



Pupil Premium Plan 2019/2020

Background Information (School Year 2019/2020)

Number of pupils on roll	216
Proportion of disadvantaged pupils	15 pupils (7%)
Pupil premium allocation	£19,800
Publish date	Monday 4 th November 2019
Review date	Wednesday 15 th July 2020
Statement authorised by	Mrs Stephanie Jenkins
Pupil Premium Lead	Mr James Ridd
Pupil Premium Governor Lead	Mrs Becky Moyce

St Chad's Patchway CofE Primary School

At St Chad's Patchway CofE Primary School, we want to ensure every child has equal opportunities to succeed in everything they do and to develop a lifelong love of learning. After reading evidence based research put forward by the EEF and NFER, and after reviewing the impact of how the pupil premium funding was used during the academic year 2018/2019, the following plan has been created for the current year.

The following plan has been put together based upon 5 fundamental aspirations:

- 1) All children to make expected or accelerated progress across reading, writing and maths.
- 2) To ensure that 100% of children pass the Year 1 Phonics assessment.
- 3) To increase the attendance percentage to 96%.
- 4) All pupil premium children to have the opportunity of attending an extra-curricular club or the learning of a musical instrument.
- 5) All children to have opportunities to be given feedback on their learning from their class teacher.

When creating a plan of how to achieve these aspirations, consideration has been given of specific barriers to learning and how these can be addressed within school.

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Specific barrier to learning	Intended Outcomes
For some children, specific gaps in their learning across reading, writing and maths.	To achieve 100% progress of PP children in reading, writing and maths this academic year.
For some children, poor attendance which has resulted in specific gaps in learning.	To ensure the average attendance for PP children is in line with the school average.
Potential SEN needs	Provide support to children to ensure any barriers to learning are reduced.
Providing opportunities to explore new opportunities outside of the classroom	Provide PP children with opportunities to attend breakfast club and extra-curricular activities.
To support children in being ready to learn and further becoming resilient learners.	Children have an understanding of growth mindset and how they can effectively learn from the mistakes they make in class.

St Chad's Patchway CofE Primary School Pupil
Premium Planned Expenditure 2019 – 2020

Action	Cost	Intended Outcomes <i>What is the evidence for this?</i>	How impact is to be measured	Impact (also see end of report for data impact)
Quality First Teaching				

<p>To improve achievement and progress in maths.</p>	<p>N/A</p>	<p>The difference in attainment at the end of KS1 and KS2 between PP children and non PP children is in line.</p> <p>Children to make 100% progress from baseline. Children who require support with certain strands are provided that one-to-one support to accelerate progress.</p> <p>Continue to develop a mastery approach to learning. Evidence from the EEF suggests that mastery learning can provide +5 months impact on a child. Therefore, continuing our development of mastery in maths is essential in providing all children to verbal reason with one another and produce written reasoning as well.</p>	<p>Book Scrutinies</p> <p>Pupil Conferencing</p> <p>Data Analysis</p> <p>Planning and learning walks demonstrates an understanding of gaps in children's learning.</p>	
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		<p>For some PP children it is important to work in small groups to vary the fluency of questions regarding the concepts that they are learning. EEF suggests that small group work can have a moderate impact for a low cost.</p>		
To improve achievement and progress in reading and writing.	N/A	<p>The difference in attainment at the end of KS1 and KS2 between PP children and non PP children is in line.</p> <p>Children to make 100% progress from baseline. Children who require support with certain strands are provided that one-to-one support to accelerate progress.</p> <p>As above</p>	<p>Book Scrutinies</p> <p>Pupil Conferencing</p> <p>Data Analysis</p> <p>Planning and learning walks demonstrates an understanding of gaps in children's learning.</p>	
To support the children in being ready to learn and increasing the level of resilience within lessons	N/A	<p>Children are increasingly identifying barriers to learning as a challenge. A focus on growth mindset enables children to see mistakes as learning opportunities.</p> <p>Meta-cognition and self-regulation have a high impact for children, according to the</p>	<p>Lesson Observations</p> <p>Focus on growth mindset within PSHE lessons and across the school.</p> <p>Pupil Conferencing</p>	

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		EEF. Children identifying a range of strategies that they can use when work becomes challenging is an important factor for progress within subjects.		
In-Class Targeted Support				
To provide additional guided English and Maths support and booster groups.	£5,000	Children benefit from this support to remove barriers to their learning and progress; grouped according to current level of attainment or specific need. Evidence from the Sutton Trust suggest this approach can have a range of positive factors: Small group tuition +4 months, reduced class size +3 months and one to one tuition +5 months.	Increased levels of progress of identified children. Improved attainment of identified children.	

