



2019-2020 Pupil Premium Grant (PPG) Strategy Statement

Corsham Regis Primary Academy



1. Summary information					
School	Corsham Regis Primary Academy				
Academic Year	2019-2020	Total PPG budget	£76,500	Date of most recent internal PPG review	July 2019
Total number of pupils	176	Number of pupils eligible for PP	51 (29%)	Date for next internal review of this strategy	January 2020

2. July 2019 Attainment				
	<i>Number of pupils entitled to PPG</i>	<i>Pupils eligible for PPG (Corsham Regis)</i>	<i>All Pupils (Corsham Regis)</i>	<i>National Average (all pupils)</i>
EYFS Good Level of Development	7 / 24	43%	54%	%
Year 1 Phonics	7 / 33	60%	82%	%
KS1 % achieving in reading, writing and maths	5 / 20	60%	65%	%
KS1 % meeting age related standards in reading	5 / 20	50%	70%	%
KS1 % meeting age related standards in writing	5 / 20	50%	70%	%
KS1 % meeting age related standards in maths	5 / 20	50%	70%	%
KS2 % achieving in reading, writing and maths	12 / 24	42%	38%	%
KS2 % meeting age related standards in reading	12 / 24	50%	50%	%
KS2 % meeting age related standards in writing	12 / 24	67%	63%	%
KS2 % meeting age related standards in maths	12 / 24	58%	54%	%
KS2 Progress Measure for Reading	12 / 24	-5.8	-4.9	0
KS2 Progress Measure for Writing	12 / 24	-4.3	-4.4	0
KS2 Progress Measure for Mathematics	12 / 24	-5.1	-4.5	0

Other cohorts		
<i>% of Eligible pupils meeting age related expectations in RWM</i>	<i>Number of pupils entitled to PPG</i>	<i>% of all Regis pupils meeting age related expectations in RWM</i>
Year 1 Reading 38%, Writing 57%, and Mathematics 63%	7 / 33	Year 1 Reading 55%, Writing 54% and Mathematics 58%
Year 3 Reading 38%, Writing 25%, and Mathematics 25%	11 / 36	Year 3 Reading 42%, Writing 36% and Mathematics 39%
Year 4 Reading 67%, Writing 42%, and Mathematics 55%	12 / 26	Year 4 Reading 65%, Writing 56% and Mathematics 65%
Year 5 Reading 38%, Writing 38%, and Mathematics 63%	8 / 25	Year 5 Reading 46%, Writing 46% and Mathematics 63%

3. Barriers to future attainment (for pupils eligible for PPG, including high ability)	
In-school barriers (<i>issues to be addressed in school</i>)	
A.	Oral language skills on entry to school are lower for pupils eligible for PPG than for other pupils. This slows reading and writing progress for these children in subsequent years.
B.	Phonics skills in Reception are lower for pupils eligible for PP than for other pupils. This slows reading and writing progress from the outset for this pupil group.
C.	Attainment in core subjects is low at the end of KS1 for the majority of eligible pupils. This impacts negatively on pupils' achievement as they make the transition into KS2
D.	Many pupils entitled to PPG have limited life experiences, which impacts on the knowledge, skills and understanding they bring to their learning.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
E.	Low attendance for pupils eligible for PPM is 94.63%. This reduces their access to complete teaching sequences and results in gaps in their learning.
F.	Poor mental health and well-being in some eligible pupils. This has a detrimental effect on pupils' behaviour, their academic progress and that of their peers.
G.	Poor engagement from pre-school parents in supporting children at home does not support them to be school ready. Further up the school, pupils do not receive the regular support with homework that consolidates learning and improves fluency and recall.

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improve oral language skills for pupils eligible for PPG	Pupils eligible for the PPG make accelerated progress in respect of their spoken language skills; their language supports rather than inhibits their learning. The writing attainment gap narrows in Years 1 and 2.
B.	Improve phonics skills for pupils eligible for PPG	Pupils eligible for the PPG make rapid progress so that by the end of Year 1 the attainment of this pupil group is broadly in line with the attainment of all pupils in the phonics screening test.
C.	Raise the attainment of eligible pupils in KS2 in Reading, Writing and Mathematics	Using the Question level Analysis of PiXL assessments during the year, eligible pupils receive targeted teaching to fill gaps in their knowledge and understanding. The proportion of pupils achieving combined age related expectations in Reading, Writing and Mathematics is 18% for Year 3, 33% for Year 4 and for 25% Year 5.
D.	Increase attendance for pupils eligible for PPG	The attendance of pupils entitled to PPG improves from 94.63% (2018-2019) to circa 95% (school average was 95.89%).
E.	Improve mental health of eligible pupils for PPG	Pupils entitled to the PPG who exhibit behaviours associated with poor mental health or emotional well-being are successfully referred to CAMHS, depending on their level of need. This leads to improvements in their ability to access learning.

