



Pupil premium strategy statement (primary)

ACTION PLAN - 2018 - 2019

1. Summary information					
School	Totternhoe CE Academy				
Academic Year	2018 - 2019	Total PP budget for this academic year	£13,500	Date of most recent PP Review	August 18
Total number of pupils	142	Number of pupils eligible for PP	8	Date for next internal review of this strategy	Jan 19 August 2019

2. Current attainment - END of Year 2018		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average 2016-17)</i>
% achieving ARE reading, writing & maths	25%	61% (all pupils)
Progress score in reading	87%	0.33
Progress score in writing	77%	0.18



Progress score in maths		87%	0.28
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.	Baseline scores for PP children who are new to reception class and have not accessed our preschool.		
B.	Nurture- Vulnerable child(ren) with Early Help Assessment will need continued self-esteem and confidence boosting, before accelerated learning		
C.	Parental engagement with school and learning can be a barrier in some PP cases.		
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)			
D.	Social services engagement in TAC and CIN meetings to support good attendance in school.		
4. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)		Success criteria	
A.	ARE (Age Related Expectations): to improve progress of all PP pupils to ensure progress is in line with or exceeding expected levels of progress. Measure using SPT	SPT will evidence progress in line with peers and aspire to be above.	
B.	Continue to improve baseline scores for PP pupils (that attended TCEA pre school).	To be measure on SPT through outstanding teaching and learning in pre school. Children will enter Year R in line with or above peers.	
C.	To ensure that 100% of PP children pass the Year 1 Phonics Check along with their peers. Measured using the end of Y1 phonics test outcomes.	100% pass rate for PP children.	
D.	To continue to provide a nurture provision for children with the most need in school. Drop in support – short term or longer term care. Nurture to be in the school budget .	Boxall profiles and pupil questionnaires used to measure impact. Budget to ensure it continues	



E.	Positive emotional wellbeing - measures through pupil conversations and pupil questionnaire.	PP children feel confident with high SE
F.	Parental support at home. Measured through targeted support for those parents that agree to support	Parents attendance in school events eg watch me learn. Good relationships with teachers and communication in reading records etc Early Help where needed.
G.	100% achieving reading, writing and Maths at EXS at end of Key Stage 1 and year 4 .	SPT to track and measure impact.

5. Planned expenditure					
Academic year	In: £13,500		Spent in 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					
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>ARE (Age Related Expectations): to improve progress of all PP pupils to ensure progress is in line with or exceeding expected levels of progress.</p>	<p>Tracking using (SPT) School pupil tracker.</p> <p>1 TA to be nominated PP Champion, to hear readers daily and have specific time to work on key areas of need as prescribed by the class teacher.</p> <p>Focus TA's to work with PP child in class and early identification of pupils that need to be added to intervention groups.</p> <p>TA timetables to be adjusted to support intervention.</p> <p>Intervention teachers to remove barriers to learning, engage parents and enhance academic progress, working with children who are below ARE of attainment for reading, writing and maths.</p>	<p>Extra support and small group work gives young children the time to discuss ideas, build vocabulary and develop deeper thinking.</p>	<p>PP children will maintain progress with no gap between them and their peers.</p> <p>They will meet and exceed their ARE.</p>	<p style="text-align: center;">All</p>	<p style="text-align: center;">July 19</p>
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<p>100% achieving reading and writing at EXS at end of Key Stage 1 and year 4</p>	<p>Small group support daily</p> <p>To support vulnerable learners with reading and writing key stage 2</p> <p>Additional TA support in this class</p>	<p>All children regardless of background have the right to high quality teaching in the first instance. Children for which there are addition I needs such at PP have the right to intervention to close gaps and keep them closed to ensure they are performing equally at and above there are along with their peers.</p>	<p>Handwriting improves to a level acceptable for expected standard</p> <p>There is additional targeted support for PP children in the classroom which has an impact on their progress (scrutiny of work)</p> <p>100% achieve ARE in reading, Writing and maths</p>	<p>LJ TB</p>	<p>Data analysis (SPT) monitor children entry and exit data half termly.</p>
<p>Total budgeted cost</p> <p>TA - PP Champion £16.23 per hour X 1 hour a day X 190 days = £3085.08</p> <p>TA - classroom interventions (Lit & maths) years R – 4. £16.23 X 4 hours per day X 190 days = £12334.80</p>					
<p>ii. Targeted support</p>					



