

Pupil premium strategy statement (primary)

1. Summary information					
School	Campton Lower School				
Academic Year	2017-2018	Total PP budget	£37000	Date of most recent PP Review	09/17
Total number of pupils	128 (Oct 17 census)	Number of pupils eligible for PP	91 (Oct 17 census)	Date for next internal review of this strategy	09/18

2. Current attainment		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
% achieving in reading, writing and maths KS1	R-100%, W-100%, M-100%	R-79%, W-72%, M-79%
% passing phonics screening test	100%	-
% making progress in writing	100%	-
% making progress in maths	100%	-

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.	Gaps in learning due to a lack of consistency in schooling and frequent relocation. Also, gaps in learning as many children have been educated abroad.
B.	Emotional needs due to parents being deployed, friends relocating, children feeling like they don't belong due to frequent moves.
External barriers (issues which also require action outside school, such as low attendance rates)	
C.	Attendance concerns due to parents being deployed and holidays being taken during term time.
D.	Few opportunities for parents and staff to communicate (many children travel by school bus therefore parents do not need to come to school)

4. Desired outcomes		
	Desired outcomes and how they will be measured	Success criteria
A.	Gaps will quickly be filled and children will work at the expected standard for their year group. This will be measured via pupil tracking.	PP children will achieve the expected standard for their year group. PP children will make at least expected progress in all subjects
B.	Children are emotionally stable and able to cope with the demands of the curriculum. This will be measured through improved scores on the Moods and Feelings questionnaire and pupil progress.	Improved score on Moods and Feelings questionnaire (Aut-Sum) Teachers report increased engagement in class. Parents report on improvements to their child's emotional wellbeing.
C.	Attendance of pupil premium children is in line with the attendance of other children.	There is no difference between the attendance of PP and non-PP children.
D.	Greater communication between parents and school. Parents play a greater role in school life. This will be measured through uptake of services designed to inform parents of what is happening in school such as Seesaw, parental workshops etc. and sign in sheets at events.	The majority of PP families engage with activities intended to increase parental engagement.

5. Planned expenditure					
Academic year		2017-2018			
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	When will you review implementation?
Teaching meets the needs of all pupils	Additional support from the School Improvement Partner to monitor teacher's ability to differentiate effectively for all levels of ability. Headteacher will use this information to identify training needs and put support in place. Teachers will be given specific feedback intended to improve their practice in class.	Monitoring ensures the Headteacher is aware of gaps in training and the strengths and weaknesses of the teachers. Focused learning walks ensure that different groups are observed and the impact of the provision is judged. By identifying these gaps, appropriate support and training can be arranged.	Regular monitoring by the Headteacher Termly monitoring from the SIP Feedback from the teachers.	LD	Termly
Teachers receive appropriate training to ensure they have the skills needed to support children of all levels and backgrounds.	Training identified half termly through monitoring and pupil progress meetings. Teachers to be allocated training based upon individual need.	Outcomes from learning walks and SIP visits will identify strengths and weaknesses in order to inform training needs. Training can be targeted at specific individuals or with specific children in mind.	Impact of training is assessed through improvements in teaching and pupil outcomes.	LD	Termly
Total budgeted cost					£640
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	When will you review implementation?
Every child who is not making progress is quickly identified and targeted support provided to fill gaps in learning.	Tailored programme of intervention provided by class teachers and HLTAs.	Children who are not making expected progress need to be identified quickly so that the gap does not increase. Intervention needs to be tailored to their specific needs and should be closely linked to what they are learning in class.	Pupil progress meetings will be held half termly. Any child who is not making adequate progress will be identified for intervention. Interventions will be reviewed two weekly and adapted if progress is not being made.	LD, Class teachers, HLTAs	Half termly

Pupils who are falling behind their peers are identified for 1:1 sessions and systematically taught the skills that they need in order to catch up	A personal plan will be created identifying targets across the curriculum. Children will work on pre-learning and consolidation.	Research on the EEF toolkit suggests that 1:1 or targeted small group intervention provided by a teacher or trained professional can accelerate learning by approximately five months. Research also shows that 1:1 tuition has a greater impact if directly linked with the learning that the children are doing in class.	All 1:1 children will be reviewed half termly and tracked to ensure that there is adequate progress. Pupil progress meetings are held in which individual children are discussed in detail.	CD	Half termly
Pupils who are struggling emotionally are quickly identified and offered Time to Talk	Teachers and parents will put children's names forward for Time to Talk. Children will receive one session a week in which they can share any concerns that they may have and receive support in working out their problems.	The EEF toolkit states, 'On average, Social and Emotional Learning interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (four months' additional progress on average).' They also state that, 'SEL programmes appear to benefit disadvantaged or low-attaining pupils more than other pupils, though all pupils benefit on average'	Children will complete a baseline Moods and Feelings survey during the Autumn Term or when they begin their programme. They will then repeat the exercise at the end of the Summer Term. The two results will be compared to measure the impact.	CA	Annually, although all children who receive this intervention are discussed in a weekly meeting between the Pastoral Lead and the Head in order to monitor progress.
Total budgeted cost					£35,712
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	When will you review implementation?
Pupil premium children to have the same or better attendance than other children.	Office Manager to monitor attendance and send a letter to parents if attendance drops below 90%. Termly attendance awards to praise those who have 100% attendance.	Pupils who have poor attendance are more likely to have gaps in their learning and find it harder to keep up with their peers. Regular contact with parents will ensure that parents understand the importance that we place on good attendance.	Weekly monitoring. Trigger letters sent out when attendance drops below 90% and additional letters sent when attendance improves.	JB	Termly
Parents have improved communication with the school.	Implement an app called Seesaw through which teachers can send messages and photos regarding pupils' learning and parents can comment. A wider range of in-school events which parents are invited to attend and participate in.	The vast majority of our pupils travel by bus and therefore parents do not have the daily contact with the school that they might otherwise. Using an online method which allows us to send messages ensures that parent who are here and also those who are deployed can keep up-to-date with their child's learning. Previously, there were not many opportunities for parents to come into school. By making opportunities available, parents will feel more comfortable in the school surroundings and will develop better relationships with the staff.	Monitoring activation of Seesaw accounts and parent's comments. Monitoring attendance at school events and workshops.	LG/LD	Termly

