



Pupil premium strategy statement

1. Summary information					
School	Charnwood Primary School				
Academic Year	2016/17	Total PP budget	£117480	Date of most recent PP Review	October 2016
Total number of pupils	477	Number of pupils eligible for PP	89	Date for next internal review of this strategy	October 2017

2. Current attainment		
	<i>School Pupils eligible for PP</i>	<i>National Average</i>
% achieving expected standard in reading, writing and maths	67%	Pupils not Eligible for PP = 60%
Progress score in reading	-2.12	All Pupils National Expected Progress Score = 0.0
Progress score in writing	1.29	All Pupils National Expected Progress Score = 0.0
Progress score in maths	1.52	All Pupils National Expected Progress Score = 0.0

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.	Disadvantaged pupils are not attaining the exceeding expectation in line with other pupils in communication and literacy at the end of Reception. This impacts on accelerated progress in subsequent years.
B.	More able disadvantaged pupils are not attaining the higher expectation in reading and writing at the end of KS2 in line with other pupils in the same group.
C.	SEMH needs impact on pupils attaining to their full potential
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Some parents have poor literacy and language skills so struggle to support pupils with homework
E.	Lack of a reading culture in some homes mean some pupils have limited exposure to reading for pleasure in their home environment
F.	PP pupils have limited exposure to experiences (e.g. music, outdoor nature, museums, theatres, relationships and knowledge of culture and faiths other than their own)

4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improve communication and language skills for pupils eligible for PP	Narrow the gap between PP and non PP pupils attaining the exceeding standard at the end of reception.
B.	More able disadvantaged pupils to make accelerated progress in reading, and maths by the end of KS2	Greater depth attainment of PP pupils in line with national and gap narrowed for PP and non PP pupils
C.	SEMH pupils supported to engage and interact with pupils and adults in a calm manner and establish positive relationships and attitudes.	Pupils maintain a calm and positive attitude to learning. They establish good relationships with peers and adults
D.	Parents to be provided with information to support pupils at home	More parents engage and support pupils with development
E.	Pupils increase reading miles and enjoy reading for pleasure	Increase of percentage of pupils who read for pleasure at home Increase in frequency books are read at home
F.	Pupils have keen interest in variety of activities and develop skills in chosen activities	Pupils continue to engage with activities out of school Pupils reach proficiency level in activities they engage with (e.g. music , singing, sports)

5. Planned expenditure					
Academic year	2016/17				
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?
Improve communication and language skills for all pupils, ensuring more able pupils attainment is exceeding	Implement KTC phonics and reading programme	This programme has impacted positively on outcomes across local schools in the authority Tracking data and end of year 1 Phonics results shows that pupil made better than expected progress in reading and phonics	KTC lead will train and support staff in school Staff will attend training Delivery of phonics and reading will be monitored through lesson observations and learning walks	Phase lead/ English lead	Weekly / half termly /
Targeted support in class and intervention groups	Teaching assistant hours in class TA hours to support baseline assessment for reading	Observations, learning walks and work scrutiny shows the positive impact of additional adult support during lesson time	Monitoring by leadership team : Lesson observations Learning walks Work scrutiny Quality assurance by LA advisor Support staff appraisals	Senior leaders	Weekly / half termly /
Pupils have access to quality resources including books and revision booklets	Library books Revision guides Classroom resources	Home visits and parent feedback show pupils have limited access to quality reading books or learning resources in the home environment	Monitoring of books borrowed/ reading diaries and impact on pupils reading progress	Phase leaders	Ongoing Weekly / half termly /
Total budgeted cost					52,480

5. Planned expenditure					
Academic year	2016/17				
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?
More able PP pupils to make accelerated progress in line with the same group nationally EYFS	Implement ABC Does objective led planning	Evidence from school's nationally that this approach allows for early identification of gaps in learning and targeted support an intervention	Observations, learning walks, learning journey trawls, pupil progress meetings	Phase leader / Deputy head	Half termly / termly
Increase the percentage of PP pupils reaching greater depth in reading and maths	Group pupils according to prior attainment bands across KS2 Identify pupils at risk of not reaching greater depth Intervention groups for reading and maths	2016 data shows more able PP pupils need to make accelerated to match the national expectation Pupils need support matched to their individual needs Previous years in school tracking showed very positive progress for groups provided with additional support and interventions	School development priority Booster sessions before school and after school clubs Group will be tracked half termly and termly. Pupils will be identified through pupil progress meetings. Impact of support will be measured from outcomes	Deputy head and phase leader	Half termly / termly
Provide additional support for PP SEMH pupils	Philosophy for children intervention to support emotional wellbeing and develop positive relationships Additional 1- 1 support where needed	Pupils with emotional behaviours need additional support to manage these needs as well as learning needs Data for PP and SEND pupils shows they need to make more progress to match other pupil groups	School development priority SENCO will monitor pupil progress and their impact of interventions. SENCO will liaise with the behaviour support team and organise implementation of relevant programmes	SENCO	Half termly / termly
Total budgeted cost					30,000

