



# 2018-2019 Pupil Premium Grant (PPG) Expenditure Review Statement

## Corsham Regis Primary Academy



1. Summary information					
<b>School</b>	Corsham Regis Primary Academy				
<b>Academic Year</b>	2018-2019	<b>Total PPG budget</b>	£76,500	<b>Date of most recent internal PPG review</b>	July 2019
<b>Total number of pupils</b>	186	<b>Number of pupils eligible for PP</b>	45 (25%)	<b>Date for next internal review of this strategy</b>	N/A

2. Review of expenditure in 2018 – 2019 <span style="color: red;">December 2018</span> <span style="color: blue;">March 2019</span> <span style="color: green;">July 2019</span>				
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><b>A.</b> Improve the reading comprehension skills of pupils eligible for the PPG</p>	<p>Use PiXL Club primary reading resources to explicitly teach the gaps identified from PiXL testing. Resources will be used in whole class teaching.</p>	<p style="color: red;">Year 1 pupils on track to pass Year 1 Phonics Screening check is 26 / 31 (84%)</p> <p style="color: red;">In this cohort there are 6 PPG pupils. 3 out of 6 PPG pupils are on track to pass the Phonics Screening check.</p> <p style="color: blue;">In Spring 4, children were re-assessed for the Phonics Screening check. Children who are on target to pass (with a score of 26/40 at present) is 74% (23/31 children). 3 out of 6 PPG pupils are still on track to pass the Phonics Screening check.</p> <p style="color: green;">71% of pupils entitled to the Pupil Premium passed the Phonics Screening check compared to 82% of the whole of Year 1</p>	<p style="color: red;">This approach will be continued. The next step is to complete mock checks by the end of December so that we can focus on gaps in the Spring Term.</p> <p style="color: blue;">Tests were completed at the end of Dec and end of March. Children are continuing in RWInc. But, now that Y1 teacher has a student in her class, she is going to run boosters for 4 children. The key focus for these interventions will be set 3 sounds and pseudo words.</p> <p style="color: green;">Continue with this approach</p>	<p>£11,300</p>

<p><b>B.</b> Improve the quality and embed the use of high quality assessment for learning for pupils entitled to the PPG</p>	<p>Deputy Headteacher to lead all teaching staff in the use of PiXL Club tracking system, testing resources and Implications For Teaching reports (IFTR). These will identify the gaps in pupils' knowledge and understanding in Reading, Mathematics and EGPS, which will be used to inform teachers' planning going forward.</p>	<p><b>INSET Day 2 allocated to effective use of PiXL Club and strategy.</b></p> <p><b>Work and planning scrutiny conducted by SLT, as well as pupil progress meetings with each class teacher in the Autumn and Spring Terms, show that this is being used to inform lesson planning in all classes.</b></p> <p><b>At the end of December 2018 the proportion of eligible pupils achieving combined age related expectations in Reading, Writing and Mathematics is:</b></p> <p><b>0% for Year 3 (Target is 20% for Year 3)</b>  <b>10% for Year 4 (Target is 13% for Year 4)</b>  <b>0% for Year 5 (Target is 25% for Year 5)</b>  <b>27% for Year 6 (Target is 55% for Year 6)</b></p> <p><b>At the end of March 2019 the proportion of eligible pupils achieving combined age related expectations in Reading, Writing and Mathematics is:</b></p> <p><b>10% for Year 3 (Target is 20% for Year 3)</b>  <b>10% for Year 4 (Target is 13% for Year 4)</b>  <b>0% for Year 5 (Target is 25% for Year 5)</b>  <b>31% for Year 6 (Target is 55% for Year 6)</b></p> <p><b>At the end of July 2019 the proportion of eligible pupils achieving combined age related expectations in Reading, Writing and Mathematics is:</b></p> <p><b>18% for Year 3 (Target is 20% for Year 3) 😊</b>  <b>33% for Year 4 (Target is 13% for Year 4) 😊😊</b>  <b>25% for Year 5 (Target is 25% for Year 5) 😊</b>  <b>31% for Year 6 (Target is 55% for Year 6) 😞</b></p>	<p>This approach will be continued with for the remainder of the year. In Year 3 and Year 4 there are two more pupils who are making good progress and are capable of achieving age related expectations in RWM combined. In Year 5 and Year 6 there are 3 pupils in the same position.</p>	<p>£11300</p>
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<p><b>C.</b> Improve the oral language skills of pupils eligible for the PPG</p>	<p>Use Story Maker and Talk for Writing approaches to support pupils to speak in complete sentences that contain rich vocabulary and varied sentence structure.</p>	<p>Talk for writing is being used throughout the school. The impact of this is that the children are exposed to repetitive, higher level language and they are using this in their spoken language and beginning to see more evidence of this in books.</p> <p>Through SPaG and writing the use of stem sentences and wow words continue to encourage pupils to use a variety of sentence starters and structures.</p> <p>All 8 pupils made progress who were involved in the Talk Boost intervention – see below</p>	<p>This approach will be continued.</p>	<p>£4,000</p>
<p><b>ii. Targeted support</b></p>				
<p><b>Desired outcome</b></p>	<p><b>Chosen action/approach</b></p>	<p><b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</p>	<p><b>Lessons learned</b> (and whether you will continue with this approach)</p>	<p><b>Cost</b></p>
<p><b>A.</b> Improved oral language skills to support pupils entitled to the PPG to make expected progress and meet age related standards across the curriculum</p>	<p>Use of Talk Boost materials to provide small group interventions to develop language skills delivered by practitioners trained in use of this Wave 2 intervention.</p>	<p>4 Year 1 pupils are accessing Talk Boost, 2 of whom are PPG. A baseline assessment has been taken and will be completed in January 2019.</p> <p>All of these pupils are achieving below age related expectations. However, on average the progress for these pupils was +9 points since September 2018.</p> <p>Another group of 4 pupils received the intervention between Feb and May 2019. The average progress for this group was +2.8 points. The progress was less because they had a higher starting point.</p>	<p>We are on track to include a further 8 pupils by the end of the academic year</p> <p>Continue with the Talk Boost programme in 2019/20.</p>	<p>Cost £2,000</p>

