

# Pupil Premium Strategy Statement 2018-19 (primary)

1. Summary information					
<b>School</b>	Caroline Chisholm School				
<b>Academic Year</b>	2018-19	<b>Number of pupils eligible for PP</b>	20 Primary 98 Secondary 118 All	<b>Total PP budget (Whole School 4-19)</b>	£98890.00
		<b>Number of PRIMARY pupils eligible for PP (FSM / Ever 6)</b>	14 Pupils	<b>PP Budget Primary (FSM / Ever 6)</b>	£18480.00
		<b>Number of PRIMARY pupils eligible for PP (LAC/PLAC)</b>	6 Pupils	<b>PP Budget Primary (LAC / PLAC)</b>	£13800.00
<b>Total number of pupils</b>	420 Primary 1306 Secondary 1726 All	<b>Number of SECONDARY pupils eligible for PP (FSM / Ever 6)</b>	86 Students	<b>PP Budget Secondary (FSM / Ever 6)</b>	£80410.00
		<b>Number of SECONDARY pupils eligible for PP (LAC/PLAC)</b>	12 Students	<b>PP Budget Secondary (LAC / PLAC)</b>	£22800.00
		<b>Date of most recent PP Review</b>	July 2018	<b>Date for next internal review of this strategy</b>	January 2019
2a. Current attainment: End of Key Stage 2 SATs Results 2017-18 (1 PP child = 2% of the total Y6 cohort)					
<i>Total number of PP children in Y6 at CCS = 4</i>		<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP at CCS</i>	<i>Pupils not eligible for PP - National (2017 data)</i>	
<b>% achieving the Expected Standard in reading, writing and maths</b>		75%	86%	Not available	
<b>% achieving in the Expected Standard or above in reading</b>		100%	85.7%	77%	
<b>% achieving in the Expected Standard or above in writing</b>		100%	96.4%	81%	
<b>% achieving in the Expected Standard or above in maths</b>		75%	92.9%	80%	
<b>% achieving the High Score in reading, writing and maths</b>		25%	23%	Not available	
<b>% achieving the High Score in reading</b>		50%	41%	29%	
<b>% achieving Greater Depth in writing</b>		50%	32%	21%	
<b>% achieving the High Score in maths</b>		25%	30%	27%	

<b>2b. Current attainment: End of Key Stage 1 SATs Results 2017-18 (1 PP child = 2% of the total Y2 cohort)</b>			
<i>Total number of PP children in Y2 at CCS = 1</i>	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP at CCS</i>	<i>Pupils not eligible for PP - National (2017 data)</i>
<b>% achieving the Expected Standard in reading, writing and maths</b>	0%	80%	Not available
<b>% achieving the Expected Standard or above in reading</b>	0%	85%	79%
<b>% achieving the Expected Standard or above in writing</b>	0%	85%	72%
<b>% achieving the Expected Standard or above in maths</b>	0%	90%	79%
<b>% achieving Greater Depth in reading, writing and maths</b>	0%	24%	Not available
<b>% achieving Great Depth in reading</b>	0%	39%	28%
<b>% achieving Greater Depth in writing</b>	0%	25%	18%
<b>% achieving Greater Depth in maths</b>	0%	31%	23%
<b>3. Barriers to future attainment (for pupils eligible for PP, including high ability)</b>			
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )			
<b>A.</b>	Limited phonic knowledge of children in KS2 effecting reading recognition, speed and comprehension skills. Currently, 65% of PP children across Y1 – 6 are working at or above Age Related Expectation (ARE) in reading.		
<b>B.</b>	Poor gross and fine motor hand writing skills effecting fluency and confidence in writing. Currently, 55% of PP children across Y1 – 6 are working at or above Age Related Expectation (ARE) in writing.		
<b>C.</b>	Basic number and arithmetic knowledge is limiting progress in maths. Currently, 60% of PP children across Y1 – 6 are working at or above Age Related Expectation (ARE) in maths.		
<b>D.</b>	Quality feedback and marking for PP children is not consistent across the whole phase.		
<b>E.</b>	High levels of social and emotional needs of some PP children, which impacts on their ability to focus in lessons.		
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )			
<b>F.</b>	Attendance rates for some individual pupils eligible for PP are below the target for all children. This has an impact on their school hours and causes them to fall behind in their learning due to missed sessions.		

Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	100% of PP children in Y6 to achieve the Expected Standard+ in reading at the end of Key Stage 2. At least 75% of PP children in Year 1-5, to achieve Age Related Expectation (ARE) in reading.	<b>Measured by:</b> Monitored by in-year test and TA data, measured by end of year test data.  <b>Achieved by:</b> Daily reading, consistent and frequent use of intervention programmes targeting need.
<b>B.</b>	Fluent handwriting of a high standard for all PP learners. Handwriting does not inhibit learning in English.	<b>Measured by:</b> Writing samples.  <b>Achieved by:</b> Speed up handwriting intervention programme. Handwriting lessons.
<b>C.</b>	100% of PP children to achieve at least 80% in mental arithmetic tests. Basic number skills mastered, including secure knowledge of place value, calculation and fractions.	<b>Measured by:</b> Paper 1-test scores in RS assessments, PiXL tests and SATs past papers.  <b>Achieved by:</b> Weekly arithmetic lessons, targeted intervention.
<b>D.</b>	Consistent use of oral feedback for PP children in every lesson to improve progress and narrow the gap in core subjects.	<b>Measured by:</b> Narrowing the gap in teacher assessment data by PP and Non-PP children in core subjects.  <b>Achieved by:</b> Daily feedback provided for PP children in every lesson on how to improve their work. PP children's books marked first.
<b>E.</b>	PP children will be more resilient in controlling their emotions and will develop positive relationships with others.	<b>Measured by:</b> Emotional Literacy scale, frequency of friendship issues.  <b>Achieved by:</b> 1:1 support / group support on a weekly basis.
<b>F.</b>	Increase attendance rate for individual pupils eligible for PP to be at least 97%+	<b>Measured by:</b> Weekly attendance figures.  <b>Achieved by:</b> Reduce the number of persistent absentees among pupils eligible for PP to 10% or below. Overall PP attendance improves to be in line with other' pupils.

3. 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	Resources	When will you review implementation?
Daily verbal feedback to ensure progress in learning daily	<ul style="list-style-type: none"> <li>Live marking</li> <li>Teacher / TA to check on progress in every lesson for accuracy and quantity of work.</li> </ul>	<p>EEF Teaching and Learning Toolkit - Feedback +8 months.</p> <p>Workload Reform Group: Eliminating Un-necessary workload around marking</p>	<p>Staff meeting: Feedback.</p> <p>PLT to monitor through lesson observations, learning enquiry walks and drop ins.</p>	JC lead; monitored by KS leaders; implemented by all staff.	£0	<p>January 2019</p> <p>April 2019</p> <p>July 2019</p>
Ensure written feedback impacts on future learning	<ul style="list-style-type: none"> <li>Written feedback (when provided) is available by the next lesson</li> <li>Adequate time provided to read the feedback and PP children can respond to it before completing further work.</li> </ul>	<p>EEF Teaching and Learning Toolkit - Feedback +8 months.</p> <p>Workload Reform Group: Eliminating Un-necessary workload around marking</p>	<p>Staff meeting: Feedback.</p> <p>PLT to monitor through lesson observations, learning enquiry walks, book looks and drop ins.</p> <p>English Lead Practitioner to monitor through termly moderation.</p>	JC lead; monitored by KS leaders and English Lead; implemented by all staff.	£0	<p>January 2019</p> <p>April 2019</p> <p>July 2019</p>
Improve the instant recall of number facts in mental arithmetic to ensure high quality outcomes in maths	<ul style="list-style-type: none"> <li>Teach mental maths skills daily (FIF).</li> <li>Administer weekly tests and share the results</li> <li>Discuss strategies for improvement</li> <li>Homework to include weekly fluency questions</li> </ul>	<p>EEF Teaching and Learning Toolkit - Digital Technology +4 months.</p> <p>EEF Teaching and Learning Toolkit - Homework (primary) +2 months.</p>	<p>Staff meeting: Maths focus.</p> <p>Fluency in Five (FIF) materials.</p> <p>PLT and Maths Subject Leader to monitor through lesson observations, learning enquiry walks and drop ins.</p>	JC and CM to lead; monitored by KS leaders and subject leader; implemented by all staff.	<p>Fluency in Five Materials</p> <p>PiXL Arithmetic Materials (KS2)</p>	<p>January 2019</p> <p>April 2019</p> <p>July 2019</p>

