

I. Summary information					
<b>School</b>	Charles Dickens Primary School				
<b>Academic Year</b>	2019-2020	<b>Total PP budget for the academic year</b>	£206373 (£13000 less than last year.)	<b>Date of most recent pupil premium review by the governing body</b>	<ul style="list-style-type: none"> <li>Sports premium review- May 2019</li> <li>Pupil premium Review- March 2018</li> </ul>
<b>Total number of pupils</b>	480	<b>Number of pupils eligible for PP</b>	185	<b>Date of next internal review of this strategy</b>	Autumn 2019

Planned expenditure				
<b>Academic year</b>				
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				
<b>i. Quality of teaching for all</b>				
<b>Desired Outcome:</b> For all pupils to make at least expected progress in maths.				
<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation</b>
For all pupils to use Maths No Problem scheme for daily maths lessons.	MNP has been endorsed by the DFE. MNP is based upon Singapore Maths Mastery which has a strong evidence base of proven success.	Weekly coaching and feedback for every teacher  Year group meetings to review learning  Book looks from subject leaders	Themis Bakas (Head of maths)  Cassie Buchanan (Headteacher)	This will be reviewed termly on receipt of the whole school data.  Expected cost: £8000

	<a href="https://mathsnoproblem.com/en/mastery/what-is-maths-mastery/">https://mathsnoproblem.com/en/mastery/what-is-maths-mastery/</a>	Oversight and review of catch up and keep up groups by Head of Maths/SENCo  At least once a year, each teacher will have a formal observation in maths.	Jemima Rhys-Evans (Deputy Head)  Michael Eggleton (Deputy Head)	
<b>Desired outcomes:</b> Pupils will leave the school with higher levels of spoken and written language (Not just subject specific technical language)				
All pupils from Year One to Six will use Nelson Spelling books. In Year 5 and 6 the pupils will use Nelson Spelling and grammar books.	Children enter school with below typical CLL, reading and writing and we therefore focus on teaching vocabulary in all subjects,  To compliment this we have purchased Nelson Spelling and handwriting books a well-known and respected resources for teaching spelling and grammar.  During 2018/2019 teachers and SLT notes improved handwriting in all books. The Yr6 SPAG test was 90% success rate.	Half termly book looks completed by SLT and feedback given to teaching staff. Year group leaders will ensure next steps are followed up on by at least the next book look through weekly planning meetings where books will be shared.  Weekly spelling tests will happen from year 2 onwards.  Termly grammar assessments will take place in Year 5 and 6. Results, will be monitored and support put in place for pupils who need additional input.	David Windle (Head of English)  Cassie Buchanan (Headteacher)  Jemima Rhys-Evans (Deputy Head)  Michael Eggleton (Deputy Head)	This will be reviewed termly on receipt of the whole school data.  Expected cost: £2010

<b>Desired outcomes:</b> We want children to leave our school with strong fine motors skills. Fine motor skills should not be a barrier for them achieving at least the expected standard in writing.				
All pupils from EYFS to Year 6 to use Nelson Handwriting schemes and books.	Children have weaker than typical fine motor skills – and some pupils have handwriting as a barrier to achieving the expected and above standards of writing. We want to ensure that all pupils are taught handwriting to a high standard across the school.  Last year, staff reported that they saw huge improvements in their children’s writing however SLT are aware that the implementation of these lessons was inconsistent meaning there will be a stronger focus on it this year.	Teachers will teach handwriting daily. SLT will ensure this is on class timetables.  SLT will look for evidence of lessons taught during half termly book looks. At this stage, progress of individual children will be monitored.	David Windle (Head of English)  Cassie Buchanan (Headteacher)  Jemima Rhys-Evans (Deputy Head)  Michael Eggleton (Deputy Head)	This will be reviewed termly on receipt of the whole school data.  Book looks will take place half termly.  Pupil progress meetings will take place termly.  Year leaders will monitor books weekly through planning meetings.  <b>Expected cost: £1000</b>
<b>Desired outcomes:</b> Improve reading outcomes from Years One to Six.				
Each class to use high quality Guided reading textbooks created by Charles Dickens School.  Each teacher will spend some of their curriculum time reading a high quality text aloud to their children so that children have the ability	A project which began in 2017 and has been subject to evaluation and adaption to maximise impact. We have now come up with a definitive list of texts and resources proven to help teachers teach reading to a high standard. These resources and texts have been printed and bound into books for each class to use. This will ensure high quality texts and questioning are used throughout the school therefore raising the standard of guided reading teaching.  During 2018/2019 this was trialled across the school and the Head of English has spent	At least one formal observation of each class teach.  Termly book looks  Termly whole school data analysis and pupil progress meetings.	David Windle (Head of English)  Nicola Jacobs (Head of Reading)  Cassie Buchanan (Headteacher)  Jemima Rhys-Evans (Deputy Head)  Michael Eggleton (Deputy Head)	This will be reviewed termly on receipt of the whole school data.  Book looks will take place half termly.  Pupil progress meetings will take place termly.  Expected cost: £8000

