

PUPIL PREMIUM REVIEW, APRIL 2018

ALLOCATED FUNDING

In April 2017, Chadlington CE Primary School received **£23,320** in pupil premium funding. This was based on pupil numbers in the January 2017 census, with primary schools receiving £300 per annum for pupils from service families, £1,320 for each child registered as eligible for free school meals at any point in the last 6 years and £1,900 for Children who are Looked After. The total pupil premium funding allocated to the school in 2017 was awarded to provide additional support for 16 'Ever 6' pupils, one looked after child and one child from a service family - 18 pupils in total.

IMPACT OF EXPENDITURE

Aim	Intervention	Cost	Impact
Improve readiness to learn by addressing social, mental and emotional health and wellbeing needs.	<ul style="list-style-type: none"> Weekly 'Art room' therapy sessions for 5 KS2 pupils. Play therapy sessions for pupils in KS1. 	£5,940 £261	Improved confidence for all pupils involved. 3 pupils reported an increase in self-esteem. A 50% reduction in behavioural incidents recorded, reflected one pupil's developing ability to play with others and teachers noticed improved collaborative skills within the classroom setting.
Phonics & Literacy 'catch up' for pupils coming from low starting points on entry.	<ul style="list-style-type: none"> Wave 2 and 3 Teaching Assistant support. 	£5,949 (total TA hours topped up from staffing budget)	2 pupils in Year 1 came from low starting points to achieve the expected standard in the Y1 phonics test. 6/6 pupils in Years 1 and 2 achieved the expected standard in Reading and Writing.
Address language development needs, particularly in FS and KS1.	<ul style="list-style-type: none"> Teaching Assistant to deliver 'Spirals' and support individual language development programmes for disadvantaged pupils in EYFS and KS1. 	£8,470	Renfrew Test scores show all pupils involved in the programme made good improvement.

Aim	Intervention	Cost	Impact
Create positive attitudes to learning and improve aspirations.	• Provision of funded places at Breakfast Club and After School Clubs for 2 pupils.	£1,920	Informal observations and discussions with pupils showed high levels of enthusiasm from all disadvantaged pupils involved in extra-curricular activities. Class teachers reported improved levels of concentration in children attending Breakfast Club. Improvements were noted in the content of written work, following enrichment experiences and also in pupils' willingness to engage with writing activities.
	• Financial support with educational visits.	£180	
	• Financial support to ensure 3 pupils could participate in a topic-based residential visit to the Lake District.	£360	
	• Music lessons for 1 pupil x 12.	£240	
Total expenditure:			£23,320

ACHIEVEMENT SUMMARY - DISADVANTAGED PUPILS

(Based on end of year results, 2016 - 2017)

Significant barriers to learning are caused by social, mental and emotional health and wellbeing needs. The majority of disadvantaged pupils in the school come from relatively low starting points in relation to their peers but go on to make at least the expected amount of progress in all core subjects. Achievement in Reading is high. Attainment in Writing is improving. Whilst the group's progress in Mathematics is equal to its progress in Writing, attainment in this subject is not as high. The disadvantaged group's level of attendance is low in relation to that of non-disadvantaged pupils. This particularly affects achievement in Maths, where missed learning opportunities can mean that pupils miss the steps that they need to consolidate knowledge and understanding before progressing to the next level. *The next expenditure plan should focus on supporting the attainment of disadvantaged pupils in KS2 Maths and improving the overall attendance of the group.*

Progress of disadvantaged pupils over time (since last key stage) based on 16 pupils in Y1 - Y6

- In Reading, 15/16 pupils made expected progress or better. 13 pupils made expected progress; 2 pupils made more than the expected amount of progress; 1 pupil with an EHIC made slower progress.
- In Writing, 12/16 pupils made expected progress or better. 11 pupils made expected progress; 1 pupil made more than the expected amount of progress; 4 pupils made slower progress.
- In Maths, 12/16 pupils made expected progress or better. 11 pupils made expected progress; 1 pupil made more than the expected amount of progress; 4 pupils made slower progress. See Table 1.1

Attainment of disadvantaged pupils 2016 - 2017, based on 16 pupils in Y1 - Y6

- In Reading, 15/16 pupils attained the expected level or exceeded it. 10 pupils reached the expected level of attainment; 5 pupils were working at greater depth; 1 pupil was working towards the expected level.
- In Writing, 13/16 pupils attained the expected level or exceeded it. 12 pupils reached the expected level of attainment; 1 pupil was working at greater depth; 3 pupils were working towards the expected level.
- In Maths, 9/16 pupils attained the expected level or exceeded it. 8 pupils reached the expected level of attainment; 1 pupil was working at greater depth; 7 pupils were working towards the expected level. See Table 1.2

Early Years Foundation Stage

- 1/2 pupils achieved a good level of development at the end of the Early Years Foundation Stage.

Current attainment of disadvantaged pupils - March 2018, based on 16 pupils in Y1 - Y6:

- In Reading, 14/16 pupils are attaining the expected level or exceeding it. 10/16 pupils are working at the expected level; 4/16 pupils are working at greater depth; 2/16 pupils are working towards the expected level.
- In Writing, 12/16 pupils are attaining the expected level or exceeding it. 9/16 pupils are working at the expected level; 3/16 pupils are working at greater depth; 4/16 pupils are working towards the expected level.
- In Maths, 8/16 pupils are attaining the expected level or exceeding it. 8/16 pupils are working at the expected level; 0/16 pupils are working at greater depth; 8/16 pupils are working towards the expected level. See Table 1.3

Current Early Years Foundation Stage

- 1/2 pupils are on track to achieve a good level of development at the end of the Early Years Foundation Stage.