All PP pupils to have attendance of at least 97%+	<ul style="list-style-type: none"> <li>Monitoring of weekly attendance figures.</li> <li>Termly assertive mentoring meetings with a member of the Primary leadership team.</li> </ul>	<p>EEF Teaching and Learning Toolkit - Parental Engagement +3 months.</p> <p>EEF Teaching and Learning toolkit - Mentoring +1 month.</p>	Weekly attendance figures shared and discussed by Primary senior leaders and disseminated to middle leaders fortnightly.	JC and KP to lead; monitored by KS leaders and class teachers.	£0	
<b>Total budgeted cost</b>						£0

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	Resources	When will you review implementation?
100% of PP to achieve the Expected Standard+ in reading by the end of Y6.	<ul style="list-style-type: none"> <li>Daily reading intervention programme targeting phonics into reading.</li> <li>Implement 1:1 Tuition to target key areas of learning</li> </ul>	<p>EEF Teaching and Learning toolkit - Phonics +4 months.</p> <p>EEF Teaching and Learning toolkit - Reading Comprehension Strategies +6 months.</p> <p>EEF Teaching and Learning Toolkit - 1:1 tuition +5 months</p>	<p>Staff Training on Fresh Start Programme.</p> <p>Timetabled intervention slot.</p> <p>Monitored by PLT, through LEW, data analysis, SEND team meetings.</p>	LG / DS	<p>Fresh Start resources £100</p> <p>TA costs = £7772.00</p> <p>1:1 tuition hours = £1926.00</p>	
At least 75% of PP children across Y1 - Y5 achieving ARE in reading.	<ul style="list-style-type: none"> <li>1:1 reading intervention programme targeting phonics into reading.</li> </ul>	<p>EEF Teaching and Learning toolkit - Phonics +4 months.</p> <p>EEF Teaching and Learning toolkit - Reading Comprehension Strategies +6 months.</p>	<p>Staff Training on Read, Write, Inc. Programme.</p> <p>3 x weekly timetabled intervention slot.</p> <p>Monitored by PLT through evaluation of provision maps.</p>	JC lead; monitored by KS leaders and English Lead; implemented by TAs / LSAs.	<p>Read, Write, Inc. resources £100</p> <p>TA costs = £2016.00</p>	
Fluent handwriting style for all PP children.	<ul style="list-style-type: none"> <li>Small group handwriting intervention by TA.</li> </ul>	EEF Teaching and Learning Toolkit - Small group tuition +4 months.	Speed Up Handwriting Intervention Programme.	LW	<p>Speed Up Handwriting Programme materials.</p> <p>TA costs: £1008.00</p>	
Improve quality of oral speaking to improve reading and spelling.	<ul style="list-style-type: none"> <li>Implement 1:1 Speech and Language Support</li> </ul>	EEF Teaching and Learning Toolkit - 1:1 tuition +5 months	Talking Success programme used to provide tailored individual support.	HF / GM	TA costs: £907.00	
<b>Total budgeted cost</b>						<b>£13829.00</b>

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	Resources	When will you review implementation?
Gap narrowed on emotional literacy screening tools for children identified with social and emotional needs.	<ul style="list-style-type: none"> <li>Attend Emotional Literacy Support training</li> <li>Implement 1:1 support or small group support.</li> </ul>	EEF Teaching and Learning Toolkit - Social and emotional learning +4 months	SENCo to monitor implementation of sessions where needed in liaison with external agencies.	Primary SENCo.	ELSA Training £600.00	
All PP pupils will take part in at least one enrichment activity opportunity	<ul style="list-style-type: none"> <li>Educational visits to enhance learning opportunities.</li> </ul>	<p>Children who are Ever 6 or FSM may not be able to afford extended opportunities outside of the classroom. Funded trips for all PP helps to support these opportunities taking place.</p> <p>EEF Teaching and Learning Toolkit -</p> <ul style="list-style-type: none"> <li>Outdoor Adventure Learning +4 months</li> <li>Arts Participation +2 months</li> </ul>	Parents will be informed of the trips, which will be included in funding extended learning opportunities.	JC Lead supported by SBM, finance department.	£1700.00 Educational visits only	
All PP children to be able to swim at least 25m unaided by the end of KS2.	<ul style="list-style-type: none"> <li>12 week swimming programme</li> </ul>	EEF Teaching and Learning Toolkit - Sports participation +2 months.	<p>Y4 PP children to attend 12 week swimming course with qualified swimming coach. Progress monitored weekly by Sports Leader.</p> <p>Y5/6 PP children to attend 6 week swimming course with qualified coach to ensure 25m distance is met.</p>	JW Lead	Swimming coaches x 2 = £1215.00	
<b>Total budgeted cost</b>						<b>£3515.00</b>

