

Pupil premium strategy statement for Codicote C of E Primary School

1. Summary information					
School	Codicote C of E Primary				
Academic Year	2016 - 2017	Total PP budget	£26702	Date of most recent PP Review	N/A
Total number of pupils	239	Number of pupils eligible for PP	16	Date for next PP Strategy Review	September 2017

2. Current attainment		
At the end of Key Stage 2	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving expected standard or above in reading, writing & maths (or equivalent)	100%	53%
Progress in reading	1.64	0
Progress in writing	0.72	0
Progress in maths	0.07	0
3. Barriers to future attainment (for pupils eligible for PP)		
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>		
A.	The level of spoken language on entry to Nursery & Reception are lower for some PP children than non-PP children. This has an impact on the development of basic skills in literacy and numeracy, and in accessing phonics.	

B.	Lack of opportunities for wider experiences outside the classroom, for some PP children, resulting in lower attainment in Knowledge and understanding of the world in Foundation Stage, reduced first hand experiences which support learning in KS1 and 2 across the curriculum and restricted vocabulary.
C.	A significant number of PP children have been adopted from Local Authority care, and have needs associate with attachment disorders.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Some PP pupils have un-associated health issues which have meant that they have substantial amounts of school due to hospital visits or stays.

4. Outcomes (<i>Desired outcomes and how they will be measured</i>)		Success criteria
A.	Improve spoken language skills through foundation stage and KS1. Increase access to wider learning opportunities.	Children eligible for PP develop age appropriate speaking and listening skills to enable them to access all areas of learning, in order to reach age expectations. All children have access to wider learning opportunities and this is reflected in their confident use of an enhanced vocabulary.
B.	To accelerate progress of PP children in KS2, including high attaining children.	All PP children make or exceed expected progress, in relation to other children in their cohort, and compared to national data.

C.	To develop positive behaviours for learning, and to ensure that children feel secure and confident in the learning environment.	PP children are able to access learning effectively, and as a result, achieve in line with, or above all children in cohort.
D.	To minimise disruption of learning through unavoidable absence.	Children missing school through ill health are supported in acquiring the knowledge, skills and understanding they have missed in core subjects to maximise progress.

5. Planned expenditure					
Academic year		2016 - 2017			
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?
Improved language skills across FS & KS1.	Train staff in ELKLAN programme.	Developing skills in staff will further enhance quality first teaching, and benefit all in the learning environment.	High quality training provider.	Head & SENCO	Termly – next review January 2017
Total budgeted cost					£3000
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?

<p>Improve spoken skills in line with, or above age expectations.</p>	<p>Provide individual programmes of speech therapy for children with identified needs, under direction of speech and language therapist.</p>	<p>Developing individual skills of children will accelerate their progress, and improve access to learning in phonics, and basic skills.</p>	<p>Use trained, appropriately experienced member of staff to deliver SALT programmes. Work under guidance from SALT.</p>	<p>Head & SENCO</p>	<p>Termly – next review January 2017</p>
<p>Accelerated progress for PP children who have missed school due to health issues. Accelerate progress for PP children, who have had difficulty in accessing age appropriate learning, due to several school moves, or delayed development.</p>	<p>1-1 and small group teaching before school, and after school.</p>	<p>The gaps in knowledge and understanding are addressed so that learning builds on a firm base of knowledge, skills and conceptual understanding. Gaps in learning are identified and addressed.</p>	<p>Trained teachers used to deliver programmes, who already work in the school, working in liaison with class teachers. Small group intervention programmes led by experienced, trained support staff, who already work in the children’s own classrooms.</p>	<p>Head & deputy</p>	<p>Termly – next review Jan 2017, and at start and finish of intervention groups.</p>

Improved behaviours for learning, and ability to learn alongside others.	Provide mentoring, counselling and targeted support for children with attachment disorders/difficulty in accessing learning due to behaviour.	Improved levels of concentration skills and ability to focus in a typical learning environment will enable children to access learning effectively. Improved self- esteem and ability to manage feelings will result in more secure relationships with peers, and adults, and reduced anxiety.	Trained staff to deliver programmes, who have completed an accredited course. Use of support network outside school environment such as Family support workers, and Art therapists.	Head and Senior teacher	Termly – next review Jan 2017, and at start and finish of intervention groups.
Total budgeted cost					£23,000
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?
Wider knowledge and vocabulary is increased through residential trips. Opportunities to develop social skills in a variety of contexts is enhanced.	Fund residential element of trips to broaden experiences of children and to support learning through high quality first hand experiences.	Learning in a practical context supports development of language skills, and provides opportunities for children to broaden their knowledge and experiences.	Head/deputy/senior teacher led residential trips, using quality providers, following a carefully structured programme.	Head	Summer 2017 (following trips taking place)
Total budgeted cost					£700

6. Review of expenditure				
Previous Academic Year				
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
Improve quality of children's listening and speaking skills,	Staff training & delivery of programme. 1-1 delivery of SALT programmes	Accelerated progress of children entering school with poor speech and language skills. Improved outcomes for children re-taking phonics test in Year 2, due to difficulties with language in Year 1.	Further develop training to increase staff awareness and skills in delivering programme. Extend programme to more staff.	£6,000 – training, supply cover, and time for programme delivery to pupils

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
Accelerate progress due to targeted intervention support.	Focussed 6 week intervention programmes directed at literacy & numeracy skills. 1-1 tuition.	Significantly accelerated progress, and significant number of children who were able to access quality first teaching without additional interventions. Increased progress for children who had missed school due to ill health.	Very successful use of resources. Evidence of accelerated progress, improved attitudes to learning, confidence and resilience increased. Extend & continue approach.	£12,500
Attitudes to learning, social skills and behaviour for learning improved.	Mentoring and counselling. Training for staff in attachment disorders.	Measurable impact in improving learning behaviours, self esteem and ability to cope with school life and learning. Improved social skills. Increased skills for staff in meeting needs of all children with attachment disorders.	Staff trained – increased level of knowledge. Mentoring & counselling approaches enhanced – e.g . lego play therapy. Resources purchased and in use. Extend & continue approach.	
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

Increased knowledge and experience gained from 1 st hand experiences.	Residential aspect of trips funded.	Increased social skills, vocabulary learnt in context, significant impact on accessing learning beyond core subjects.	Highly beneficial to pupils in all aspects of their learning and development. Case by case decision following discussion with parents – i.e. not a need for some families where finance is not an issue.	£500

Format taken from "Effective pupil premium reviews- A guide developed by the Teaching Schools Council" May2016