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>To ensure that 100% of PP children pass the phonics check</p> <p>For PP children to attain the same love of reading as other children in the school.</p>	<p>High quality phonics teaching starting in pre school through to Y1.</p> <p>Phonics intervention throughout year 1 for focus group.</p>	<p>Our core purpose is to teach every child to read – and to keep them reading. We know that this changes everything; readers have access to new words, new worlds and new ideas. They build an extensive vocabulary and gain new knowledge everyday for themselves. Children who read a lot do well at school – whatever their background. We have adopted a consistent whole-school approach to teaching reading, writing and spelling.</p> <p>Fidelity to the teaching programme, rigorous assessment, tracking and tutoring ensures progress for every child. This starts in Pre School with a sound a week and progresses to a sound a day in reception until they are reading confidently at an age appropriate level.</p>	<p>Achieve ARE in reading and WA on phonics screening check</p> <p>To be checking reading books out of the library for reading for pleasure.</p> <p>Engagement of parents in reading with children in the library after school or at home.</p>	<p>CHa</p> <p>OB</p>	<p>Half Termly (School Pupil Tracker) reports.</p> <p>Phonics observations</p> <p>Entry and half termly data from RWI assessments and monitoring of group movement.</p> <p>Swift intervention to Keep up, not catch up if any child fails to make expected progress.</p>
<p>Total budgeted cost</p> <p>New pre school assistant to attend RWI training £250.</p>					
<p>iii. Other approaches</p>					



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>To foster nurture provision for children with the most need in school. Drop in support – short term or longer term care.</p> <p>Positive emotional wellbeing</p> <p>It has been identified that a small proportion of children in school including those in receipt of the PP benefit from Nurture provision. (This was identified after working closely with Jigsaw behaviour support team in the summer term 15).</p>	<p>To continue with the nurture provision for children with the most need in school.</p> <p>To train staff to accommodate between 6 – 8 children in the nurture group.</p> <p>Nurture support for low self-esteem, confidence building and anger management</p>	<p>The behaviour support team (Jigsaw) have extensive experience in working with children that are from deprived areas and come from backgrounds of neglect or when children experience a trauma, like bereavement and are in need of nurture support. This is something we can provide in school and have the expertise in our current staff in order to provide it following from Jigsaws support.</p>	<p>PP children will increase progress and attainment towards ARE and in some cases exceed them.</p> <p>Pupils are happy and positive about learning.</p> <p>They feel confident in their abilities and achieve well. There are fewer disruptions to learning.</p>	<p>OB to coordinate</p> <p>RA KC</p>	<p>Data analysis (SPT) monitor children entry and exit data half termly.</p>



<p>Parental support at home</p>	<p>Target parents to attend school information sessions Staff to support parents with resources to help with home learning</p> <p>Staff to monitor regular reading at home</p> <p>Phonics and maths workshop for parents.</p> <p>Parental attendance at meet the teacher and consultation evenings.</p>	<p>It has been proven that children learn best in a supportive environment where they can talk about their learning with parents and carers. To promote parental engagement would boost learning potential for our PP and Non PP children.</p>	<p>Children are regularly heard to read at home.</p> <p>Parents are confident to help their children with homework.</p> <p>Parents attend 'Watch me Learn' sessions to engage with their children's learning.</p>	<p>CH AON TB</p>	<p>Registers of attendance at consultation and workshops.</p>
<p>Additional costs may include school visits, Dell farm (Y4) & CYE (Y5), Attendance at school and external clubs. These may come up through the year.</p>					
<p style="text-align: right;">Total budgeted cost</p>				<p>Staffing TA3 2 £446.27</p> <p>TA4 £446.27</p> <p>Training for support staff in nurture provision £500</p>	



Total Spend curriculum: £ 17,571.34

Additional activities: £165

= 17,736.34

Additional budget taken from the main school curriculum budget.