Teaching Assistant support in class setting, including flexible one to one time out of class, and small group support, in response to specific needs.	£4,300	<p>Identified children in English and Maths benefit from small group tuition to secure accelerated progress and improved attainment.</p> <p>Evidence from the Sutton Trust suggest this approach can have a range of positive factors: Small group tuition +4 months, reduced class size +3 months</p>	<p>Increased level of progress of identified children.</p> <p>Improved attainment of identified children.</p>	

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and one to one tuition +5 months.

<p>To support children in improving their understanding of any gaps within their learning through early morning interventions.</p>	<p>£1,000</p>	<p>Pupils arrive on time and are supported to be in an appropriate mindset to start the day well. To pre teach and review learning. <i>Evidence from the Sutton Trust suggest that one to one tuition can provide accelerated progress and support children's confidence. It can result in +5 months.</i></p>	<p>Feedback from class teachers. Increased confidence of children within lessons. Improved progress identified in intervention feedback.</p>	
<p>Deputy Head out of class, to support all staff with increasing their knowledge and skills in teaching, coupled with specific short term support for individual pupils.</p>	<p>£2,500</p>	<p>Staff supported to implement school policy and given fast turnabout support when needed. Staff are rapidly up-skilled and this CPD is personalised and highly tailored to needs as they progress. <i>Providing support to teaching staff to up-level their teaching strategies will enable them to incorporate these into their lessons. Therefore, providing children with quality first teaching.</i></p>	<p>The impact will be evident in outcomes – both through assessment and outcomes in books. Learning Walks</p>	

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<p>Release time to develop core subject leader skills in tracking, monitoring of and developing of vulnerable group provision and general provision across the school, including developing of training for all staff.</p>	<p>£2,000</p>	<p>To ensure rigor in planning, teaching, tracking and intervening. Ensuring a range of strategies are used with individuals to accelerate progress, coordinating interventions.</p> <p>All children's progress is tracked carefully throughout the year and interventions put in place to close any learning gaps.</p>	<p>Data. Gaps between PP and non- begin to close. Timely and appropriate interventions are in place, quality assured, tracked and adjusted as needed in a swift manner.</p>	

<p>Opportunities for teachers to provide verbal feedback and one-to-one opportunities with PP children</p>	<p>N/A</p>	<p>To support children in understanding their areas for development and being positive about mistakes acting as learning opportunities.</p> <p>Teachers having opportunities to provide verbal feedback plays an important role for a child to</p>	<p>Data – Good progress in academic subjects from baseline assessment.</p> <p>Pupil Conferencing</p>	
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			<p>reflect on their areas of development. The EEF suggest that it can have very positive effects (+8 months) for a child's learning.</p>		
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<p>Contribution towards purchasing subscription to Inclusion Support Service and EP support Service.</p>	<p>£1500</p>	<p>Support purchased from South Gloucestershire to meet the needs of children. Children benefit from this support to remove barriers to their learning and progress.</p> <p>Evidence from the Sutton Trust suggest that this approach can have a positive impact on behaviour and through the use of interventions.</p>	<p>Data</p> <p>Staff feedback</p>	
<h3>Other Approaches</h3>				
<p>Provide support to some families to ensure attendance of PP children is in line with the school average.</p>	<p>N/A</p>	<p>Pupils are given personal motivation to attend school regularly. This is still an area for development as attendance figures for PP children were still below whole school attendance</p>	<p>Data.</p> <p>Attendance = progress.</p>	

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		figures from the 18/19 academic year.		
To provide opportunities for children to participate at breakfast club and extraCurricular activities	Up to £100 per child	<p>Provide opportunities for children to engage in extraCurricular opportunities. It can also provide children with health and social benefits and potentially provide them with the chance to learn new skills.</p> <p><i>Evidence from the EEF suggests that participation in extra-curricular clubs, such as sports clubs (+2 months) can have a small impact on a child. However, it can provide children with wider health and social benefits.</i></p>		

Grant directly to parents of Pupil Premium Pupils to be spent within school context / agreed protocols as they wish.	As needed. Based on previous years and current numbers we set aside £1500	Families in need are given financial support for school spending. Evidence from the Sutton Trust suggests that social and emotional learning can have a positive effect on a child.	Uptake within school and individual 'success stories' – personalised witnessed impact.	
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Reserve for those in dire need.	£500	For those who may have used up the above and where education in its most broad sense will be impacted (eg Camp, clothes, PE kits etc) Sutton Trust: Social and emotional learning +4 months	Where pupils who otherwise would not attend an event or be excluded from the same as their peers through financial hardship are able to access items	
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