<p><b>B.</b> Year 6 pupils entitled to the PPG who are working below age related standards in reading, writing and mathematics are supported through specialist provision, to make catch-up progress.</p>	<p>Provide DTT (Diagnosis, Therapy, Test) strategy for key marginal pupils entitled to the PPG using PiXL Personal Learning Checklists. These will be reviewed after each termly assessment. DTT will be delivered by the class teacher and headteacher in school time and through Breakfast Club. When SC returns from maternity leave in February 2019, the level of provision will increase with a specific focus on writing.</p>	<p>PiXL Diagnosis, Test and Therapy testing has taken place in September for all Year 6 pupils in Reading, Mathematics and EGPS. Therapy groups have been established for RWM with the HT, DHT and Senior Teacher delivering each intervention using PiXL materials.</p> <p>Composition of therapy groups:  Reading: 3 out of 5 pupils are PPG  Writing: 2 out of 5 pupils are PPG  Mathematics: 4 out of 5 pupils are PPG</p> <p>Breakfast Club has been established for Mathematics. 2 out 3 pupils are PPG</p> <p>Composition of therapy groups:  Reading: 4 out of 6 pupils are PPG  2 of 4 PPG pupils are on track to achieve EXS/GDS  Writing: 6 out of 12 pupils are PPG  6 of 6 PPG pupils are on track to achieve EXS/GDS  Mathematics: 4 out of 8 pupils are PPG  2 of 4 PPG pupils are on track to achieve EXS/GDS</p> <p><b>End of KS2 outcomes</b></p> <p>Reading:  6 out of 12 PPG pupils achieved EXS  1 out of 12 PPG pupils achieved GDS</p> <p>Writing:  8 out of 12 PPG pupils achieved EXS  0 out of 12 PPG pupils achieved GDS</p> <p>Mathematics:  7 out of 12 PPG pupils achieved EXS  1 out of 12 PPG pupils achieved GDS</p>	<p>Continue with this approach next year and renew PiXL subscription in May 2019</p> <p>Subscription renewed for 19/20</p>	<p>Cost  £10,000</p>
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<p><b>C.</b> Year 5 pupils entitled to the PPG who are working below age related standards in reading, writing and mathematics are supported through specialist provision, to make catch-up progress.</p>	<p>Success @Arithmetic &amp; Back on Track – small group intervention for Mathematics</p> <p>PiXL Club after Year 6 SATs</p> <p>Mathletics online subscription</p> <p>PiXL DTT (see above) for Mathematics and Reading delivered by class teacher and trained Teaching Assistant.</p>	<p>In Year 5 there are 8 pupils out 25 who are eligible for the PPG.</p> <p>An experienced Teaching Assistant is delivering a PiXL Diagnosis, Test and Therapy for mathematics, which is overseen by the class teacher. 3 out of 6 pupils who attend are entitled to the PPG. The scaled scores for this group ranged from 87 to 93 in December 2018.</p> <p>The scaled scores for this group have increased by +2 on average since December.</p> <p>On average the 8 PPG pupils made +5.5 scale points progress over the academic year and 5 pupils are at age related expectations in mathematics compared to 2 at the start of the year</p> <p>Success@Arithmetic:4 out 5 Year 5 pupils have started this mathematics intervention from a baseline assessment. They are due to complete this in the Summer Term and will be assessed at the end. One pupil transferred schools so the 3 remaining pupils made +5.3 scaled points of progress on average, one of whom is now at Age Related Expectations.</p>	<p>Continue with both interventions.</p> <p>Next assessment data drop to be analysed in Summer Term 5</p> <p>Continue with PiXL, Mathletics and Success @Arithmetic in 2019/20</p>	<p>Cost £6,500</p>
<p><b>D.</b> Parents of pupils eligible for the PPG ensure that their child attend school on time and are</p>	<p>Employ a Parent Support Advisor (PSA) one day per week.</p>	<p>PSA resigned from the post of PSA effectively from Oct 1<sup>st</sup> 2018 and has not been replaced.</p>	<p>This approach will be discontinued.</p>	<p>Planned £4,000 Actual £1,000</p>
<p><b>iii. Other approaches</b></p>				
<p><b>Desired outcome</b></p>	<p><b>Chosen action/approach</b></p>	<p><b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</p>	<p><b>Lessons learned</b> (and whether you will continue with this approach)</p>	<p><b>Cost</b></p>

