

1.Summary information								
School	Corsham Primary School							
Academic Year	2018/2019	Total PP budget	£151,800		Date of most recent PP Review	NA		
Total number of pupils	628	Number of pupils eligible for PP	157		Date for next internal review	Sept 2019		
2.Current attainment								
			Corsham Primary disadvantaged pupils			National average for non-disadvantaged pupils		
			2015-2016	2016-2017	2017-2018	2015-2016	2016-2017	2017-2018
Progress of KS2 disadvantaged pupils since KS1	Reading score		+2.30	-1.79	+0.07	+0.33	+0.33	+1.09
	Writing score		+0.98	-1.03	-0.99	+0.12	+0.17	+0.24
	Maths score		+1.10	-2.5	-1.71	+0.24	+0.28	-1.27
% of KS2 disadvantaged pupils reaching national expectations	Reading		45%	37%	60%	71%	71%	86%
	Writing		40%	37%	60%	79%	76%	86%
	Maths		30%	26%	53%	75%	75%	85%
% of KS1 disadvantaged pupils reaching national expectations	Reading		50%	50%	53%	78%	76%	81%
	Writing		30%	38%	47%	70%	68%	67%
	Maths		50%	44%	67%	77%	75%	85%
% of Year 1 disadvantaged pupils meeting the expected standard in Phonics			85%	69%	38%	83%	81%	93%
% of Foundation Stage free school meal pupils achieving a Good Level of Development			60%	60%	50%	72%	69%	80%

3.Barriers to future attainment (for pupils eligible for PP)		
In-school barriers		
A.	27% of Pupil Premium pupils are on the SEND register. 8% of Pupil Premium have an EHCP. 60% of Pupil Premium are Disadvantaged. 39% of the disadvantaged children are on the SEN register and 32% of the disadvantaged/SEN pupils have an EHCP. SEND needs can prevent children from achieving national expectations.	
B.	6% of Pupil Premium children are from the Traveller community. 67% of the pupils who are both Pupil Premium and travellers are on the SEND register. Their attendance coupled with SEND needs can prevent children from achieving national expectations.	
External barriers		
C.	39% of children who are below the 90% attendance threshold are Pupil Premium. 20% of this group of Pupil Premium are Travellers.	
D.	Parental knowledge and understanding of the new curriculum expectations, in particular the end of Key Stage 1 and 2.	
4.Desired outcomes		Success criteria
A.	Non SEND Pupil Premium children achieve their end of year targets.	Individual targets achieved. Pupils make progress from their starting points in the core subjects.
B.	Traveller children achieve their end of year targets.	Individual targets achieved. Pupils make progress from their starting points.
C.	Attendance rates for pupils eligible for Pupil Premium are in line with whole school figures.	The percentage of persistent absence is reduced. Attendance rates for Pupil Premium improve and are in line with all pupils.
D.	Parents have a better knowledge and understanding of the new curriculum expectations and this helps them support their child in achieving end of key stage targets.	Parents have a better understanding of the new curriculum. Parents are able to support their child effectively with their learning at home.

5.Planned expenditure					
Academic year		2018-2019			
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>A. Non SEND Pupil Premium children to achieve their end of year targets.</p> <p>B. Traveller children achieve their end of year targets.</p>	<p>Pupil Premium Manager and Inclusion Manager to work closely with the Class Teachers to implement and monitor high quality teaching including effective interventions.</p> <p>To create class / year group overviews that show the needs and intervention.</p> <p>Class teachers to meet with Senior Leaders to discuss pupils and data. Inclusion Managers to be part of these meetings and / or analyse the data.</p> <p>DART referrals is necessary – clarifying children’s specific needs and areas of development.</p> <p>Core Subject SDIPs to link closely with Inclusion SDIP.</p>	<p>Research from previous CDG work has shown that effective use of TAs can support effective progress when using specific Interventions.</p> <p>The Sutton Trust states that ‘The effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds: over a school year, these pupils gain 1.5 years’ worth of learning with very effective teachers, compared with 0.5 years with poorly performing teachers.’</p>	<p>Regular meetings between the Pupil Premium Manager, Senior Leaders and Class Teachers to analyse data and the progress which the pupils need to make.</p> <p>Regular meetings with TAs including annual appraisals to assess the impact of class TA support.</p> <p>Learning walks.</p> <p>Feedback from INSET and other training sessions.</p> <p>EWO Meetings – analyse data to ensure attendance is increasing.</p> <p>Feedback from Family support officer.</p> <p>Share feedback from SEN team- act upon recommendations. Re assess in the period given and decide if further visits are needed.</p>	<p>Senior Leaders</p> <p>Inclusion Managers</p> <p>Class Teachers</p> <p>Family Support Officer.</p> <p>TA Leads</p> <p>Core Subject coordinators.</p>	<p>Termly x 6 per academic year</p>
Total budgeted cost					£25,000