5. Planned expenditure					
Academic year	2019-2020				
The three headings below show how Corsham Regis Primary Academy is using the Pupil Premium Grant to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all in Reading, Writing and Mathematics					
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?
A. Improve the reading comprehension skills of pupils eligible for the PPG	Use PiXL Club primary reading resources to explicitly teach the gaps identified from PiXL testing. Resources will be used in whole class teaching.	Attainment data for most year groups provides evidence that pupils entitled to the PPG have lower attainment in reading than all pupils combined. Often, this is because they experience difficulty comprehending the text they are presented with. PiXL reading resources have been used both nationally and in the weeks prior to SATs at Regis with positive results.	WIG Pupil Progress Meetings led by the Headteacher Lesson observation, planning and work scrutiny conducted by the Curriculum Leadership Team for English and Mathematics & SLT termly	GS / AS / GMo / AD	January 2020 April 2020 £3000 PiXL subscription

<p>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>Attainment data for most year groups provides evidence that pupils entitled to the PPG have lower attainment in reading, writing and mathematics than all pupils. PiXL testing and IFTRs have been used nationally with positive results. Providing detailed analysis of pupils' attainment will have maximum impact and will improve the progress rates for children entitled to the PPG.</p>	<p>WIG Pupil Progress Meetings led by the Headteacher</p> <p>Termly work scrutiny by SLT to assess the progress in core subjects of pupils entitled to PPG compared to those who are not</p> <p>Lesson observation and learning walks conducted by the Curriculum Leadership Team for English and Mathematics termly</p>	<p>GS / AS / GMo</p>	<p>January 2020 April 2020</p> <p>£6,500 SLT release</p>
Anticipated cost					£9,500
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. 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>Effective language skills are essential for children to access the curriculum. In the classroom, spoken language is the primary medium through which teachers teach and children learn. Research shows that language development is critical to cognitive development. Assessment of language skills using Talk Boost assessments provides evidence that pupils entitled to the PPG often have language skills below and sometimes significantly below those expected for their age.</p>	<p>Timetable staff delivering provision ensuring they know the targets to work on and have sufficient delivery and recordkeeping time.</p> <p>Observation of 5 sessions across the year by the Senior Teacher Leading Inclusion with developmental feedback. Use of Talk Boost screening tool to identify target pupils.</p> <p>Entry and exit data will be monitored by intervention leader pre and post 10 week intervention assessments.</p>	<p>GMc / DG</p>	<p>September to December 2019 January to April 2020 May to July 2020</p> <p>Note: Interventions take place across 10 weeks</p> <p>Cost £2,000</p>

