

Trottiscliffe CEP School

Pupil Premium Strategy Statement 2017-18



1. SUMMARY INFORMATION

School	Trottiscliffe CEP School				
Academic Year	2017-18	Total PP budget	£11,720	Date of most recent PP Review	September 2018
Total number of pupils	76	Number of pupils eligible for PP	11	Date for next internal review of this strategy	

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	50%	64%
% making progress in reading	82%	%
% making progress in writing	64%	%
% making progress in maths	73%	%

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.	6/11 of PP pupils are SEN, and although are making progress, their attainment remains below that of their peers
B.	SEMH needs affect 7/11 PP children which impacts on language acquisition, communication skills and confidence
C.	Poor phonological understanding affects attainment for 5/11 of our PP children which then impacts on literacy skills across the curriculum
External barriers (<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 will be able to engage in learning, measured by their

	children and families via Relax Kids, drawing and talking time, mentoring, low level behaviour identification and intervention, lunch time support and time out area with someone to talk to resolve issues quickly.	progress.
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.
C.	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
D.	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

Academic year

2017-18

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	Impact
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	Attainment in reading has improved across the school with greater engagement in reading. Parental feedback shared that they now value regular opportunities to listen to their child read
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	Across the school, children now able identify when they are demonstrating positive learning behaviours and the benefit of these to them as learners

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	Monitor its usage	LH/TH	Calm area outside and indoors in place and used sporadically.
Total budgeted cost					Approx £1500
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	Impact
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	Gaps are being closed for targeted children but need to continue to accelerate the progress to catch up
Improved self-esteem	Relax Kids Drawing & Talking	Opportunities for relaxation and self-expression may help to reduce barriers to learning and increase	Review regularly impact of support on focus and engagement	TH – Relax Kids &	Relax Kids was enjoyed by participants Drawing & Talking now regularly offered to identified children
Total budgeted cost					£4500
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	Impact
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	Increased participation in clubs and children express enjoyment
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	Children share that they are happy at school and that they know who they can talk to if they are worried
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	Improved concentration of participants reported by staff

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	All children able to participate in opportunities that they may not have otherwise been able to access.
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	Additional activities available for children and in use.
Total budgeted cost					£4000