

# Trottiscliffe CEP School

## Pupil Premium Strategy Statement



### 1. SUMMARY INFORMATION

School	Trottiscliffe CEP School				
Academic Year	2017-18	Total PP budget	£11,720	Date of most recent PP Review	Dec 2017
Total number of pupils	64	Number of pupils eligible for PP	7	Date for next internal review of this strategy	April 2018

### 2. CURRENT ATTAINMENT

	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths	43%	%
% making progress in reading	71%	%
% making progress in writing	71%	%
% making progress in maths	86%	%

### 3. BARRIERS TO FUTURE ATTAINMENT (FOR PUPILS ELIGIBLE FOR PP, INCLUDING HIGH ABILITY)

<b>In-school barriers</b> <i>(issues to be addressed in school, such as poor oral language skills)</i>	
A.	5/7 of PP pupils are SEN, and although are making progress, their attainment remains below that of their peers
B.	SEMH needs affect 5/7 PP children which impacts on language acquisition, communication skills and confidence
C.	Poor phonological understanding affects attainment for 4/7 of our PP children which then impacts on literacy skills across the curriculum
<b>External barriers</b> <i>(issues which also require action outside school, such as low attendance rates)</i>	
D.	Lack of experiences, aspiration and family support for some pupil premium children

### 4. DESIRED OUTCOMES

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Meet social and emotional needs of our PP pupils via in-school counselling and support both children and families via Relax Kids, drawing and talking time, mentoring, low level	Children will be able to engage in learning, measured by their progress.

	behaviour identification and intervention, lunch time support and time out area with someone to talk to resolve issues quickly.	
<b>B.</b>	Use Target Tracker to closely identify gaps in learning for PP children and give targeted intervention, in particular in comprehension, higher level writing skills, spelling and handwriting. Ensure PP children are orientated before the lesson and debriefed after to ensure any misconceptions are corrected as close to the learning point as possible. Experiment with curriculum time to ensure time is given to address any misconceptions from previous learning or for challenge and mastery.	Children will maintain or improve from their starting points with misconceptions dealt with quickly and with targeted interventions and support to diminish the difference.
<b>C.</b>	Improve resilience in an identified PP group by identifying exactly what are their resilience barriers and growth mind-set.	Children will have a growth mind-set and thus improved resilience to help them grow as learners
<b>D.</b>	Keep close links with PP families. Aspirational opportunities embedded in the curriculum.	Families and children will feel supported and listened to and begin to have shared aspirations.

## 5. PLANNED EXPENDITURE

<b>Academic year</b>	<b>2017-18</b>				
<i>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>					
<b>i. Quality of teaching for all</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Improvement in Reading	10 minutes read aloud each day	Children are lacking fluency and accuracy in their reading, with 'free readers' being left to read to themselves. Trialled at another school and witnessed the impact	Monitoring, CPD, Termly celebration	TH	April 2018
Increasing resilience	Behaviours for Learning	Improved mind set and resilience for learning, enabling children to be more receptive to learning and challenge	Continue with whole school approach	LH	March 2018

Children to recognise ways to manage their emotions	Introduce a sensory/relaxation area for children who need a quiet space can go to relax and unwind	Children benefit from a calm state of mind in order to maximise learning potential. Having a calm place benefits the child in an agitated state as well as minimising disruption for others.	Monitor its usage	LH/TH	April 2018
<b>Total budgeted cost</b>					Approx £1500
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Improved progress in Maths/Phonics/ Writing/Reading	Small group targeted booster groups	pinpoint areas more accurately for targeted intervention	Review termly to ensure learning has become embedded	TH, LU	Termly
Improved self-esteem	Relax Kids Drawing & Talking	Opportunities for relaxation and self-expression may help to reduce barriers to learning and increase emotional	Review regularly impact of support on focus and engagement	TH – Relax Kids & JL	Termly
<b>Total budgeted cost</b>					£4500
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Clubs	Encourage and fund more pupil premium children to attend	Teamwork and self-esteem benefits to provide opportunities that may otherwise be missed..	Observation, pupil voice	LH	Termly
Children to feel safe and secure and able to resolve their issues	Time out, listening ear, Drawing & Talking	Sutton Trust amongst other evidence suggests that pupils wellbeing is fundamental to their learning behaviours	Improved engagement and motivation for learning as a result of mentoring and 1:1 discussions. Progress of targeted pupils	TH/JL	Termly

Starting the school day in an alerted or calmed state ready for learning.	Sensory Circuits	Pupil, staff and parent feedback reported % difference in children's behaviour and readiness for learning.	Observation Pupil Voice Parent Voice Class Teacher	JL	April 2018
Supported funding for trips	Encourage and fund more pupil premium children to attend	Teamwork and self-esteem benefits to provide opportunities that may otherwise be missed..	Observation, pupil voice	LH	Annually
Enrichment resources and activities	Provide enrichment activities for lunchtimes to promote healthy lifestyle	To encourage all children to engage in stimulating exercise each day and that will hopefully create good habits for life	Review pupil engagement in activities	SJ/JL	April 2018
<b>Total budgeted cost</b>					£4000