to comprehend whole texts at a higher level.	considerable time improving the questioning based upon teacher and pupil feedback.			
<b>Desired outcomes:</b> To ensure high quality catch up groups take place throughout the school.				
A HLTA will use 0.9% of her time to lead keep up groups from years 3-5 and catch up groups for Year 6.	<p>Our research into marking and quality feedback has shown that unless misconceptions are addressed quickly progress can be limited.</p> <p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/feedback/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/feedback/</a></p> <p>The HLTA has strong subject knowledge and has a proven track record of leading catch up and keep up maths. The HLTA will run daily groups for children focusing on the maths no problem scheme.</p>	<p>Termly pupil progress meetings.</p> <p>Monitoring of class data by SLT.</p> <p>Half termly formal and informal class observations.</p>	<p>Themis Bakas (Head of Maths)</p> <p>Cassie Buchanan (Headteacher)</p> <p>Jemima Rhys-Evans (Deputy Head)</p> <p>Michael Eggleton (Deputy Head)</p>	<p>Half termly</p> <p>Expected cost: £18000</p>
<b>Desired outcomes:</b> School to build upon the successes of children's home life and to ensure that there is clear communication between home and school.				
Each pupil to use a Home-school book to ensure regular communication.	<p>Parent feedback in 2018 led to home school communication books to support greater engagement and communication between parents and the school, particularly for parents who do not come to the school</p> <p>During 2018/2019, we found that these books were partially successful but due to their layout staff found them time consuming to constantly respond in writing. As a result, changes will be made to the books and clear expectations will be made on their usage for staff and parents. Knowledge organisers will also be added.</p>	Checked daily by the class teacher	<p>Class teacher</p> <p>Senior Leadership team will check these books termly.</p> <p>Year leaders will check a sample of books during weekly planning meetings.</p>	<p>Termly</p> <p>Expected cost: £13110</p>
<b>Total budgeted cost: £38120</b>				

<b>iii. Other approaches</b>				
<b>Desired outcome:</b> To ensure that home life does not have a negative impact on pupil's attainment and the amount of progress they make.				
<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Our Early Help Manager will spend 90% of her working day supporting vulnerable pupils and their families.	Pupil Premium attendance was 95.34% (2018/19) and the number of children with less than 90% was 17. There was no overall pattern for this poor attendance and for each child has a complex family situation. Our Early Help Manager will work with each family on a regular basis to offer support and guidance to help remove any potential barriers for lack of attendance.	Weekly feedback is shared in safeguarding meetings.  Termly pupil progress meetings.  Monitoring of attendance/class data by Deputy Head (Pastoral)	Michael Eggleton (Deputy Headteacher)  Aggie Mesmain (Early Help Manager)  Diane Keefe (Attendance Officer)	Half termly  Expected cost: £30000
<b>Desired outcome:</b> To ensure social and emotional issues do not prevent pupils from making at least expected progress in all subjects.				
Our Emotional, Literacy Support Assistant will dedicate half of her working day to supporting pupil premium children with social and emotional issues which are barriers.	2016/19 - ELSA and therapeutic stories have helped many of our pupils develop resilience and has given them the skills to regulate their emotions - pupils were ready and able to learn.  We have expanded this provision - 2018/2019, a TA trained with Southwark Ed Psychs This member of staff will receive regular supervision from Southwark Psychologist at no extra cost. ELSA is currently part of Wave 2 SEND support but sometimes other children will access this support when there is a concern that our weekly wellbeing lesson are not having the desired impact.	These pupil's progress will be monitored during half termly book looks, termly observations and termly data analysis.  The ELSA will give feedback to teachers after each session.	Will Cannock (SENCo)  Michael Eggleton (Deputy Head)	Termly assessments  £6000