<p><b>A.</b> The attendance of pupils entitled to the PPG is at least 95.5%</p>	<p>Senior Teacher Leading Inclusion will have dedicated time to work with EWO to plan proactive as well as threshold reactive actions in respect of attendance.</p>	<p>Target is to improve the attendance of pupils entitled to PPG from 94.8% (2017-2018) to circa 95.5% (school average was 95.63%)</p> <p>17/12/18 Attendance for pupils entitled to PPG is 95.05% ☺</p> <p>26/03/19 Attendance for pupils entitled to PPG is 94.5% ☹ Our EWO and STLI have met to review individual cases where absence is below 90% and in most cases parents have given medical reasons for absence. These have been challenged and are subject to further review in Summer Term 5.</p> <p>11/07/19 Attendance for pupils entitled to PPG is 94.63% compared to 95.89% overall. 80% of our persistent absentees are from the PPG group.</p>	<p>Continue with this approach.</p>	<p>£27,250</p>
<p><b>B.</b> Reduce the occurrence of emotional dysregulation in eligible pupils.</p>	<p>Time to Talk – counselling service from Relate</p>	<p>8 out of 9 pupils who have attended Time to Talk are entitled to the PPG. There has been an improvement in the behaviour of the large majority of these children. All have increased their self-esteem.</p>	<p>Feedback from these sessions is restricted due to confidentiality.</p> <p>Continue with this approach for the remainder of the academic year.</p> <p>Due to an increase in the cost of this service and our own in-house Thrive practitioner, cease with this intervention in 2019/20</p>	

<p><b>C.</b> Improve the emotional health and well-being of eligible pupils</p>	<p>Nurture Group provision. Children whose emotional and social vulnerability has the potential to prevent them successfully accessing the curriculum, receive a curriculum that is specifically designed to support their engagement with learning, build their self-worth and promote positive interaction with adults and peers.</p>	<p>In KS2, 8 pupils attend this daily intervention. Of these 6 are entitled to the PPG.</p> <p>In KS1, 6 pupils attend this intervention 4 afternoons per week. Of these 4 are entitled to the PPG.</p> <p>The class teachers have noticed a marked improvement in the children's attitudes to learning and self-esteem for all pupils, without exception, and they are more prepared to have ago.</p> <p>One additional EAL / Pupil Premium pupil has been added to the KS1 afternoon group.</p> <p>15 pupils attend Nurture provision – 13 receive PPG. Boxhall Profiles for the year show that the children are making progress. However, the difference between what is the 'norm' score compared to the pupils' actual scores are still considerable. Nurture is working so it must continue to be used as an effective intervention.</p>	<p>All pupils in Nurture have been baselined using the Boxhall Profile.</p> <p>The next assessment will be at the end of Summer Term 6</p> <p>Continue with this intervention in 2019/20 for KS1 and 1:1 checks ins with most vulnerable lower KS2 pupils.</p>	
<p><b>D.</b> Pupils from low-income households have equitable access to the Corsham Regis broad and rich curriculum</p>	<p>Profound Learning budget</p>	<p>No money has been spent on Profound Learning experiences to date except Year 6. Pupils eligible for the Pupil Premium had to pay a reduced rate.</p> <p>Years 1&amp;2 have booked trips to Sevington Victorian School and the SS Great Britain as part of their Victorians and Inventors topics. Year 3&amp;4 have booked historical characters and archery for their Anglo-Saxons topic in Summer 2019. Year 5 are exploring a trip to Glastonbury Tor as well as a historical character visit for their Anglo-Saxons topic in Summer 2019</p> <p>Anglo-Saxon Day, trips to SS Great Britain and Avon Valley have taken place in the Summer Term so that all year groups have experienced learning beyond the classroom at a reduced rate.</p>	<p>Teachers are waiting for warmer weather for class trips and visitors.</p> <p>Plan these ahead of the academic year 2019-20</p> <p>Continue with this approach next year.</p>	<p>£2,500</p>