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>A.Non SEN Pupil Premium children achieve their end of year targets.</p> <p>B.Traveller children achieve their end of term targets.</p>	<p>SDIPs to ensure the targets of the Assess, Plan, Review and Do process</p> <p>Inclusion Managers to work closely with the TA leads and TAs to effectively interventions are in place.</p> <p>Core subject coordinators support with specific interventions Chatterbooks, Lexia and Professor Assessor.</p> <p>Inclusion Managers to carry out TA Training sessions.</p> <p>Welcome packs set up for Service Families.</p> <p>Bid carried out for additional Service Funding.</p> <p>Inclusion Mangers to promote and lead specific educational trips.</p> <p>Inclusion Managers to attend Performance Committee meetings.</p>	<p>Based on research by the Sutton Trust EEF toolkit evidence suggests 'TAs can have a positive impact on academic achievement. However, effects tend to vary widely between those studies where TAs provide general administrative or classroom support, which on average do not show a positive benefit, and those where TAs support individual pupils or small groups, which on average show moderate positive benefits'.</p>	<p>Assess, Plan, Review and Do.</p> <p>Regular TA observations.</p> <p>Regular TA meetings</p> <p>Feedback from Pupil voice.</p> <p>Regular meetings with TAs to assess the impact of the interventions.</p> <p>Learning walks.</p> <p>Monitoring of books.</p> <p>Audit of class / parent helpers.</p>	<p>Inclusion Managers</p> <p>Class teachers</p> <p>TA Managers</p>	<p>Termly x 6 per academic year</p>
Total budgeted cost					£74,8000

i. 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
<p>C.Attendance rates for pupils eligible for Pupil Premium are in line with whole school figures.</p>	<p>Inclusion Managers to monitor attendance daily and follow up quickly any issues.</p> <p>Inclusion Managers to attend EWO meetings to identify possible concerns and agree actions.</p> <p>Inclusion Managers to work with the Traveller EWO to identify possible concerns and agree actions.</p> <p>Promote the wide range of clubs and resources available to develop pupil wellbeing.</p> <p>Inclusion Managers and Family Support Officer and Family Support Assistant to work closely with our families to ensure support is provided where needed.</p> <p>Provide Breakfast Clubs at both sites.</p> <p>Creative and engaging lessons – use of IT / Immersive Space.</p> <p>Nurturing interventions.</p>	<p>We cannot improve attainment for children if they are not attending school. NFER briefing for school leaders identifies addressing attendance as a key step.</p>	<p>Identify attendance issues quickly through day to day checks and by attending EWO meetings.</p> <p>Inclusion Managers to use EWO meetings to discuss possible actions and strategies.</p> <p>Inclusion Managers to liaise with parents to help improve individual attendance issues.</p> <p>Inclusion Managers to refer ongoing issues to the Family Support officer / Family Support Officer Assistant to offer further support to parents.</p> <p>Inclusion Managers to use Traveller EWO to access appropriate support and resources.</p> <p>Pupil conferencing.</p>	<p>Heads of schools</p> <p>Inclusion Managers</p> <p>Subject Coordinators</p> <p>EWO</p> <p>Family support officer</p> <p>Family support Assistant</p> <p>IT coordinator</p>	<p>Termly x 6 per academic year</p>

<p>D.Parents have a better knowledge and understanding of the new curriculum expectations and this helps them support their child in achieving end of key stage targets.</p>	<p>Introduction of See Saw</p> <p>Inclusion Managers to encourage leaders of core subjects to hold workshops informing parents of end of Key Stage expectations.</p> <p>Inclusion Managers to support with Year 2 and Year 6 when planning information evenings with parents.</p> <p>Look into providing other effective resources which will enable parents to support their children at home.</p> <p>Coffee mornings for Service Families</p>	<p>Research carried out as part of the Wiltshire Parental Engagement project says that Parental engagement has a large and positive impact on children's learning.</p> <p>Parental involvement in the form of 'at-home good parenting' has a significant positive effect on children's achievement and adjustment even after all other factors shaping attainment have been taken out of the equation. In the primary age range, the impact caused by different levels of parental involvement is much bigger than differences associated with variations in the quality of schools. The scale of the impact is evident across all social classes and all ethnic groups (Desforges 2003).</p>	<p>Encourage parental participation through direct contact with specific parents.</p> <p>Liaise with leaders of core subjects to share content of workshops and strategies to engage parents.</p> <p>Listen to and act upon feedback from all parties.</p> <p>Parent feedback / questionnaires</p>	<p>Inclusion Managers</p> <p>Subject coordinators</p> <p>Year 2 / 6 Teachers</p>	<p>Termly x 6 per academic year</p>
<p>Total budgeted cost</p>					<p>£ 52,000</p>

