

Chilham St Mary's CE Primary School
Pupil Premium Strategy Statement 2016-17

Rationale:

Chilham St Mary's CE Primary School is determined to ensure that all children achieve and are given the highest standard of teaching and learning in order for all children to achieve and some exceed their potential. Additionally, we will ensure that focussed support and pastoral care is given to all of our children, securing high levels of self-esteem and well-being. There is no expectation that all Pupil Premium children will receive identical support; some children will need more than others and each child is individual with their own individual circumstances. The school considers how to allocate Pupil Premium money on an annual basis following rigorous data analysis and careful consideration of the needs of the children within this group and this is reviewed termly. The Action Plan for Pupil Premium spending focuses on whole school strategies targeting pupil premium pupils. We have a clear strategic approach to the use of Pupil Premium funding and plans are integrated into wider school support and improvement systems.

1. Summary Information					
School	Chilham St Mary's Primary School				
Academic Year	2016/17	Total PP budget	Estimated£38,000	Date of most recent PP Review	26/1/17
Total number of pupils	90	Number of pupils eligible for PP	23	Date for next internal review of this strategy	Term 4

2. Current Attainment		
KS2 2015 Test Summary Information		
	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving Level 4b or above in reading, writing & maths (or equivalent)	50%	83%
% making at least 2 levels of progress in reading (or equivalent)	75%	100%
% making at least 2 levels of progress in writing (or equivalent)	100%	100%
% making at least 2 levels of progress in maths (or equivalent)	75%	82%

KS2 2016 Test Summary Information (un-validated)

Disadvantaged	Expected standard %						Higher threshold %					
	Chilham		Kent		National		Chilham		Kent		National	
	D	Non	D	Non	D	Non	D	Non	D	Non	D	Non
Reading	50	86	54.7	74.8	52.4	71.8	0	14	10.5	24.9	9.6	22.9
Writing	63	71	67.3	84.9	63.2	78.7	0	43	6.0	17.8	8.1	17.8
GPS	25	43	57.2	78.4	60.2	77.7	0	14	11.3	26.4	13.2	26.4
Mathematics	0	57	56.9	76.9	56.7	75.3	0	0	7.5	21.0	8.4	19.9
RWM Combined	0	57	41.0	64.5	38.4	59.9	0	0	1.5	7.3	1.9	6.9

KS2 2016 Progress Measure Averages

Group Focus / pupil number	Reading	Writing	Maths
Pupil Premium	8	-0.54	0.85
Non Pupil Premium	3	1.72	3.99
			-5.26

3. Barriers to Future Attainment (for pupils eligible for PP)

A.	The emotional wellbeing of children can affect their learning behaviours and ability to access learning.
B.	A restricted vocabulary can affect children's communication skills and their ability to access reading, writing and maths.
C.	Mobility between schools results in fractured learning and gaps in knowledge, understanding and skills.
D.	Pupils from disadvantaged backgrounds often lack the resilience of their peers.
E.	Some pupils do not have access to additional opportunities and experiences needed to provide a rounded, aspirational education.
F.	Low attendance and persistent absence results in gaps in knowledge, understanding and skills.

4. Desired Outcomes

Success criteria

A.	Accelerate the progress of Pupil Premium children across the school <ul style="list-style-type: none"> to raise attainment for this group and diminish the difference between them and all pupils nationally. 	At the end of each Key Stage the difference between PP pupils and all pupils nationally will be no greater than the national gap. End of Key Stage targets for PP children will be achieved in all core subjects.
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B.	Close gaps in learning so that progress is swift and attainment rises quickly.	Pupils eligible for PP will make rapid progress from their low starting points: <ul style="list-style-type: none"> • SEN support will ensure PP pupils are making greater progress than their equivalent nationally, due to carefully targeted support, early intervention and outside agency involvement if necessary. • High ability PP pupils make at least the same progress as 'other' similar pupils, so that both groups make more progress than pupils in 2016, particularly in KS2.
C.	Strengthen PP children's learning behaviours and self-management so that they have improved resilience, concentration, engagement and self-directed learning.	Improved outcomes in all areas. Pupils are confident and self-assured. They take pride in their work, their school and their appearance. Pupils are willing to attempt challenging tasks without fear of failure. Self-esteem increases in pupils – evident in pupil voice and parent views.
D.	Pupils' emotional needs are well met in the classroom each day. Pupils with low self-esteem have access to a variety of personalised initiatives so that achievement is in line with that of peers. Improved self-esteem as measured by Leuven scales	Improved self-esteem (as measured by Leuven scales) is having a positive impact on accelerating the progress of PP children in Reading, Writing and Maths. Pupils' attitudes to learning are consistently positive.
E.	Disadvantaged pupils have access to a rounded, aspirational education.	Disadvantaged pupils experience and are inspired by a wide range of activities, visits/trips, experiences and clubs they may not have otherwise been exposed to.
F.	Increased level of attendance and punctuality of disadvantaged children.	Reduce the % of absent pupils who are eligible for the grant so that it matches other groups. Attendance levels to be at least 95%.