<p>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.</p>	<p>PiXL Club has been proven to have a significant impact on improving pupil outcomes at the end of KS2 in other schools. Acquiring age related expectations in core subjects before pupils move onto the next stage of their schooling is essential to their future success at school and in life. This provision will be accessed by children entitled to the PPG, who have not yet made expected progress in the core subjects from KS1 and those who are working below age related expectations. The PiXL Associate will visit 5 times over the year to work alongside the Deputy Headteacher to ensure pupils benefit from the latest research and developments from the PiXL Club.</p>	<p>The Deputy Headteacher, Headteacher and PiXL Associate will use PiXL data 4 times per year to monitor the progress of pupils receiving this support and plan their next step targets. PiXL testing materials will produce scaled scores which will evidence progress made. Work in pupils' PiXL books will show the progress they are making. Lesson observations will evidence use of key PiXL resources in whole class and key marginal group teaching.</p>	<p>GS / AS</p>	<p>October 2019 December 2019 March 2020 April 2020 £20,000 SLT release</p>
<p>C. 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 – small group intervention for Mathematics PiXL DTT (see above) for Mathematics and Reading delivered by class teacher and trained Teaching Assistant.</p>	<p>Mathematics and Reading attainment outcomes are low for all cohorts at Regis. Small group interventions with highly qualified staff have been shown to be effective, as discussed in reliable evidence sources such as the EEF Toolkit. The Success @Arithmetic intervention has been used between 2016 and 2019 and been successful in terms of the progress children have made and their improved attitudes to mathematics.</p>	<p>The Deputy Headteacher will monitor the impact of this intervention. The Headteacher will receive reports 3 times per year on the progress of pupils receiving this support and their next step targets. PiXL testing materials will produce scaled scores which will evidence progress made. Work in pupils' PiXL books will show the progress they are making.</p>	<p>AD / AP/ AS</p>	<p>December 2019 March 2020 June 2020 £9,000</p>
Anticipated cost					£31,000
iii. 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 implementation?
<p>A. The attendance of pupils entitled to the PPG is at least 95.3%</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</p>	<p>Improved attendance results in improved access to teaching, which contributes to better progress and reduces the risk of gaps arising in children's learning. In 2018-2019 the attendance of pupils</p>	<p>Senior Teacher Leading Inclusion will promote good attendance through incentives, communicate with families who have low attendance and work with the Educational Welfare Officer to engage parents of persistent</p>	<p>GMc / GS</p>	<p>Fortnightly tracking sheet charting the attendance of pupils entitled to PPG shows that prompt action is taken when attendance falls.</p>

	attendance.	entitled to PPG was 94.63%, which is 1.26% lower than all pupils. 80% (excluding our Yr6 pupils who left in July 2019) of children in the category of persistent absentees are entitled to the PPG.	absentees. Cost £7000, includes toast £1000.		
B. Reduce the occurrence of emotional dysregulation in eligible pupils.	Emotional Literacy Support Assistant (ELSA) deployment	Poor mental health in pupils this year has resulted to behaviour incidents. This has stemmed from attachment needs, domestic abuse, as well unsettled and chaotic households. 42% of pupils entitled to the PPG and at an appropriate age to access the service have behaviours that are barriers to their learning and the learning of others.	ELSA to work with pupils daily. Senior Teacher Leading Inclusion to organise appointments & promote ELSA provision with parents. Cost £8000.	GMc	December 2020 March 2020 June 2020
C. Improve the emotional health and well-being of eligible pupils	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.	This intervention has been incredibly successful at Corsham Regis in improving the most vulnerable pupils' self-esteem, attitudes to learning and socialisation. Looking ahead it is our PPG entitled pupils who will benefit most from this in 2019-20.	Two ELSA trained Teaching Assistants will run the Nurture Group in the mornings with KS2 pupils and with KS1 pupils in the afternoons with the Senior Teacher Leading Inclusion having overall responsibility for pupils' progress. Pupils are assessed using the Boxhall Profile. Cost £20000	GMc	December 2020 March 2020 June 2020
D. Pupils from low-income households have equitable access to the Corsham Regis broad and rich curriculum	Profound Learning budget	Many of our eligible pupils do not get to explore places of interest beyond Corsham or Chippenham. In providing memorable life experiences, children's lives are enriched and their aspirations are raised.	£1000 is to be used to subsidise the cost of trips and visitors for all eligible pupils. Each class teacher will receive a pro-rata amount of money depending on the number of eligible pupils they have. This will be used by the class teacher to offer two prices for profound learning experiences – one for eligible pupils and one for non-eligible pupils. The impact of this funding will be evidenced through pupil voice and any follow up work linked to the experience.	GS	December 2020 March 2020 June 2020
Anticipated cost					£36,000

(2019-2020) TOTAL BUDGETED COST	£76,500
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6. Review of expenditure in 2019 – 2020