6. Review of expenditure

Previous Academic Year		2018 - 2019		
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



<p>ARE (Age Related Expectations): to improve progress of all PP pupils to ensure progress is in line with or exceeding expected levels of progress.</p>	<p>Tracking using (SPT) School pupil tracker.</p> <p>1 TA to be nominated PP Champion, to hear readers daily and have specific time to work on key areas of need as prescribed by the class teacher.</p> <p>Focus TA's to work with PP child in class and early identification of pupils that need to be added to intervention groups.</p> <p>TA timetables to be adjusted to support intervention.</p>	<p>All teachers have tracked PP children carefully and designed lessons and interventions that have worked to close gaps. See progress reports at the end of this report.</p> <p>PP champion has worked with all PP children on individual targets set by class teachers. Interventions groups have included PP children on specific and targeted areas of need. TA timetables have been adjusted to meet the needs of the pupils.</p>	<p>SPTO is closing and so the new tracking system will be used track progress. This will continue. Whole school cut backs have meant that as the school grows in number it will be harder for the PP champion to meet with individuals as regularly. We will work towards grouping PP children in order more pupils can work with the PP champion.</p>	<p>£15928.80</p>
	<p>Intervention teachers to remove barriers to learning, engage parents and enhance academic progress, working with children who are below ARE of attainment for reading, writing and maths.</p>	<p>Training during staff meetings has looked specifically at meeting the needs of vulnerable learners and ensuring targeted next steps are set.</p>	<p>We have 2 new members of staff this year and so this will be revisited as staff reported that they found the sessions useful and informed planning.</p>	



100% achieving reading and writing at EXS at end of Key Stage 1 and year 4	<p>Small group support daily</p> <p>To support vulnerable learners with reading and writing key stage 2</p> <p>Additional TA support in this class</p>	<p>Due to pupil numbers it is not appropriate to comment on % that met ARE at the end of KS1 and Y4. However PP data was in line with the rest of the cohort.</p> <p>Writing continues to be an area of development, whole school as well as for PP children.</p>	<p>KS 2 learners that are new to school with low attainment in reading and writing will continue to have support through RWI our phonics based system of learning to read and write. We will investigate 'fresh start' to support UKS2 learners that are joining us with low literacy levels.</p>	
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
<p>To ensure that 100% of PP pass the phonics check.</p> <p>For PP children to attain the same love of reading as other children in the school.</p>	<p>High quality phonics teaching starting in pre school through to Y1.</p> <p>Phonics intervention throughout year 1 for focus group.</p>	96% of pupils passed the phonics check –	Focus groups worked well and will continue into next year.	
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
<p>To foster nurture provision for children with the most need in school. Drop in support – short term or longer term care.</p> <p>Positive emotional wellbeing</p> <p>It has been identified that a small proportion of children in school including those in receipt of the PP benefit from Nurture provision. (This was identified after working closely with Jigsaw behaviour support team in the summer term 15).</p>	<p>To continue with the nurture provision for children with the most need in school.</p> <p>To train staff to accommodate between 6 – 8 children in the nurture group.</p> <p>Nurture support for low self-esteem, confidence building and anger management</p>	<p>Nurture is embedded support at Totternhoe and has proven successes. Pupil feedback and staff Boxall profiles show increases in self esteem and self perception, which soft data, would indicate more of a willingness to learn and improve.</p>	<p>Nurture to continue.</p>	<p>£1392.54</p>



Parental support at home	<p>Target parents to attend school information sessions Staff to support parents with resources to help with home learning</p> <p>Staff to monitor regular reading at home</p> <p>Phonics and maths workshop for parents.</p> <p>Parental attendance at meet the teacher and consultation evenings.</p>	<p>Phonics and maths workshops were very well attended.</p> <p>Watch me learn sessions were timetabled throughout the year.</p> <p>Attendance at consultation meetings and meet the teacher was high for PP children.</p>	All to continue.	
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1. Additional detail

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

Additional costs were incurred when support staff were given a pay rise, as well as increased PP numbers through the year further time needed to be allocated and thus further costs.