5. Planned Expenditure

Academic year **£38,000**

The three headings below demonstrate how we are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

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?
Accelerate the rate of progress of Pupil Premium children across the school.	<p>Teaching will be at least good in all year groups and ongoing formative assessment will be used to ensure children make at least expected progress.</p> <p>Split group work for year 1&2 and 5&6.</p> <p>SENCO will ensure targeted support and early intervention for potential SEN pupils.</p> <p>Small group work by TAs focused on overcoming gaps in learning.</p> <p>Beanstalk reading.</p>	<p>Quality First teaching and targeted teaching on non-negotiables is effective in ensuring consistent / rapid progress.</p> <p>Some pupils need targeted support to diminish differences.</p> <p>Appraisal is linked to performance for SENCO and TA's.</p>	<p>SLT to evaluate the quality of teaching, learning, marking and feedback.</p> <p>Quality CPD used and acted upon.</p> <p>Robust tracking feeding through to Pupil Progress Meetings.</p> <p>Evaluation of feedback strategies through monitoring books, lessons and through pupil consultation.</p>	SLT	<p>January 2017</p> <p>March 2017</p> <p>July 2017</p>
<p>Close gaps in learning so that progress is swift and attainment rises quickly; in particular:</p> <p>Increase skills in mathematics and grammar, punctuation and spelling at KS2</p>	<p>Whole staff training</p> <p>Small group work by TAs focused on overcoming gaps in learning</p> <p>Maths interventions KS2</p> <p>Numicon</p> <p>Writing (esp. GPS) interventions KS2</p>	<p>Leadership will ensure that training and support are provided.</p> <p>SENCO and TA's will be upskilled to deliver focused high quality interventions to ensure rapid progress.</p>	<p>SLT observations of interventions carried out by SENCO and TA's.</p> <p>CPD: SPAG – Penny Bill Writing – Jane Consadine Numbers Count training for TA's and SENCO Numicon training for all staff.</p>	SLT	<p>January 2017</p> <p>March 2017</p> <p>July 2017</p>
Total budgeted cost					£8,000

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?
Strengthen PP children's learning behaviours and self-management as they have improved resilience, concentration, engagement and self-directed learning.	<p>Consultation with pupils and parents is vital and will be used to analyse how the school can improve provision for individuals.</p> <p>Deliver social skills groups.</p>	<p>CPD will improve staff awareness of how to consider and improve pupil well-being and resilience. Links to Growth Mindset is vital in encouraging pupils to believe they can achieve as long as they are willing to put in the effort.</p> <p>Consultation with parents and pupils is vital to understand any barriers to learning children may be facing.</p>	<p>Regular individual pupil to adult consultations.</p> <p>Regular parent meetings.</p> <p>Closely monitor individuals' behaviours for learning, both attitudes and seeking challenge.</p> <p>SLT and staff to reinforce Growth Mindset.</p> <p>All staff are aware of pupils' needs.</p>	SLT	<p>January 2017</p> <p>March 2017</p> <p>July 2017</p>
Increase the level of attendance and punctuality of disadvantaged pupils.	<p>Project 95 to be introduced throughout the school.</p> <p>Increase parental engagement and support networks within the school to develop pupil attendance, learning and well-being.</p> <p>Continue to work closely with Attendance Officer.</p>	<p>Attendance and punctuality will be strongly promoted, leading to greater success in school in every aspect, academic and social.</p>	<p>Carefully continue to monitor attendance.</p> <p>Implement Project 95.</p> <p>Intervention from Early Help if need be.</p> <p>Improve relations with parents.</p>	All staff	Every 6 weeks
Total budgeted cost					£14,000

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?

Pupils' emotional needs are well met in the classroom. Pupils with low self-esteem have access to a variety of personalised initiatives, so that achievement is in line with that of peers.	TA to be trained to deliver Drawing and Talking. Pastoral/Emotional well-being interventions Project Salus friendship project	Emotional wellbeing is key to supporting pupils learning. Some pupils need additional support to address these needs. Well-being and self-esteem are barriers to learning. Removal or alleviation of these barriers prepare pupils to learn and achieve more	Robust monitoring feeding through to Pupil Progress Meetings.	SLT	January 2017 March 2017 July 2017
Disadvantaged pupils have access to a rounded, aspirational education.	Continue to improve the range of enrichment activities throughout the school. Ensure all activities are opportunities for learning. Outside companies and workshops will be used to motivate and enhance the curriculum. Ensure all children are able to attend out of school trips and visits, including the residential visit for Y5/6.	PP grant funding is necessary to ensure that all pupils are able to experience wider opportunities to engage learning. It is vital for children to face new challenges in adventurous settings that they may not have experienced before.	Staff will identify opportunities. The success will be monitored by pupil voice and improved pupil engagement in lessons. The school will carefully monitor PP pupils who attend after school clubs and the take up of further extra-curricular activities.	SLT	January 2017 March 2017 July 2017
Other costs such as equipment, material and monitoring					
Total budgeted cost					£16,000

1. Review of expenditure – Previous academic year

Pupil Premium Grant Expenditure Financial Year 2015/16

Amount of PPG	£41,347
Total Number of Children Eligible for PPG	8

Initiative/Activity	Cost
Breakfast club staffing Subsidy	£1,800
After School Club Subsidy	£900
SEN Resources	£230
Literacy books/engaging Reluctant Reader/Phonics	£300
Therapeutic play-A Stafford	£1,500
Beanstalk	£600
Angela Gilpin	£650
HLTA Yr5/6 Split classes and resources	£1000
TA support - additional hrs Peacocks class	£3,700
Additional AENCO time (Increased Hours, TAFs, One-to-One etc.)	£17,000
Additional TA 1-1 PP Support 1 hr a week	£500
TA Small Group support, Phonics etc.	£7,700
Maths Resources	£430
Assessment Tools and Subscriptions	£1,300
Resources	£650
Rewards	£350
Treasure Chest	£100
Courses & Staff Development	£800

FSM & Hardship Subsidy	£100
Funded Trips (Expenditure -Less Income/Donations)	£1,300
Cool Milk Free for Over 5s who received PP	£40
Kent Health foundation Trust	£400
Total	£ 41,350