteria to measure their impact over time. Targeted interventions designed by the Leadership Team for all Pupil Premium pupils at risk of not achieving targets.</p>	<p>Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time. Provide staff CPD to lead provisions needed. Evaluate effectively by the SLT to find value for money and redeploy to other year groups as needed.</p>	<p>All teaching staff. SLT</p>	<p>Jan 2019 including a governor review – February 2019.</p>	
<p>A. Improved provisions for all PP pupils.</p> <p>B. Increase the progress scores at the end of Key Stage 2 for all higher prior attaining pupils.</p> <p>C. Significantly higher rates of progress across all year groups for PP pupils</p> <p>D. Quality first teaching remains never less than good.</p>	<p>Weekly small group sessions in reading, writing and maths for all PP pupils with an experienced adult, in addition to standard lessons.</p>	<p>We want to provide extra support to maintain closing attainment between PP and non-PP pupils along with maintaining PP pupils progressing at higher rates than non-PP pupils. Small group interventions with highly qualified staff have been shown to be effective, as discussed in reliable evidence sources such as Visible Learning by John Hattie and the EEF Toolkit. Small group tuition in addition to standard lessons can achieve a 4 month close in an academic year.</p>	<p>Extra teaching time and preparation time paid for out of PP budget, not sought on a voluntary basis.</p> <p>Impact overseen by SLT relevant to individual subject areas.</p> <p>Teaching assistant (TA) CPD for TAs supporting the sessions.</p> <p>Engage with parents and pupils before intervention begins to address any concerns or questions about the additional sessions.</p>	<p>All teaching staff. SLT.</p>	<p>Jan 2019 including a governor review – February 2019.</p>	

Total budgeted cost					£81,600 – 2 hours of provisions daily, 5 days per week, 36 weeks per year involving 22 TA's.
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?
E. Increased attendance rates	First day absence calling. Individual absence falling below 90% - family engage with EWO. EWO time at 0.5 days per week to track. Weekly attendance review to analyse potential falls before they materialise.	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. EEF report suggests two month improvement yearly when pupils maximise their time in school.	Thorough briefing of support worker about existing absence issues. PP coordinator, support worker, head etc. will collaborate to ensure new provision and standard school processes work smoothly together.	HT, EWO and Attendance Officer.	Jan 2019 including a governor review – February 2019
Total budgeted cost					£7950 – based on 0.5 FTA attendance officer and 0.1 EWO LA support.

6. Review of expenditure				
Previous Academic Year				
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>A. Improved provisions for all PP pupils.</p> <p>B. Significantly higher rates of progress across all year groups for PP pupils</p> <p>C. Quality first teaching remains never less than good.</p>	<p>Staff training on high quality feedback.</p>	<p>Variation between progress and attainment at the end of KS2. Attainment below national in all subjects and combined at expected and greater depth however progress rates of pupils higher for those at lower and middle attainment – there were only 3 pupils at the HA prior attainment as Pupil Premium. All had significant issues documented in Year 6. One teacher in Year 6 absent for two terms impacted outcomes.</p>	<p>This approach will be continued as there is significant evidence to suggest that those year groups where there are gaps between Pupil Premium and non PP have been greatly affected by staff absence. Further to the provisions allocated this year this has not been consistently applied across ALL PP pupils. This approach needs to be changed heading into 2018-2019.</p>	<p>£165,000 – 3 additional teachers and 3 additional TA's.</p>
<p>A. Improved provisions for all PP pupils.</p> <p>B. Significantly higher rates of progress across all year groups for PP pupils</p> <p>C. Quality first teaching remains never less than good.</p>	<p>CPD on different approaches to providing support for small groups in addition to quality first teaching.</p> <p>Smaller class sizes in Years 4 to 6. This enables greater emphasis on feedback for individual pupils and increased progress.</p>	<p>The impact on progress and attainment was significant in classes where the first quality teaching was highly effective. Five classes were disrupted by staff movement through appointment, resignation or absence.</p>	<p>Staff remain positive about the smaller class sizes and the impact of the full time TA however the need to retrain staff remains a problem as this diverts focus on the overall progress and attainment impact. We will continue with this next year.</p>	<p>£165,000 – 3 additional teachers and 3 additional TA's.</p>

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
A. Improved provisions for all PP pupils. B. Significantly higher rates of progress across all year groups for PP pupils	121 and small group provisions provided for PP pupils.	High: observed increased progress amongst participating children compared to peers, as measured using reading benchmarking scores and half term teacher assessments.	This seemed to be most effective when staffing was consistent and extra provisions were planned for and carried out. We will continue next year with this however planning for provisions and identification of pupils will be assigned to the Leadership Team.	£79,200 – 2 hours of provisions daily, 5 days per week, 36 weeks per year involving
A. Improved provisions for all PP pupils. B. Significantly higher rates of progress across all year groups for PP pupils	Weekly small group sessions in reading, writing and maths for all PP pupils with an experienced adult, in addition to standard lessons.	High: observed increased progress amongst participating children compared to peers, as measured using reading benchmarking scores and half term teacher assessments.	This seemed to be most effective when staffing was consistent and extra provisions were planned for and carried out. We will continue next year with this however planning for provisions and identification of pupils will be assigned to the Leadership Team.	£79,200 – 2 hours of provisions daily, 5 days per week, 36 weeks per year involving 22 TA's.

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
D. Increased attendance rates	First day absence calling. Individual absence falling below 90% - family engage with EWO. EWO time extended to 1 day per week to track. Weekly attendance review to analyse potential falls before they materialise.	High – attendance at 96.3% for the academic year however the gap between PP and non-PP increased – 95.50% to 97.20% - estimated from SIMS. Also the Persistent Absentee rate rose for PP (13.0%) against non-PP (3.8%).	Next year we will try to provide more intensive support instead, with parental engagement to encourage attendance. Early monitoring is essential to identify where pupils begin to fall in attendance rates. Pupil attendance also needs to be included in Pupil Progress Meetings as additional information to be tracked half termly.	£7720 – based on 0.5 FTA attendance officer and 0.2 EWO LA support.

7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.
Our full strategy document can be found online at: www.aschool.sch.uk