Updated TA costs

TA - PP Champion £16.23 per hour X 1 hour a day X 127 days = 2061.21 + 63 = £1124.55

(£17.85 since April 63 days) TOTAL = **£3185.76**

TA - classroom interventions (Lit & maths) years R – 4. £16.23 X 4 hours per day X 127 days = **£8244.84 + 17.85 since April 63 days X 4 = £4498.20 = 12743.04**



GRAND TOTAL = £15,928.80

Residential cost of £165



WHOLE SCHOOL ADMIN report created 09-09-2019

Point to Point Evaluation : Reading

Summaries of chosen groups



Group	Baseline: End of Year Final 2017-2018				End point: End of Year Final LOOKING BACK AT DATA IN YEAR: 2018-2019				Progress	Expected Progress	Progress Comp	Progress Comp	Broad Levels	Sub Levels (Based on old APS)	Slow Mover
	Assessment	ARE	ARE Comp	ARE Comp	Assessment	ARE	ARE Comp	ARE Comp							
ALL CHILDREN [168 100.0%]	8.2	8.7	0.0	=	10.7	11.2	-0.5	-	+2.7	+3.0	-0.2	-	0.42	1.34	31.1%
FSM [7 4.2%]	8.4	11.1	-2.8	--	11.9	14.1	-2.3	-	+3.5	+3.0	+0.5	+	0.29	1.43	14.3%
NO FSM [158 94.0%]	8.1	8.6	+0.2	+	10.7	11.1	-0.4	-	+2.6	+3.0	-0.3	-	0.43	1.33	31.8%
PUPIL SERVICE PREMIUM [5 3.0%]	7.6	9.6	-2.0	-	11.6	12.6	-1.0	-	+4.0	+3.0	+1.0	+	0.80	2.60	0.0%
NOT PUPIL SERVICE PREMIUM [160 95.2%]	8.2	8.7	+0.1	=	10.7	11.2	-0.5	-	+2.6	+3.0	-0.3	-	0.41	1.30	32.1%
PUPIL PREMIUM [5 3.0%]	7.6	9.6	-2.0	-	11.6	12.6	-1.0	-	+4.0	+3.0	+1.0	+	0.80	2.60	0.0%
NOT PUPIL PREMIUM [160 95.2%]	8.2	8.7	+0.1	=	10.7	11.2	-0.5	-	+2.6	+3.0	-0.3	-	0.41	1.30	32.1%
SERVICE CHILDREN [0 0.0%]															
NOT SERVICE CHILDREN [165 98.2%]	8.2	8.7	0.0	=	10.7	11.2	-0.5	-	+2.7	+3.0	-0.2	-	0.42	1.34	31.1%

All data and judgements on this report are based on the baseline and end point assessments you have chosen. Percentages and averages on the following grids do not include pupils with blank or missing data.

ARE: Age-related expectation [The expected outcome of a nationally average child based on the year group and time of year].

BROAD LEVEL Progress is calculated on the progress of a child from broad level to broad level, and is shown in the number of levels a child has moved between the assessment points.

SUB-LEVEL Progress is calculated on the progress of a child through sub-levels, and is shown in the number of sub-levels a child has moved between the assessment points.



