



Pupil Premium Strategy Statement

1. Summary information					
School	Chilham St. Mary's Primary School				
Academic Year	2018/2019	Total PP budget	£26400	Date of most recent PP Review	April 18
Total number of pupils	91	Number of pupils eligible for PP	20	Date for next internal review of this strategy	April 19

2. Current attainment		
Attainment for: 2016-2017 end of KS2 (10 children)	<i>Pupils eligible for PP (your school)</i> 3 children	<i>Pupils not eligible for PP (national average)</i>
% achieving age related expectation in reading, writing and maths	33 %	61%
% achieving age related expectation in reading	67 %	71%
% achieving age related expectation in writing	33 %	76%
% achieving age related expectation in maths	67 %	75%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	67% of pupils eligible for pupil premium are not on track to achieve ARE in reading, writing and maths
B.	40% of pupils in Year 2 are eligible for pupil premium
C.	28% of pupils eligible for pupil premium are identified as having SEN
D.	Some pupils do not have access to additional opportunities and experiences needed to provide a rounded, aspirational education.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
E.	33% of pupils eligible for pupil premium are GRT with attendance at 88%. Low attendance and persistent absence results in gaps in knowledge, understanding and skills.

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Accelerate the progress of Pupil Premium children across the school	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

<p>A. Accelerate the progress of Pupil Premium children across the school.</p> <p>C. Maximise the impact of teaching assistants to ensure rapid progress for PP pupils with SEN.</p>	<p>Staff training on quality first teaching and TA deployment</p>	<p>We want to invest some of the PP funding in longer term change which will benefit the pupils. Results from the DISS project (2003-2009) made it clear that teachers are given very little guidance on working with TA's and recognised the importance of training teachers with regard to TA deployment.</p>	<p>Teacher training delivered by the SENCO during professional development meetings.</p> <p>SLT observations of interventions carried out by TA's.</p> <p>Peer observation of attendees' classes after training, to embed learning.</p>	<p>SLT SENCO</p>	<p>July and December 2018 March 2019</p>
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Total budgeted cost

£4480

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. Accelerate the progress of Pupil Premium children across the school.</p> <p>C. Maximise the impact of teaching assistants to ensure rapid progress for PP pupils with SEN.</p>	<p>Split group work for Year1&2 and 5&6.</p> <p>Small group pre-teaching writing sessions with class teacher, in addition to standard lessons.</p> <p>Use of Clicker 7 and Numicon as part of targeted intervention for pupils identified through the graduated approach.</p> <p>TA's to deliver targeted individualised and small group reading, writing and maths interventions.</p>	<p>Some students need targeted support to catch up. Small group and 1:1 interventions with highly qualified staff have been shown to be effective, as discussed in reliable evidence sources such as Visible Learning by John Hattie and the EEF Toolkit.</p>	<p>Ensure identification of targeted pupils is fair, transparent and properly recorded.</p> <p>Pre-teaching sessions to be run by the class teacher and planned into the weekly class timetable. Impact overseen by English and Maths leads.</p> <p>Use of Clicker 7 and Numicon to be planned and monitored by the class teacher and impact of interventions monitored by SENCO.</p> <p>Progress monitored by SLT at termly Pupil Progress meetings as part of the graduated approach.</p> <p>SLT observations of interventions carried out by TA's</p>	<p>English and Maths leads</p> <p>SENCO</p>	<p>Termly</p>

B. To raise the attainment of Year 2 pupils and diminish the difference between them and all pupils nationally.	Small group pre-teaching maths and English sessions with class teacher, in addition to standard lessons.	The pre-teaching technique is successfully being used in other local schools who have seen an improvement in progress. Evidence of the effectiveness of this strategy can be found in the NET document about Tackling Educational Disadvantage.	Pre-teaching sessions to be run by the class teacher planned into the weekly class timetable, Impact overseen by Maths lead to ensure targeted pupils are making accelerated progress. Progress monitored by SLT at termly Pupil Progress meetings.	Year 2 Teacher Maths and English leads	Termly
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Total budgeted cost					£13440
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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>B. To raise the attainment of Year 2 pupils and diminish the difference between them and all pupils nationally.</p> <p>C. Maximise the impact of teaching assistants to ensure rapid progress for PP pupils with SEN.</p> <p>D. Disadvantaged pupils to have access to a rounded, aspirational education.</p> <p>E. Increased level of attendance and punctuality of disadvantaged children</p>	<p>Individual interventions as recommended by outside agencies e.g. Language Through Colour, Language for Thinking, Sensory Circuits Beanstalk 1:1 reader</p> <p>Support school trips, extra-curricular activities, instrument hire and individualised resources.</p> <p>Pastoral/Emotional well-being interventions e.g. Drawing and Talking</p>	<p>The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective.</p> <p>There is strong evidence that extracurricular activities and activities in the natural environment increase self-esteem and positive social behaviour among children. With greater self-esteem children will develop higher levels of wellbeing and involvement at school. Payment for extracurricular clubs will contribute to improved confidence and self-esteem.</p>	<p>Ensure identification of targeted pupils is fair, transparent and properly recorded and that TA's are sufficiently trained to deliver the interventions.</p> <p>Monitoring of Well-being and Involvement scores as well as whether improvements in well-being and involvement translate into improved progress.</p> <p>Staff will identify opportunities. The success will be monitored by pupil voice and improved engagement in lessons.</p>	SENCO SLT	Termly
<p>E. Increased level of attendance and punctuality of disadvantaged children</p>	<p>Attendance Officer to continue to work with parents to ensure high rates of attendance.</p> <p>Morning club</p>	<p>In order for us to successfully improve attainment we need the children to be in school. NfER briefing for school leaders identifies addressing attendance as a key step.</p>	<p>Attendance Officer aware of existing absence issues. Continue to work closely with the Education Engagement Officer.</p> <p>Attendance officer and Headteacher to collaborate to ensure school processes work smoothly.</p>	Attendance Officer/ Headteacher	Termly