5. Planned expenditure					
Academic year		2016/17			
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?
Increase parents knowledge of the school curriculum through workshops	Senior leaders/ Phase leaders and year group teachers to deliver workshops	Parents' feedback that they want to know how to support their children at home. (feedback from parents meetings)	Attendance information recorded Annual timetable of workshops for specific subject areas (phonics, year group curriculum ,SATs and test preparation EYFS)	Senior leaders, phase leaders, year group teachers subject coordinators	Termly
Improved concentration and energy levels for PP pupils	Free milk for all PP pupils and when necessary some breakfast	Pupils coming to school without having had a sufficient breakfast. Pupils not focussed and hungry	Milk ordered for all PP pupils. Staff to monitor pupil well-being ; check on concentration and well-being check (meet and greet in the morning)	Senior leaders /SENCO / Business Manager	Annually 3000
Pupils feel supported to maintain a positive attitude and engage in learning and maintain stable relationships during the school day	Meet and greet for pupils with SEMH needs 'How was your day?' meetings. Feelings record cards	Pupils coming to school not ready to learn from home due SEMH needs/ family circumstances. Pupils can be disruptive in class and lack motivation to learn	Timetables arranged to allow staff to meet and greet specific pupils. Pupils meet with a member of staff at regular interval during the school day to talk about their day and agree strategies to manage/ to be reassured and praised	Deputy Head	Ongoing depending on need
Pupils have experience of wide range of off-site visits e.g. places of worship, visits to parks, farms etc.	Plan out of school trips to a variety of venues e.g. museums, places of worship, parks etc.	Pupils have limited or no experience of country life / farms as well as cultural experiences of visiting theatres and live music performance.	More outdoor visits (to experience countryside / nature) More cultural experiences to embrace British culture (theatre trips/ musical concerts/ museums		Termly / annually
Pupils have opportunity to develop skills and interests	After school clubs ; academic, artistic, musical and sports	Pupils experience broad range of activities. This impacts positively on well-being developing self-confidence/ self-esteem as well team work	Widen the variety of activities offered after school e.g. music, sports,		Termly / annually
Total budgeted cost					35000

1. Review of expenditure				
Previous Academic Year		2015 – 2016 Pupil premium funding 149,160		
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
KTC principles applied in teaching phonics. Year One Phonics results to match national standards	Staff to receive Knowledge Transfer Centre Universal training to develop learning and teaching of phonics , shared and guided reading in FS and KS1 and KS2		This approach to teaching phonics and reading has had a very positive impact on pupil's phonic and reading ability. Application to be a core school was accepted. This programme will continue with bespoke support from the KTC lead in the academic year 2016 – 2017 Teacher and TAs will receive training	See total below
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
Targeted support in class to raise attainment and progress of PP pupils and others Pupils feel supported to maintain a positive attitude and engage in learning and maintain stable relationships during the school day	Additional adult support in class to allow for targeted support and intervention Meet and greet for pupils with SEMH needs 'How was your day?' meetings. Feelings record cards	Attainment and progress data shows a positive impact made to pupils (PP and NON PP) attaining expected standards and progress.	Key focus in the next academic year will be more able PP pupils to achieve greater depth/ exceeding attainment and progress Provide additional training for support staff to ensure effective support. Match staff skills to needs of pupils This strategy will continue	See total below
Total budgeted cost (6.1 & 6.2)				138,160

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
Improved concentration and energy levels for PP pupils	Free milk for all PP pupils and when necessary some breakfast	Improved concentration in lessons. Pupils engaged with pupils and adults during lessons and socially during p break times	Positive impact on pupil's concentration levels. Pupils preferred to have their milk first thing in the morning and this helped to keep them focussed for the morning session. We will continue paying for milk for PP pupils across the school	£2000
Pupils have wide range of off-site visits	Plan out of school trips to a variety of venues e.g. museums, places of worship, parks etc.	Pupils have had a breath of experiences which impacted positively on the areas of learning (reading and writing). They were able to use experiences to further develop understanding in reading and develop their writing	Pupils have limited or no experience of country life / farms as well as cultural experiences of visiting theatres and live music performance. These visits need to continue for pupils to continue broadening life experiences.	£4000
Pupils have opportunity to develop skills and interests in a various areas e.g. artistic, musical, sports. Pupils have additional support for academic subjects	After school clubs ; academic, artistic, musical and sports	Pupils experience broad range of activities. This impacts positively on well-being developing self-confidence/ self-esteem as well team work.	Pupils have engaged in activities they may not have had the opportunity to experience before. Some pupils lack support for academic subjects at home due to parents poor literacy and numeracy skills. We will continue to offer clubs after school.	£5000
Total budgeted cost				11000

2. Additional detail
In this section you can annex or refer to additional information which you have used to inform the statement above. Pupil Premium impact data report Sports premium impact report RAISEonline