WHOLE SCHOOL ADMIN report created 09-09-2019

Point to Point Evaluation : Mathematics

Summaries of chosen groups

Group	Baseline: End of Year Final 2017-2018				End point: End of Year Final LOOKING BACK AT DATA IN YEAR: 2018-2019				Progress	Expected Progress	Progress Comp	Progress Comp	Broad Levels	Sub Levels [Based on old APS]	Slow Mover
	Assessment	ARE	ARE Comp	ARE Comp	Assessment	ARE	ARE Comp	ARE Comp							
ALL CHILDREN [168 100.0%]	7.9	8.7	-0.2	-	10.6	11.2	-0.7	-	+2.7	+3.0	-0.1	-	0.41	1.36	24.2%
FSM [7 4.2%]	8.7	11.1	-2.4	-	11.6	14.1	-2.5	--	+2.9	+3.0	-0.1	-	0.43	1.00	28.6%
NO FSM [158 94.0%]	7.8	8.6	-0.1	=	10.5	11.1	-0.6	-	+2.7	+3.0	-0.2	-	0.41	1.38	24.1%
PUPIL SERVICE PREMIUM [5 3.0%]	7.7	9.6	-1.9	-	10.6	12.6	-2.0	-	+2.9	+3.0	-0.1	-	0.40	1.60	20.0%
NOT PUPIL SERVICE PREMIUM [160 95.2%]	7.8	8.7	-0.1	=	10.6	11.2	-0.6	-	+2.7	+3.0	-0.2	-	0.41	1.36	24.4%
PUPIL PREMIUM [5 3.0%]	7.7	9.6	-1.9	-	10.6	12.6	-2.0	-	+2.9	+3.0	-0.1	-	0.40	1.60	20.0%
NOT PUPIL PREMIUM [160 95.2%]	7.8	8.7	-0.1	=	10.6	11.2	-0.6	-	+2.7	+3.0	-0.2	-	0.41	1.36	24.4%
SERVICE CHILDREN [0 0.0%]															
NOT SERVICE CHILDREN [165 98.2%]	7.8	8.7	-0.2	-	10.6	11.2	-0.7	-	+2.7	+3.0	-0.1	-	0.41	1.36	24.2%

All data and judgements on this report are based on the baseline and end point assessments you have chosen. Percentages and averages on the following grids do not include pupils with blank or missing data.
 ARE: Age-related expectation [The expected outcome of a nationally average child based on the yeargroup, and time of year].
 BROAD LEVEL Progress is calculated on the progress of a child from broad level to broad level, and is shown in the number of levels a child has moved between the assessment points.
 SUB-LEVEL Progress is calculated on the progress of a child through sub-levels, and is shown in the number of sub-levels a child has moved between the assessment points.



WHOLE SCHOOL ADMIN report created 09-09-2019

Point to Point Evaluation : Writing Summaries of chosen groups

Group	Baseline: End of Year Final 2017-2018				End point: End of Year Final LOOKING BACK AT DATA IN YEAR: 2018-2019				Progress	Expected Progress	Progress Comp	Progress Comp	Broad Levels	Sub Levels (Based on old APB)	Slow Mover
	Assessment	ARE	ARE Comp	ARE Comp	Assessment	ARE	ARE Comp	ARE Comp							
ALL CHILDREN [168 100.0%]	8	8.7	-0.1	=	10.5	11.2	-0.7	-	+2.6	+3.0	-0.3	-	0.44	1.39	30.5%
FSM [7 4.2%]	8.6	11.1	-2.6	--	11.2	14.1	-2.9	--	+2.6	+3.0	-0.4	-	0.14	1.14	42.9%
NO FSM [158 94.0%]	8	8.6	0.0	=	10.5	11.1	-0.7	-	+2.6	+3.0	-0.3	-	0.45	1.40	29.9%
PUPIL SERVICE PREMIUM [5 3.0%]	7.8	9.6	-1.8	-	11.4	12.6	-1.2	-	+3.6	+3.0	+0.6	+	0.60	2.60	0.0%
NOT PUPIL SERVICE PREMIUM [160 95.2%]	8	8.7	-0.1	=	10.5	11.2	-0.7	-	+2.5	+3.0	-0.4	-	0.43	1.35	31.4%
PUPIL PREMIUM [5 3.0%]	7.8	9.6	-1.8	-	11.4	12.6	-1.2	-	+3.6	+3.0	+0.6	+	0.60	2.60	0.0%
NOT PUPIL PREMIUM [160 95.2%]	8	8.7	-0.1	=	10.5	11.2	-0.7	-	+2.5	+3.0	-0.4	-	0.43	1.35	31.4%
SERVICE CHILDREN [0 0.0%]															
NOT SERVICE CHILDREN [168 98.2%]	8	8.7	-0.1	=	10.5	11.2	-0.7	-	+2.6	+3.0	-0.3	-	0.44	1.39	30.5%

All data and judgements on this report are based on the baseline and end point assessments you have chosen. Percentages and averages on the following grids do not include pupils with blank or missing data.
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 BROAD LEVEL Progress is calculated on the progress of a child from broad level to broad level, and is shown in the number of levels a child has moved between the assessment points.
 SUB-LEVEL Progress is calculated on the progress of a child through sub-levels, and is shown in the number of sub-levels a child has moved between the assessment points.