			Monitor the impact of morning club		
Total budgeted cost					£8480

Review of Expenditure				
Previous Academic Year	2017-2018	Total Budget	£30360	
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
Accelerate the rate of progress of Pupil Premium children across the school.	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. Split group work for year 1&2 and 5&6. SENCO will ensure targeted support and early intervention for potential SEN pupils. Small group work by TAs focused on overcoming gaps in learning. Laptops/Ipads Beanstalk reading.	Term 4: 33% of PP pupils on track to meet ARE.	Continue to Improve the deployment, practice and preparedness of the teaching assistants to ensure improved intervention outcomes. Pupil feedback about the Beanstalk reading intervention is very positive and we will continue with this intervention next year.	9700
		Pupils taking part in Beanstalk reading have made good progress with 100% of pupils achieving their targets Success criteria: not met .		214

<p>That progress is swift and attainment rises quickly; in particular: Increase skills in mathematics and grammar, punctuation and spelling at KS2</p>	<p>Whole staff training Small group work by TAs focused on overcoming gaps in learning Maths interventions KS2 Numicon Writing (esp. GPS) interventions KS2</p>	<p>Term 3: 72% of KS1 and 62% of KS2 met their intervention targets</p> <p>CPD: Writing - Jan Consadine Writing assessment - Margo Dynamo maths Whole school Numicon resources and Clicker 7 site licence purchased, training to take place in Term 6 and Term 1.</p> <p>Success criteria: not met</p>	<p>Ensure staff are fully trained in Numicon and Clicker 7. Monitor the use and impact throughout the school.</p> <p>Use formative assessment and gap analysis to identify gaps in children's learning.</p> <p>Continue with small group work to overcome gaps in learning.</p>	<p>2200 2847</p>
Total budgeted cost				£14961

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>Strengthen PP children's learning behaviours and self-management so that they have improved resilience, concentration, engagement and self-directed learning.</p>	<p>Consultation with pupils and parents is vital and will be used to analyse how the school can improve provision for individuals. Deliver social skills groups.</p>	<p>Improved outcomes in all areas. Pupils are confident and self-assured. They take pride in their work, their school and their appearance. Pupils are more willing to attempt challenging tasks without fear of failure. Pupil self-esteem has improved - evident in pupil voice and parent views.</p> <p>Success criteria: Met</p>	<p>Continue to promote the school values and strengthen PP children's learning behaviours and self-management.</p> <p>Develop the use of targeted social skills groups.</p>	<p>4580</p>

Increase the level of attendance and punctuality of disadvantaged pupils.	Project 95 to be introduced throughout the school. Increase parental engagement and support networks within the school to develop pupil attendance, learning and well-being. Continue to work closely with Attendance Officer.	Term 4: Pupil premium attendance - 92.4%. GRT attendance - 88%. Parental engagement has improved and parents' evenings and events are well supported. Success criteria: partially met	Continue to develop effective relationships and communication with parents. Work with the Education Engagement Officer to improve the attendance rates of our GRT children. To review the impact of Breakfast Club upon attendance figures for PP children.	3420
Total budgeted cost				£8000

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
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	Talking and Drawing sessions have successfully supported the social and emotional needs of the individuals.	Continue to provide Drawing and Talking to pupils identified through the graduated approach.	1900
		The Salus friendship project successfully raised the self-esteem of the Year 5&6 pupils. At the end of KS2 pupils achieved 70% combined ARE. Success criteria: met		1850
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.	Disadvantaged pupils experienced and were inspired by a wide range of activities they may not have otherwise been exposed to.	Pupils engaged particularly well with bushcraft/forest school activities and have expressed the wish for these activities to happen again. We will continue to fund school trips, extra-curricular activities and individualised resources next year with careful consideration of the desired outcomes and monitoring of impact.	753
		Extra-curricular activities continue to be of great value in raising the self-esteem and confidence of pupils. Success criteria: met		2896

	Total budgeted cost £7399
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6. Additional detail
Our full strategy document can be found online at: www.chilham.kent.sch.uk