<b>Desired outcome:</b> To ensure all pupil premium children gain GLD by the end of the year.				
Early Years pupils to have high quality teaching input specific to them.	The DHT (Academic) will support teachers with all planning to ensure high quality input. One teacher from year one will move to Early Years and will use his high expectations of being a year one teacher and his outstanding phonic knowledge to support with planning and delivery of lessons.	Termly pupil progress meetings. Monitoring of class data by SLT. Half termly formal and informal class observations.	Cassie Buchanan (Headteacher) Jemima Rhys-Evans (Deputy Head) Michael Eggleton (Deputy Head)	Half termly  Expected cost: £8312 (Deputy Head Teacher Time)  Class Teacher time (No additional cost)
<b>Desired outcome:</b> To improve writing outcomes for Year 6 pupils and ensure every pupil premium child makes at least expected progress.				
Year 6 pupils to benefit from an extra teacher.	2017-19 we have split our cohort of 60 children across three classes allowing teachers to spend more time giving 1:1 conferencing support to individual children. This was particularly beneficial for pupils who needed to know how to edit and improve their work. Our results showed that this had a significant impact on many pupils ensuring they reached their full potential.  The EEF study states that classes have no more than 20 children in a class, significantly improves outcomes for children. Any more than 20 children will not have the desired outcome. This is why we have split Year into three classes of 20.	Termly pupil progress meetings. Monitoring of class data by SLT. Half termly formal and informal class observations.	Cassie Buchanan (Headteacher) Jemima Rhys-Evans (Deputy Head) Michael Eggleton (Deputy Head)	This will be reviewed termly on receipt of the whole school data. Book looks will take place half termly. Pupil progress meetings will take place termly.  Expected cost: £39919

	<a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reducing-class-size/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reducing-class-size/</a>			
<b>Desired outcome:</b> To improve reading outcomes in Key Stage one and ensure every pupil premium child makes at least expected progress.				
A highly trained Teaching Assistants with experience of leading phonic interventions to work across the phase completing 1:1 reading on a daily basis. This will be 0.7% of her time.	<p>Many pupils are not ready to move on to comprehension skills and need to spend additional time working on their decoding and phonics skills on a 1:1 basis.</p> <p>Last year, out of the pupil premium children 83% achieved the expected standard and 18% were working in greater depth. Previously at the end of EYFS, 77% achieved the expected standard in reading and 6% in greater depth which means that this intervention is working to keep children on track and also allow children to make expected progress.</p>	<p>Termly pupil progress meetings.</p> <p>Monitoring of class data by SLT.</p> <p>Half termly formal and informal class observations.</p>	<p>Cassie Buchanan (Headteacher)</p> <p>Michael Eggleton (Deputy Head and Head of key Stage One)</p> <p>Jemima Rhys-Evans (Deputy Head)</p>	<p>This will be reviewed termly on receipt of the whole school data.</p> <p>Pupil progress meetings will take place termly.</p> <p>Expected cost: £21735</p>
<b>Desired outcome:</b> To ensure higher attaining children experience stretch in maths which allows continued progress.				
<p>To use inspire maths books for pupils in years 2 and 3 who need additional challenge.</p> <p>To use Connecting maths concepts-in years One and Two. This will be led by a teaching assistant.</p> <p>Use Alpha and Beta Maths books for</p>	<p>In some lessons, some children may need additional stretch. The Inspire Maths books have been used previously and has helped pupils focus on critical thinking and problem solving skills.</p> <p>implementation of the Inspire Books was challenging in Ks1 which is why we will be using Connecting Maths concepts to help children catch up. The Maths No problem books will continue to add stretch for the children.</p>	<p>Termly pupil progress meetings.</p> <p>Monitoring of class data by SLT.</p> <p>Half termly formal and informal class observations.</p>	<p>Cassie Buchanan (Headteacher)</p> <p>Dan Huxley (Head of Maths)</p> <p>Michael Eggleton (Deputy Head)</p> <p>Jemima Rhys-Evans (Deputy Head)</p>	<p>This will be reviewed termly on receipt of the whole school data.</p> <p>Pupil progress meetings will take place termly.</p> <p>Maths Mastery training will have no additional cost other than 20 days worth of cover.-£4000</p>

