

# Trottiscliffe CEP School

## Pupil Premium Strategy Statement 2019-20



### 1. SUMMARY INFORMATION

School	Trottiscliffe CEP School				
Academic Year	2019-20	Total PP budget	£18440	Date of most recent PP Review	September 2019
Total number of pupils	87	Number of pupils eligible for PP	8	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	63%	65%
% 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 (issues to be addressed in school, such as poor oral language skills)*

A.	4/8 of PP pupils are SEN, and although are making progress, their attainment remains below that of their peers
B.	SEMH needs affect 6/8 PP children which impacts on language acquisition, communication skills and confidence
C.	Poor phonological understanding affects attainment for 5/8 of our PP children which then impacts on literacy skills across the curriculum

#### *External barriers (issues which also require action outside school, such as low attendance rates)*

D.	Lack of experiences, aspiration and family support for some pupil premium children
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### 4. DESIRED OUTCOMES

<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
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<b>A.</b>	Use Target Tracker to closely identify gaps in learning for PP children and organise targeted 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.	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>B.</b>	Meet social and emotional needs of our PP pupils via in-school counselling and support both children and families via 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.
<b>C.</b>	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
<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

**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**

<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>Impact</b>
Increased enjoyment and uptake of reading	Development of teaching of Reading as a whole class. Introduction of single scheme in Years 1 and 2 (Collins Big Cat) to ensure consistent progression at these initial steps.	Book Bands vary from scheme to scheme, introduction of a single progressive scheme that is aligned with Letters and Sounds Phonics enables a cohesive approach and this early stage. Whole class teaching of reading enables children to be exposed to ambitious vocabulary and	Monitoring CPD Assessment data	TWH	

		more complex stories while challenging them to dig deeper into texts through use of Reading VIPERS approach.			
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 a determination to always achieve their best	Staff to set high expectations and ensure situations where children are not 'doing their best' are brought to their attention and addressed with the child.	Children need to ensure they are consistently striving to do their best in terms of their work, presentation and attitudes to work	Monitoring of quality of presentation in books CPD Observations Pupil Voice		
<b>Total budgeted cost</b>			Approx £5000		
<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>Impact</b>
Improvement in reading age	PP children to have targeted support to read with an adult to ensure they achieve	Without developing reading skills, this forms a barrier towards almost all	Monitoring, CPD, Termly celebration	TWH	
Children to demonstrate the core common number skills independently with	PP children to access individual or small group support to address common	Through regular practice children will transfer these skills and knowledge to	Monitoring, CPD, TA feedback	LH/TWH	
Improved self-esteem	Drawing & Talking	Opportunities for self-expression may help to reduce barriers to learning and increase emotional	Review regularly impact of support on focus and engagement	TWH & JL	
<b>Total budgeted cost</b>			£6000		
<b>iii. Other approaches</b>					

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	TWH/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 to ensure all pupil premium children are able 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	
<b>Total budgeted cost</b>			£7000		