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. 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>End of Autumn Term 2 Mrs Doe, Reading Curriculum Leader, has used PiXL Club reading resources to devise and implement a planned weekly approach to teaching reading for those pupils who have completed the Read Write Inc phonics programme.</p> <ul style="list-style-type: none"> • Year 3 PPG pupils on track to achieve EXS or above is 1 out of 5 (Target is 2) • Year 4 PPG pupils on track to achieve EXS or above is 5 out of 12 (Target is 7) • Year 5 PPG pupils on track to achieve EXS or above is 8 out of 12 (Target is 8) <p>End of Spring Term 4</p> <ul style="list-style-type: none"> • Year 3 PPG pupils on track to achieve EXS or above is 2 out of 5 (Target is 2) • Year 4 PPG pupils on track to achieve EXS or above is 7 out of 12 (Target is 7) • Year 5 PPG pupils on track to achieve EXS or above is 8 out of 12 (Target is 8) 		
<p>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>End of Autumn Term 2 and End of Term 4 PiXL evidence based teaching is in place in all classes from Year 2 to Year 6. Work and planning scrutiny shows this to be true.</p> <p>End of Term 4 Following visit from NLE in January 2020 this process has been strengthened with core subject leaders working alongside class teachers where progress has not been as expected.</p>		

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. 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>End of Autumn Term 2 Due to staff absence and redeployment, this intervention has not taken place</p> <p>End of Spring Term 4 This has started with some Year 1 pupils in Jade Class but with the disruption arising from COVID-19 it has been impossible to implement this properly.</p>	<p>Include Welkom speech and language diagnostic assessments on the SIP for 2020-21 for FS2 pupils</p> <p>Start intervention again on return to school post enforced school closure.</p>	
<p>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.</p>	<p>End of Autumn Term 2 PiXL DTT strategy is securely in place. There are 8 PPG pupils. Year 6: 3 out of 8 are on track to achieve EXS or above in Reading and Mathematics out of a targeted 5 pupils in each subject. 2 out of 8 pupils are on track to achieve EXS or above in Writing.</p> <p>End of Spring Term 4 PiXL DTT strategy is securely in place. There are 8 PPG pupils. Year 6: 5 out of 8 are still on track to achieve EXS or above in Reading and Mathematics out of a targeted 5 pupils in each subject.</p>		
<p>C. 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 – small group intervention for Mathematics</p> <p>PiXL DTT (see above) for Mathematics and Reading delivered by class teacher and trained Teaching Assistant.</p>	<p>End of Autumn Term 2 A group of Year 6 pupils finished the intervention from last year. A new group of 5 x Year 5 pupils, one of whom is entitled to PPG, started in November. The baseline raw score and scaled score results for this child is: 29 / 101</p> <p>End of Spring Term 4 Group of Year 5 pupils have all successfully completed addition, subtraction and multiplication strands.</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 appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
<p>A. The attendance of pupils entitled to the PPG is at least 95.3%</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>End of Autumn Term 2 Attendance of PPG pupils is 96.08%</p> <p>End of Spring Term 4 Attendance of PPG pupils is 95.26% at 16.03.20 (This is the most realistic point before COVID-19 situation)</p>		
<p>B. Reduce the occurrence of emotional dysregulation in eligible pupils.</p>	<p>Emotional Literacy Support Assistant (ELSA) deployment</p>	<p>End of Autumn Term 2 13 pupils have had ELSA provision during this term, 10 of whom are eligible for PPG. This has had a significant impact of improving pupils' ability to regulate themselves and engage appropriately with learning.</p> <p>End of Spring Term 4 End of ELSA assessments show that 6 pupils have made significant progress. This is recorded on our vulnerable pupil tracker.</p>		

<p>C. 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>End of Autumn Term 2 5 out of the 6 pupils who attend Nurture provision are entitled to PPG. Boxhall Profiles completing by these children's class teachers show that all 6 pupils are progressing well in this intervention. Almost all of the developmental strands have increased for each pupil while the overwhelming majority of diagnostic strands have decreased.</p> <p>End of Spring Term 4 7 out of the 7 pupils who now attend Nurture provision are entitled to PPG. Boxhall Profiles completing by these children's class teachers show that all 2 out of 3 pupils are progressing well in this intervention with developmental strands increasing for each pupil. The other 4 have only just started the intervention since February 2020.</p>		
<p>D. Pupils from low-income households have equitable access to the Corsham Regis broad and rich curriculum</p>	<p>Profound Learning budget</p>	<p>End of Autumn Term 2 None of this allocated amount has been spent yet</p> <p>End of Spring Term 4 'Don't pick me miss!' production purchased from Wiltshire Music Connect. This was a fantastic production which really enthused the children's language and creative skills. Further trips have been planned for the Summer Term but with COVID-19, these are unlikely to take place.</p>		