<b>Quality of teaching for all</b>	Total cost in section (i)	£0
<b>Targeted Support</b>	Total cost in section (ii)	£13829.00
<b>Other Approaches</b>	Total cost in section (iii)	£3515.00
<b>Contingency</b>	Additional learning opportunities, social needs, equipment, resources.	£1136.00
<b>Total</b>	Proposed Expenditure 2018 - 2019	£18480.00
<b>LAC / PLAC</b>	This funding is delegated to the Inclusion Leader / SENCO. The money is directly allocated to meet the specific individual needs of each student. The school holds an internal, strategic plan, which identifies specific costings for each individual student.	£13800.00



1. Review of expenditure				
Previous Academic Year		2017-2018		
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
Consistent use of quality feedback and marking for PP children to improve progress and narrow the gap in core subjects.	<ul style="list-style-type: none"> <li>Revise Feedback and Marking Policy.</li> <li>Daily feedback provided to all PP children.</li> <li>PP books marked first to ensure quality.</li> </ul>	<ul style="list-style-type: none"> <li>Feedback and marking policy revised.</li> <li>Strategy to mark PP books first implemented, but NOT embedded</li> <li>LEW and work scrutinies show that children are receiving quality feedback, but are not always given time to respond and act upon it (DIRT time).</li> </ul>	<ul style="list-style-type: none"> <li>This approach needs to continue – consider live marking for instant feedback.</li> </ul>	£0
Teaching in the core subjects is accurately matched to the skills and abilities of all PP pupils.	<ul style="list-style-type: none"> <li>Implement High Performance Learning Programme for all teachers.</li> <li>CPD in pitch and progress of lessons.</li> <li>Implement 1:1 / small group work depending on need</li> <li>Weekly TA Support in core lessons targeting PP children.</li> </ul>	<ul style="list-style-type: none"> <li>HPL programme implemented across all phases of the school.</li> <li>LEW show pitch of lessons is improving for all learners based on the HPL approach.</li> <li>Use of meta-cognition strategies and retrieval practice have supported PP children to recall and retain their previous learning.</li> <li>Daily additional TA support in Y3 has enabled the teachers to provide additional targeted support for the varying abilities of the PP children within the year group. All PP children have made good progress in Y3.</li> </ul>	<ul style="list-style-type: none"> <li>HPL programme to continue in 2018-19.</li> <li>Additional TA support to run small groups has been successful and will continue into Y4.</li> </ul>	£7695.66 1:1 tuition / TA Support