Review of expenditure				
Previous Academic Year			2017-2018	
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>A. Non SEND Pupil Premium children to achieve their end of year targets.</p> <p>B. Traveller children achieve their end of term targets.</p>	<p>Pupil Premium Manager and Inclusion Manager to work closely with the Class Teachers to implement and monitor high quality teaching including effective interventions.</p> <p>Pupil Premium Manager and Inclusion Manager to carry out Staff INSETs and induction sessions sharing best practice and recent research.</p> <p>Class teachers to meet with Senior Leaders to discuss pupils and data.</p>	<p>Medium: Training sessions including first day back in September and Inductions for new staff. Positive feedback received.</p> <p>Data analysed regularly. Performance committee meetings attended.</p> <p>DART Referral with SEND Team. Report shows that attendance is the biggest impact for this child.</p> <p>Data meetings take place x3 a year with class teacher and SLT.</p> <p>Use of Provision Map to promote the needs of all children including specific TA interventions used.</p>	<p>To be part of Teaching and Learning review, observing whole school lessons.</p> <p>More time to talk is needed with teachers and TAs.</p> <p>Regular TA meetings needed.</p> <p>Inclusion Managers to be part of Data meetings / analyse data and feedback.</p> <p>Provision Map needs to be promoted more in staff meetings and Induction sessions.</p>	£18,000

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>A. Non SEN Pupil Premium children achieve their end of year targets.</p> <p>B. Traveller children achieve their end of term targets.</p>	<p>Pupil Premium Manager and Inclusion Manager to work closely with the class teachers to ensure TA's effectively support Pupil Premium children.</p> <p>Pupil Premium Manager and Inclusion Manager to carry out TA Training sessions.</p> <p>CDG1 to continue researching and investigating the role of Teaching Assistants in raising progress and attainment.</p> <p>Pupil Premium Manger to lead specific educational trips.</p>	<p>Medium:</p> <p>Barriers to Learning document used to provide information about all Pupil Premium children. Can we make this document more accessible? Effective?</p> <p>TA Training sessions provided as part of TA meetings, need to continue with this.</p> <p>CDG1 feedback as part of the Training sessions in September. A range of ideas and resources were provided for the staff. EEF toolkit used as part of research.</p> <p>Trips took place for Ivern Centre children, Service Families and More Able.</p>	<p>Are we going to continue with Barriers to Learning document? GDPR</p> <p>Firm up the use of TA interventions. Create a clear process of 'assess, plan, do and review'.</p> <p>Fortnightly TA meetings needed with specific topics, training sessions and a chance for TAs to share their strengths and areas of need.</p> <p>Positive feedback from parents and children attending trips.</p>	<p>£60,000</p>

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	Lessons learned (and whether you will continue with this approach)	Cost
<p>C. Attendance rates for pupils eligible for Pupil Premium are in line with whole school figures.</p> <p>D .Parents have a better knowledge and understanding of the new curriculum expectations and this helps them support their child in achieving end of key stage targets.</p>	<p>Pupil Premium manager to monitor attendance daily and follow up quickly any issues.</p> <p>Pupil Premium Manager to attend EWO meetings to identify possible concerns and agree actions.</p> <p>Pupil Premium Manager to work with the Traveller EWO to identify possible concerns and agree actions.</p> <p>Promote the wide range of clubs and resources available to develop pupil wellbeing.</p> <p>Pupil Premium Manager, Inclusion Manager and Family Support Officer and Family Support Assistant to work closely with our families to ensure support is provided where needed.</p> <p>CDG2 to research Parental Engagement and the impact of specific tasks.</p> <p>Encourage leaders of core subjects to hold workshops informing parents of end of Key Stage expectations.</p> <p>Support with Year 2 and Year 6 when planning information evenings with parents.</p> <p>Look into providing other effective resources which will enable parents to support their children at home.</p>	<p>Medium to High:</p> <p>Inclusion Manager attended all EWO meetings. Attendance for is generally improving. Family support officer is going out a visiting travellers on site to see if further support is needed.</p> <p>All families who are needed support at home are receiving appropriate support from the Family Support officer and Inclusion Manager.</p>	<p>Need to analyse club data asking what % of the children attending are Pupil Premium and does this need improving.</p> <p>Need to develop the role and responsibility of the subject coordinators – ending that they have a focus on Pupil Premium and are dealing with any areas of development. This can include promotion of clubs. What are the children’s strengths / pleasure and hobbies and are we allowing the children to develop these?</p>	£50,000

Additional detail
<p>We now have two members of the leadership team leading Inclusion, Mrs Smalley and Mrs Metcalfe. Inclusion include this includes More Able, SEN and Pupil Premium. All subjects are covered in three separate SDIPs but cover the main target: ‘To create an integrated approach to Inclusion that includes SEND, Pupil Premium and More Able’ and ‘To ensure an effective Whole School procedure of ‘assess, plan, do and review’ cycle is implemented and used’. The key will be to set up an annual plan that involve regular assessments, setting up of specific and appropriate interventions and then analysing the impact of the interventions through regular TA meetings, staff data discussions and pupil conferencing. The way in which this is reported and acted upon needs to be smarter and more effective.</p>