

CHISENHOLE PUPIL PREMIUM STRATEGY

Summary Information					
Academic Year	2019-20	Total PP budget		Funding	Date of review
Total number of pupils	343	Number of pupils eligible for PP	92 + 2 post adoption + 5 EYFS PP	£121 440 £4600 £1510	July 2020

Current attainment - July 2019

Percentage of reception children working at expected level in July 2019			
	Reading	Writing	Number
All	76%	76%	80%
PPG	38%	38%	50%
NPPG	84%	84%	86%

Phonics Screening Check			
Year 1	% pass	Tower Hamlets Average 2019	National Average 2019
All (43)	81%	84%	82%
Pupil Premium (10)	60%	80%	71%
Non Pupil Premium (33)	88%	87%	84%

Key Stage 1 Results									
% children at and above expected standard	All (42)			Pupil Premium (13)			Non Pupil Premium (28)		
	Chisenhale	Tower Hamlets	National	Chisenhale	Tower Hamlets	National	Chisenhale	Tower Hamlets	National
Reading	79%	75%	75%	62%	70%	62%	86%	79%	78%
Writing	83%	72%	69%	69%	66%	55%	89%	76%	73%
Maths	81%	76%	76%	69%	71%	62%	86%	81%	79%

Key Stage 2 Results									
% children AE and (GD)	All (42)			Pupil Premium (20)			Non Pupil Premium (22)		
	Chisenhale	Tower Hamlets	National	Chisenhale	Tower Hamlets	National	Chisenhale	Tower Hamlets	National
Reading	86% (24%)	77% (30%)	73% (27%)	80% (5%)	76%	62%	91% (41%)	82%	79%
Writing	79% (26%)	82% (23%)	78% (20%)	60% (10%)	81%	68%	95% (41%)	86%	84%
Maths	88% (24%)	84% (34%)	79% (27%)	80% (15%)	83%	67%	95% (32%)	88%	84%
GSP	81% (33%)	83% (45%)	78% (36%)	70% (25%)			91% (41%)		
Combined	74% (17%)	71% (13%)	65% (10%)	55% (5%)	69%	51%	91% (27%)	77%	72%

1. 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.	Children entering school with below average oral language skills – can slow progress in later years if not addressed.
B.	Emotional/mental health difficulties impeding learning, affecting behaviour and having detrimental effect on academic progress.
C.	Children with limited experience of the world beyond home – lack of wider experience impacts on understanding/reading/writing/problem solving.

External barriers *(issues which also require action outside school, such as low attendance rates)*

D.	Families experiencing difficulties affecting children emotionally associated with finance, separation and relationship breakdowns.
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2. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria/monitoring</i>
A.	Attainment and progress of pupils entitled to Pupil Premium Grant to be in-line with that of those not entitled, including higher percentage of pupils attaining higher levels.	Data analysis. Pupil Progress meetings.
B.	Improved oral language and communication skills	Planning and environments reflect a focus on this Lesson observations show staff confidently focussing on and embedding skills. Improved end of year outcomes across the EYFS curriculum, including 'Speaking'.
C.	Learning behaviours and emotional well-being for key children improved	Monitor behaviour and well-being (through CPOMS) as well as attainment to see if there is an impact.

3. Planned expenditure				
Academic year	2019/20			
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	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improved oral language skills in EYFS	Speech and Language Therapist 1/4 day a week (% of £7875) TA delivered intervention % of £3657	SLT meetings Pupil progress meetings Inclusion reviews	AHT	Termly
Improved vocabulary in KS1	Speech and Language Therapist 1/4 day a week TA delivered intervention % of £7875	SLT meetings Pupil progress meetings Inclusion reviews	AHT	Termly
Total budgeted cost				£19,407
ii. Targeted support				
Desired outcome	Chosen action/approach	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Raised English and maths attainment	Additional TA in Year 6 AM supporting groups in Eng and Maths and interventions in the PM (£18,288)	PPM reviews	Phase Leader	Termly
Raised English and maths attainment	Assistant Headteacher teaching English and maths in Year 5 and 6 AM £44 760)	PPM reviews	Phase leaders	Termly
Raised English and maths attainment	HLTA in KS1 Supporting groups and delivering interventions to accelerate progress and diminish the difference . (£41 772)	PPM Reviews	Phase Leaders	Termly

Total budgeted cost				£104 820
iii. Other approaches				
Desired outcome	Chosen action/approach	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Children making accelerated progress due to increased confidence, emotional stability and improved learning behaviours.	Learning Mentor support in class (£26 472) (YR 3 & 4) ELSA support x 8 afternoons a week (2 members of staff trained) (£4196 + £520 training)	PPM reviews Inclusion reviews	AHT	Termly
Access to a wider experiences impact on well-being and learning.	Extended Schools Clubs not charged to PP children (£2250) Support for PP children going on School Journey (Y6)	Monitor registers Promote and target individuals PPM	HT	Termly
Total budgeted cost				£33 438

Review of Expenditure Academic Year 2018/19				
Desired outcome	Approach	Impact	Lessons learned	Cost
Improved oral language skills in EYFS	Speech and Language Therapist TA delivered intervention	Staff are well trained in identifying SALT need and a high number of children have been referred. All children have at least partially met SALT targets and most fully met.	Groups need to start early in the term. SALT working in setting in Autumn term to support identification.	£16, 887

Improved vocabulary in KS1	Speech and Language Therapist TA delivered intervention	All children have at least partially met SALT targets and most fully met.	Transition into Year 1 needs to be effective. Need to continue with increased provision as need is increasing.	
Raised English and maths attainment	Additional TA in Year 6 AM supporting groups in Eng and Maths and interventions	See data charts.	Continue with targeted support in year 6.	£105 242
Raised English and maths attainment	Phase Leader intervention support	Very effective in Year 6 – see data charts.	Continue with year 6 and change to assistant head teacher/inclusion lead support in upper KS2 for next year. Targeted support in Lower (especially Learning Mentor in AM) and KS1 by Learning in mentor and HLTA/TA groups/1:1.	
Raised English and maths attainment	HLTA in KS1 Supporting groups and delivering interventions to accelerate progress and diminish the difference.	See data charts. Impact in year 2 with bespoke and targeted support in the PM which has been flexible throughout the year.	Ensure Year 1 have access to the support/interventions.	
Children making accelerated progress due to increased confidence, emotional stability and improved learning behaviours.	Learning Mentor support in class ELSA support x 8 afternoons a week	ELSA has had a positive effect on children being able to manage behaviour and emotions and therefore access learning.	Continue to make this a priority including 1:1 for all post adoption children (4).	£32 052
Access to a wider experiences impact on well-being and learning.	Extended Schools Clubs not charged to PP children (£2250) Support for PP children going on School Journey (Y6)	Increased support given this year to vulnerable families. Families also accessing the counselling support offered.	Continue this as it is clear that there are more pressures being experienced by families.	