

## Pupil premium strategy statement: Clandon C of E Primary School

1. Summary information					
<b>School</b>	Clandon C of E Primary School				
<b>Academic Year</b>	2017-18	<b>Total PP budget</b>	£17,160	<b>Date of annual PP Review</b>	Sept 2017
<b>Total number of pupils</b>	68	<b>Number of pupils eligible for PP</b>	13	<b>Date of next annual PP Review</b>	July 2018

1. Previous attainment			
End of EYFS results	Pupils eligible for PP (Clandon C of E Primary School)	All pupils (Clandon C of E Primary School)	National Average
% achieving at expected standard in reading	33% (3 children)	80% (20 children)	77%
% achieving at expected standard in writing	33%	75%	73%
% achieving at expected standard in maths	33%	75%	79%
End of KS1 results	Pupils eligible for PP (Clandon C of E Primary School)	All pupils (Clandon C of E Primary School)	National Average
% achieving at expected standard in reading	0% (1 child)	73%	76%
% achieving at expected standard in writing	0%	0%	68%
% achieving at expected standard in maths	0%	47%	75%

2. Barriers to future attainment (for pupils eligible for PP including high ability)	
<b>In-school barriers</b> <i>(issues to be addressed in school)</i>	
<b>A.</b>	Low achievement and attainment
<b>B.</b>	Underdeveloped social and cultural experiences
<b>External barriers</b> <i>(issues which also require action outside school, such as low attendance rates)</i>	

C.	Vulnerable Students
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3. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Reduce the gap in attainment and progress between those eligible for PP and those that are not	<ul style="list-style-type: none"> <li>• Attainment of children eligible for PP at KS1 improves</li> <li>• Attainment gap reduces compared to 2017 results</li> </ul>
<b>B.</b>	Increase experiences of those entitled to PP	<ul style="list-style-type: none"> <li>• Ratio of children entitled to PP is similar or higher than non-PP</li> </ul>
<b>C.</b>	Ensure all children including those entitled to PP are safe and have their emotional needs met	<ul style="list-style-type: none"> <li>• Children who have accessed to emotional support will be able to learn better due to emotional barriers being removed</li> <li>• Support is provided when children's basic needs are not being catered for</li> </ul>

A. Reduce the gap in attainment and progress between those eligible for PP and those that are not

<b>Actions</b>	<b>Success criteria</b>	<b>Monitoring</b>	<b>Staff Lead</b>	<b>Amount</b>	<b>By when</b>	<b>Impact</b>
Continue with one to one and group interventions by suitably qualified/ experienced teacher.	Children make accelerated progress in their learning (4 steps +)	Pupil data Books Observations Notes from interventions	JL/VM	<b>£11,649</b>	July 2018	100% of Year 2s met the phonics screening pass mark 8/8 met handwriting intervention outcome target (Year 2) 3/4 met sentence structure intervention outcome target (Year 2) 4/5 met calculation intervention outcome target (Year 2) Teacher support Year 2 class teacher from April to July to work on individual targets leading up to KS1 SATs. This helped Maths increase from 47% to 82%, Writing from 0% to 55% and Reading test from 45% to 55%
Continue with higher staff: pupil ratios by employment of teaching assistants. Employment of 1:1 teaching assistant.	Children make accelerated progress in their learning (4 steps +)	Pupil data Books Observations Notes from interventions	JL/VM	<b>£13,380</b>	July 2018	All 6 children made a huge improvement in their achievement in phonics from Jan to July. 4 passed, The other children improved by 9 and 11 marks. Emotional support intervention saw huge improvements in one child (Child removed from SEND register) and moderate improvements in the other. 3/5 met spelling intervention outcome target (Year 1) 3/4 met handwriting intervention outcome target (Year 1)

						4/4 met basic number understanding intervention outcome target (Year 1) 3/3 met intervention outcome target following precision teaching Both children improved significantly 15/100 and 20/100 following Year 3/4 spelling intervention
Identify appropriate training courses.	Staff attend courses aimed at improving outcomes for those entitled to PPG	Course evaluations Lesson observations	JL	<b>£200</b>	July 2018	One TA attended First Class @ Writing Intervention. Children started this programme and will continue in the autumn term. 3 TAs were trained and used precision teaching. 3/3 met intervention outcome targets following precision teaching.

B. Increase experiences of those entitled to PP

<b>Actions</b>	<b>Success criteria</b>	<b>Monitoring</b>	<b>Staff Lead</b>	<b>Amount</b>	<b>By when</b>	<b>Impact</b>
Continue with implementation of curriculum resources and identify any others which may be beneficial in closing the attainment gap.	Resources identified for key children Resources lead to an improved ability to learning	Observations Pupil data Pupil progress against specific targets	JL		July 2018	New books have been purchased in order to use the Talk 4 Writing approach in English. Progress of children on the PP register in the spring term closed the gap when compared with non-PPG counterparts

Contributions will continue to be made to school trips and clubs run at the school and other provisions.	All children are able to attend trips	Pupil attendance from trips	JL/HR	<b>£500</b>	July 2018	All trips went ahead following top up funding for those entitled to pupil premium. All PP children were able to attend requested clubs.
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C. Ensure all children including those entitled to PP are safe and have their emotional needs met

<b>Actions</b>	<b>Success criteria</b>	<b>Monitoring</b>	<b>Staff Lead</b>	<b>Amount</b>	<b>By when</b>	<b>Impact</b>
Continue to offer counselling sessions if need identified.	Key children are supported Improvement in emotional well-being or behaviour	Pupil progress against specific targets	VM	<b>£1000</b>	July 2018	Counselling provided in the autumn term to 1 child 2 children have continued to receive support with their emotional well-being.  Funding for this was stopped in January. Funding was used for TA emotional support to help a greater range of children