<p>95% of PP pupils who are supported by interventions achieve or exceed their intervention targets.</p> <p>Appropriate interventions to support core subjects to narrow the gap.</p>	<ul style="list-style-type: none"> <li>• Revise provision plans to track progress / impact and cost.</li> <li>• Monitor the quality of the intervention groups.</li> <li>• Purchase new programmes based on need.</li> </ul>	<ul style="list-style-type: none"> <li>• Provision map used for 10 week intervention programmes across 3 full terms in all year groups.</li> <li>• Speech and language training completed.</li> <li>• Speech and language programme put into place for specific PP children x 2 sessions per week.</li> <li>• Fresh Start reading programme purchased.</li> <li>• Significant improvement in reading outcomes in UKS2 due to daily intervention.</li> </ul>	<ul style="list-style-type: none"> <li>• Current data shows a significant improvement in speech sounds (assessed by external therapist).</li> <li>• Fresh Start to continue in 2018-19.</li> </ul>	<p>£826 Speech and Language Support</p> <p>£2014 1:1 Tuition / small group work with SENCo</p>
<p>All PP pupils to have attendance of at least 97%+</p>	<ul style="list-style-type: none"> <li>• Monitoring of weekly attendance figures.</li> <li>• Termly assertive mentoring meetings with a member of the Primary leadership team.</li> </ul>	<ul style="list-style-type: none"> <li>• 2017-18 PP Attendance figures (Primary) = 94.15%</li> <li>• Attendance figures tracked weekly.</li> <li>• Frequent absence addressed with parents on an individual basis.</li> </ul>	<ul style="list-style-type: none"> <li>• Frequency of tracking not addressing the individual issues quick enough.</li> <li>• Attendance to be tracked daily for PP children in 2018-19.</li> </ul>	<p>£0</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
88% (7/8) of PP pupils to improve writing skills in Y3 to meet at least ARE by end of academic year and at least 13% achieving exceeding ARE.	<ul style="list-style-type: none"> <li>Implement 'The Write Stuff' approach.</li> <li>Implement 1:1 / small group work depending on need</li> <li>Weekly TA support in core lessons targeting PP children.</li> </ul>	<ul style="list-style-type: none"> <li>The Write Stuff training attended and strategy embedded.</li> <li>Additional TA support to provide small group learning.</li> <li>63% (5/8) of PP children achieving at least the expected standard for Y3 in writing. The gap remains.</li> <li>13% (1/8) achieved greater depth in writing at the end of Y3.</li> </ul>	<ul style="list-style-type: none"> <li>Handwriting is a barrier to writing for some of these PP children.</li> <li>Invest in new handwriting intervention for 2018-19.</li> <li>Ensure consistency and frequency of taught handwriting lessons by class teachers.</li> </ul>	£179
Attainment in Y6 maths to be at least the Expected Standard by the end of KS2 (100%) with at least 50% at the Higher Standard.	<ul style="list-style-type: none"> <li>QLA completed to identify areas for improvement.</li> <li>CPD in maths targeting the mastery approach.</li> <li>Implement 1:1 / small group work depending on need</li> <li>Weekly LSA support in core lessons targeting PP children.</li> </ul>	<ul style="list-style-type: none"> <li>75% achieved the EXS for the end of Y6 (3/4).</li> <li>25% achieved the Higher Score (1/4). 1 child missed the higher mark by 1 mark.</li> <li>Y6 data tracked and analysed frequently across the year.</li> <li>HPA girls' maths group on a weekly basis from September – May for 2 of the 4 PP children in Y6.</li> <li>MPA girls' maths group on a weekly basis from September – May for 2 of the 4 PP children in Y6. Attendance variable.</li> <li>1:1 tuition provided weekly.</li> <li>Special consideration applied for where appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>All PP children lacked confidence in their own mathematical abilities, despite lots of positive reinforcement, including targeted 1:1 support and girl's only maths groups.</li> <li>Maths lead to research how to support and build resilience in maths.</li> <li>1:1 tuition worked well and this will continue in 2018-19.</li> </ul>	£2841 1:1 tuition / small group work with Maths Lead

<b>iii. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</b>	<b>Lessons learned (and whether you will continue with this approach)</b>	<b>Cost</b>
Gap narrowed on emotional literacy screening tools for children identified with social and emotional needs.	<ul style="list-style-type: none"> <li>Art Therapy</li> <li>Emotional Literacy Support</li> </ul>	<ul style="list-style-type: none"> <li>Art therapy used on an individual basis depending on need.</li> <li>ELSA training – no places available.</li> <li>Emotional literacy support provided on a 1:1 basis.</li> <li>Social skills developing. Socially speaking group on a weekly basis.</li> <li>Lunch club x 5 times a week to develop social skills.</li> </ul>	<ul style="list-style-type: none"> <li>ELSA training secured for 2018-19. This support is greatly needed with some individual PP children.</li> </ul>	£1440.00 Jogo
All PP pupils will take part in at least one enrichment activity opportunity	<ul style="list-style-type: none"> <li>Educational visits to enhance learning opportunities.</li> <li>Contribution towards the cost of music tuition.</li> </ul>	<ul style="list-style-type: none"> <li>A total of £906.75 was paid out on different activities to enhance the curriculum.</li> <li>All children attended at least one educational visit across the year.</li> <li>Extra-curricular sports clubs paid.</li> <li>Bikeability fees paid.</li> </ul>	<ul style="list-style-type: none"> <li>Trips will continue to be paid for in 2018-19.</li> <li>Explore potential costs of funding additional extra-curricular clubs in 2018-19.</li> </ul>	£906.75 Educational visits only  £66.90 Bikeability, music festival, cooking
<b>FINAL SPENDING IN 2017-18</b>				
<b>Quality of teaching for all</b>	Total cost in section (i)			£10535.66
<b>Targeted Support</b>	Total cost in section (ii)			£3020.00
<b>Other Approaches</b>	Total cost in section (iii)			£2413.65
<b>Contingency</b>	Additional learning opportunities, social needs, equipment, resources.			£1370.36
<b>Total</b>	Expenditure 2017-18			£17339.67