PP will children will be provided with a wider range of educational opportunities than they might otherwise afford.	A subsidy will be provided to enable all PP children to participate in educational visits/activities or to take part in music tuition or sports clubs.	Some of the families may not opt into additional activities due to the cost. We believe that extra curricular opportunities provide children with a wide range of learning experiences. The opportunity to participate in similar activities to their peers will also boost self-esteem.	Monitoring participation in extra curricular activities.	LD	Termly
Children will be well nourished which in turn will improve their ability to participate in school life.	Funding will be allocated to pay for school meals and/or milk for those children whose families struggle to pay.	Evidence shows that children in receipt of free school meals can make two months additional progress. Once children reach KS2, it can be difficult for parents to find the additional money to pay for school meals or for a healthy, fulfilling packed lunch.	Teachers/MSAs will alert the Headteacher if they feel that a child is hungry or does not have an adequate lunch. Headteacher to liaise with parents to discuss the possibility of funding.	LD	Ongoing
Total budgeted cost					£648

6. Review of expenditure				
Previous Academic Year		2016-2017		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Teachers receive appropriate training linked to meeting the needs of PP children.	Attend Central Bedfordshire's Professional Study group (PSG) meetings on the Pupil Premium. Disseminate strategies	<ul style="list-style-type: none"> 79% of children achieved GLD compared to 71% nationally. 92% of children reached the expected standard in the Phonics Screening Check compared to 81% nationally. 100% of children reached the expected standard in Reading, Writing and Maths at KS1 compared to 76% (Reading), 68% (Writing) and 75% (Maths) Nationally. <p>We achieved well above the national average in all statutory assessments demonstrating the high standard of teaching and the ability to meet the needs of the vast majority of pupils.</p>	The training was useful although too infrequent to have any significant impact.	£155
Teaching meets the needs of all pupils	Additional support from the School Improvement Partner to monitor teacher's ability to differentiate effectively for all levels of ability.		It was identified that teachers needed further training in meeting a range of needs, particularly supporting those Service children who changed schools frequently and who may have gaps in their learning.	£410
Teachers have a range of resources in order to differentiate sufficiently for a range of needs.	Teachers to identify and purchase resources required for differentiation.		Specific resources enabled children who were struggling to access activities in ways that they may not otherwise have been able to.	£226
ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Pupils who are falling behind their peers are identified for 1:1 sessions and systematically taught the skills that they need in order to catch up	A personal plan will be created identifying targets across the curriculum. Children will work on pre-learning and consolidation.	100% of children who accessed 1:1 tuition achieved their target and 23% exceeded their target.	We will continue with this approach as the data shows the great impact that it has had. Without additional support, it is unlikely that these children would have achieved their target.	£13,376

Every child who is not making progress is quickly identified and targeted support provided to fill gaps in learning.	Tailored programme of intervention provided by class teachers and HLTAs.	Tailored intervention was successful in ensuring that gaps in learning were filled. Where interventions were not successful, the intervention was stopped and alternative provision put in place.	The approach will continue although there will be some change to the way that it is tracked and the impact measured.	£26,744
Pupils who are struggling emotionally are quickly identified and offered Time to Talk	Teachers and parents will put children's names forward for Time to Talk. Children will receive one session a week in which they can share any concerns that they may have and receive support in working out their problems.	Feedback from teachers and parents indicates that these children benefitted emotionally from having dedicated time with the pastoral lead.	We will continue with this approach but will measure the impact quantitatively with a moods and feelings questionnaire.	
Counselling provided for individuals with significant needs.	Counselling is made available for those children who have a significant need as identified by school, parents or external agencies.	The child in question benefitted from having counselling sessions as the need was significant and required the skills of a trained professional.	Counselling will be offered in future where it is deemed appropriate.	£544

iii. Other approaches

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Access to extra curricular activities that specific children might not otherwise be able to participate in.	Support families in paying for extra curricular activities so that all children benefit from the activities that we provide.	PP money was used to fund additional music lessons and before and after school clubs. Without this money, the children would not have been able to participate.	This approach will continue when/if we are made aware that a child cannot participate in extra curricular activities due to finances.	£636

<p>Provision of milk and school meals for children whose families might not afford to pay.</p>	<p>Support families in paying for milk and school meals if it becomes apparent that there are financial difficulties.</p>	<p>Feedback from families whose children received funded milk and school meals was positive.</p>	<p>This approach will continue when/if we are made aware that a family cannot afford to finance milk and school meals or if we feel that a child is not provided with a sufficiently nutritious packed lunch on a regular basis.</p>	<p>£654</p>
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7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.