<p>challenging pupils from years 4-6.</p> <p>The Head of Maths and a teacher will receive Maths Mastery training by the Maths Hub.</p>	<p>The Maths Hub Mastery training will be cascaded to all members of staff through CPD to help improve the overall quality of teaching maths mastery to all pupils.</p>			<p>Expected cost: £12000</p>
<p><b>Desired Outcomes:</b> To improve cultural capital of our pupil premium children. (Years one, two, four)</p>				
<p>To ensure PP children have access Mandarin lessons.</p>	<p>We feel it is important that pupil premium children experience subjects and lessons that they may not experience elsewhere giving the children a rich experience to help them in their studies.</p>	<p>Weekly observations by the class teacher.</p> <p>Half termly observations and quality assurance by our languages teacher.</p>	<p>Tom Young (Head of Creative Arts)</p> <p>Lucile Faiste-Languages teacher</p>	<p>This will be reviewed termly on receipt of the whole school data.</p> <p>Pupil progress meetings will take place termly.</p> <p>Expected cost: £6287</p>
<p><b>Desired outcomes:</b> To improve collaborative learning skills of our pupil premium children. (Early Years)</p>				
<p>To ensure PP children have access daily Forest Schools.</p>	<p>Dr Janine Coates of the School of Sport, Exercise and Health Sciences and Dr Helena Pimlott-Wilson of the Department of Geography have conducted preliminary research in two primary schools in Nottinghamshire, one early years foundation class (4-5 years) and a Year 4 class (8-9 years).</p> <p>Their initial findings suggest that engaging in a Forest School can contribute to the development of collaborative learning skills, by</p>	<p>Teachers will monitor impact through regular observations of the children as part of their continued assessment.</p>	<p>Michael Eggleton-Deputy Head (Pastoral)</p> <p>Jemima Rhys-Evans-Deputy Head (Academic)</p>	<p>Weekly monitoring of black books and ongoing assessments by Year group leader. (JRE)</p> <p>Cost of adult's time to lead forest school lessons £25,000.</p>

	<p>encouraging children to work with others on challenging outdoor activities.</p> <p>An Early Years teacher has received Forest schools training and will teach all early years children in our new dedicated Forest school setting, each week.</p>			
<b>Desired Outcome:</b> On-going review of Pupil Premium plan				
<p>To ensure the PP plan is adjusted regularly to support individual pupils. To ensure targeted interventions are evaluated and reviewed.</p>	<p>The Deputy Head Pastoral will need to regularly liaise with all stake holders within this plan to ensure he has timely and accurate feedback on how each individual part of this plan is working. He also needs to regularly check formative data to make adjustment to children receiving interventions.</p>	<p>Pupil Progress meeting, reviewing data.</p> <p>Book looks (half termly)</p> <p>Weekly informal feedback from year group leaders.</p> <p>Feedback from SENCo and Early Help Manager.</p>	<p>Cassie Buchanan (Headteacher)</p>	<p>£3000</p>

**Total budgeted spend: £206373**