

Calow Church of England Primary School

Pupil Premium Strategy 2019-20

Our Pupil Premium strategy is based on a tiered approach, as recommended by the Education Endowment Foundation:

1. Teaching

Spending on improving teaching might include professional development, training and support for early career teachers and recruitment and retention. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending.

2. Targeted academic support

Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy.

3. Wider strategies

Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support. While many barriers may be common between schools, it is also likely that the specific features of the community each school serves will affect spending in this category.

(The EEF Guide to the Pupil Premium)



Identified barriers to learning of our children in receipt of pupil premium:

- Motivation to read and access to books
- Reading fluency
- Reading comprehension
- Motivation to write
- Spelling and punctuation
- Mathematical fluency, reasoning and problem solving
- Attendance and punctuality
- Nutrition
- Mental health and wellbeing
- Mindset and aspiration
- Family engagement

Attainment of Disadvantaged Pupils

		2017-18		2018-19	
		Expected	Higher	Expected	Higher
KS2		4 pupils		9 pupils	
	Reading	25	25	67	11
	Writing	25	25	44	11
	Maths	25	25	56	11
	Combined	25	25	33	11
	EGPS	50	25	78	11
KS1		4 pupils		6 pupils	
	Reading	75	25	50	17
	Writing	75	0	50	17
	Maths	75	0	50	17
Y1	Phonics	60 (5 pupils)		71 (7 pupils)	
EYFS	GLD	100 (1 pupil)		57 (7 Pupils)	

Tier 1: Teaching

Aim	Action	Impact
To ensure access to high-quality teaching and learning across the curriculum	Support two early-career teachers through the DfE Accelerate Teaching Programme	Early-career teachers further develop their practice to improve outcomes for all learners, especially disadvantaged, including: using evidence-based cognitive science to maximise learning; managing behaviour effectively; creating and maintaining a culture of learning; using effective approaches to feedback and assessment; designing lessons and curriculum to help all students to progress
	Support the English lead through NPQSL	The English lead develops high-quality leadership skills, empowering her to further improve the quality of English education throughout the school through strategic planning, training of colleagues, coaching, monitoring and analysis. This improves outcomes for all learners, especially disadvantaged.

	Participate in the Maths Hub Teaching for Mastery Work Group	The maths lead and curriculum lead develop a sophisticated understanding of Mastery maths teaching, which is effectively shared and spread across the whole school, improving outcomes for all learners, especially disadvantaged.
	CPD to improve the impact of teaching assistants	Teaching assistants provide scaffolding and prompting as needed to improve outcomes for all learners, especially disadvantaged.
	CPD to improve staff skills and confidence in teaching music	All children have access to high quality music education.

Tier 2: Targeted Academic Support

To diminish the difference and maximise attainment through specific targeted interventions	Every Child a Talker (ECAT)	Children in EYFS become confident and skilled communicators, eradicating “language impoverishment”. This maximises their learning within school, improves outcomes across the curriculum and boosts their chances later in life. On average, 60% of children at risk of delay in listening and attention at the start of the intervention are no longer at risk of delay at the final assessment; 58% of children at risk of delay in understanding are no longer at risk of delay at the final assessment. 52% of children at risk of delay in talking are no longer at risk of delay at the final assessment. 56% of children at risk of delay in social communication are no longer at risk of delay at the final assessment. (DCC impact report)
	Talk Boost	Narrows the gap between 4-7 year olds with language delay and their peers, boosting a child’s communication by up to 18 months. This has been shown to have an impact on progress in reading – 90% of children with delayed language met or exceeded progress in reading after Talk Boost. Talk Boost helps children with delayed language development who would not usually qualify for specialist help, but are not thriving at school because of a speech and language need.
	Inference Training	Improves comprehension by an average of 12 months over a 10-week intervention. Recommended in “What works for children and young people with literacy difficulties: the effectiveness of intervention schemes.” (Brooks)
	Monster Phonics	Children’s phonic knowledge is secure, laying the foundation for improved spelling as they move through school.

