

Trottiscliffe CEP School

Pupil Premium Strategy Statement 2018-19



1. SUMMARY INFORMATION

School	Trottiscliffe CEP School				
Academic Year	2018-19	Total PP budget	£14820	Date of most recent PP Review	September 2018
Total number of pupils	84	Number of pupils eligible for PP	9	Date for next internal review of this strategy	Seasonal

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	33%	64%
% making progress in reading	%	%
% making progress in writing	%	%
% making progress in maths	%	%

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.	6/9 of PP pupils are SEN, and although are making progress, their attainment remains below that of their peers
B.	SEMH needs affect 6/9 PP children which impacts on language acquisition, communication skills and confidence
C.	Poor phonological understanding affects attainment for 5/9 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.	Use Target Tracker to closely identify gaps in learning for PP children and organise targeted	Children will maintain or improve from their starting points with

	intervention, in particular in maths, phonics, comprehension 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.	misconceptions dealt with quickly and with targeted interventions and support to diminish the difference.
B.	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 behaviour identification and intervention, lunch time support and time out area with someone to talk to resolve issues quickly.	Children will be able to engage in learning, measured by their progress.
C.	Improve resilience in an identified PP group by identifying exactly what are their resilience barriers and improve 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

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	Impact
Improvement in maths reasoning	Introduce the Power Maths programme across the school	Children are lacking fluency and accuracy in their maths, with limited evidence of opportunities for demonstration of reasoning	Monitoring, CPD, Termly celebration	LH	
Develop ambition and career aspirations	Introduce a 'When I grow up...' week where children discover possible future career opportunities	To raise the aspirations of our children and encourage them to aim high	Pupil voice, observations, impact on ATL	LH	

Children to demonstrate the characteristics of a growth mindset	Develop our Behaviours for Learning by introducing the language of growth mindset	Improved mind set and resilience for learning, enabling children to be more receptive to learning and challenge	Continue with whole school approach	LH/TH	
Total budgeted cost			Approx £2000		
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	
Increased fluency in maths	1:1 systematic targeted support	Regular repetition and practice of core maths to enable children to access	Monitor progress of individuals	TH, LH	
Improved self-esteem	Drawing & Talking	Opportunities for self-expression may help to reduce barriers to learning and increase emotional engagement	Review regularly impact of support on focus and engagement	TH & JL	
Total budgeted cost			£5000		
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	
Children to feel safe and secure and able to resolve their issues	Time out, listening ear, Drawing & Talking	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	

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	
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	
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	
Total budgeted cost				£7000	