	Lexia	Recommended in "What works for children and young people with literacy difficulties: the effectiveness of intervention schemes." (Brooks) Identifies and targets gaps in English skills, providing highly personalised learning and practice.
	Maths Plus 1 and Power of 2	Boosts children's mathematical fluency and basic arithmetic skills, strengthening the necessary foundations. Plan to switch to 1stClass@number in 2020-2021 or sooner.
To ensure that home learning is effective and strengthens outcomes for all learners, particularly disadvantaged	Mathletics	Targeted practice of fluency and problem solving skills at home, consolidating learning. Teachers are provided with detailed reports, enabling them to track home learning, set tasks and make connections with class teaching.
	Times Tables Rockstars	Boosts times tables recall, speed, fluency and accuracy. Increases motivation and enjoyment.
	Spelling Shed	Targeted practice of spelling, individualised and class lists and a focus on specific spelling patterns improve spelling accuracy and boost confidence, removing spelling as a barrier to independent writing.

Tier 3: Wider Strategies

Mental health, wellbeing, nurture and family	Improve the emotional wellbeing and resilience of children who find social interaction at lunch break especially hard; provide a drop-in option for children who want to bring worries or concerns.	Employ a member of staff trained in “Anxiety Gremlins” and other interventions to work specifically at lunch time (5 hours per week), in the nurture room. She will be available for children to drop in and discuss any worries, concerns or problems they may be experiencing.	Children have a range of strategies for handling difficult situations and emotions; children feel calm, happy and in control of their lives; incidents of poor behaviour are very low; children know who to turn to for help, and choose to talk about any difficulties they have; children feel safe and ready to learn.
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	<p>Improve mental health and wellbeing of identified groups of children and individuals experiencing difficulties; give them strategies which can help in the long term.</p>	<p>Employ the same member of staff (above) every afternoon (10 hours per week), specifically to deliver Anger Gremlins and Anxiety Gremlins interventions. Purchase Derbyshire Behaviour Box and complete associated training for Headteacher/SENCo and TA.</p>	
	<p>Support children and families who are experiencing difficulties which may be connected to environmental or family circumstances and dynamics in the home. Provide early help, including home visits and agency meetings.</p>	<p>Employ a School's Pastoral Officer from "Positive for Young People", to work with individuals and families on one day per week on targeted issues.</p>	
	<p>Increase children's motivation to read and write, for pleasure and purpose, and provide wider access to books</p>	<p>Half-termly book swaps</p>	<p>Families have a range of exciting books at home; children talk about the book they are reading with knowledge, interest, excitement and passion; children can name at least 3 books they have read and 3 authors; children choose to read; parents and carers believe that reading with children is</p>

		Buddy reading	<p>important and prioritise it at home; families have strategies for reading at home with their children; everyone at school is proud of the library and it sits at the heart of the school, used frequently by everyone; librarians develop a sense of responsibility; children can see, read and share high-quality texts in class; end of year and end of key stage outcomes improve in reading.</p> <p>Children choose to write for pleasure; children talk with pride and enthusiasm about a piece of writing that they have done; families engage with their children's writing and support them at home; children enter writing competitions and share their writing more widely beyond school; end of year and end of key stage outcomes improve in writing.</p>
		Poet's visit	
		Termly reading brunches	
		Continuing to stock the library with high-quality, engaging books, with a particular focus on books which may appeal more to boys	
		Auditing and purchasing sets of high-quality shared reading books for each class	
		Pobble online writing platform	
	Improve attendance, punctuality and nutrition	Provide free access to breakfast club	

	Raise aspirations	Invite visitors from a range of professions and workplaces to give talks in assembly, ensuring diversity of background and breaking down stereotypes.	Children can describe many different jobs and workplaces, and articulate some careers/jobs that they might want to do when they are older; they understand how their choices at school can affect their prospects; children believe that they can achieve; children are more resilient and deal positively with setbacks; children feel in control of their life chances.
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Monitoring and Evaluation Schedule

Initial responsibility for monitoring outcomes for pupil premium children lies first and foremost with individual class teachers, who maintain provision maps and adapt their practice reflectively to maximise progress for all. Subject leaders then monitor attainment and progress through work scrutiny, pupil interviews, professional conversations with colleagues and data analysis. The Assessment Team, comprising all senior leaders, meets 6 times a year to monitor attainment and progress through data analysis, triangulated with other information. The Headteacher conducts pupil progress meetings with class teachers, including focused discussions about children in receipt of pupil premium, during which actions are evaluated and refined. The Headteacher reports to Governors. This strategy will be reviewed and revised continuously through the year, and a new strategy for the year 2019-20 formulated between April and July 2020.