



# Pupil Premium Strategy

Academic Year: 2019-2020

1. Summary information					
School	Chilham St. Mary's Primary School				
Academic Year	2019/2020	Total PP budget	£34320	Date of most recent PP Review	April 19
Total number of pupils	84	Number of pupils eligible for PP	24	Date for next internal review of this strategy	April 22

2. Current attainment		
Attainment for: 2018-2019 end of KS2 (13 children)	<i>Pupils eligible for PP (your school)</i> 4 children	<i>Pupils not eligible for PP (national average)</i>
% achieving expected standard in reading, writing and maths	50%	65%
% achieving expected standard in reading	75%	73%
% achieving expected standard in writing	50%	78%
% achieving expected standard in maths	75%	79%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
<b>A.</b>	Children making expected progress and achieving the expected standard (EXS) or Greater Depth Standard from their EYFS/KS1 starting points
<b>B.</b>	Children more likely to have Social, Emotional and Mental Health issues
<b>C.</b>	Some pupils have limited access to additional opportunities and experiences needed to provide a rounded, aspirational education.
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>E.</b>	Attendance and punctuality of PP children is below that of non-pp children

4. Desired outcomes	
<i>Desired outcomes and how they will be measured</i>	
<b>A.</b>	Approaches to teaching and learning across the school will be strengthened to accelerate pupils' progress
<b>B.</b>	Pupils are exposed to a range of social/cultural, outdoor and sporting experiences in order to raise aspirations and an enjoyment for education
<b>C.</b>	To raise the importance of social emotional well-being for the children across the school. For children to be able to deal with challenge more confidently

<b>D.</b>	Attendance of PP-eligible children to be in-line with non-pp and at least national average				
<b>5. Planned expenditure</b>					
<b>Academic year</b>	<b>2019/2020</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>	<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>
A. Teaching to be at least good in all year groups and ongoing formative assessment will be used to ensure children make at least expected progress.	Employment of SENCO for an additional day a week.  SENCO to provide good level of support for staff to ensure quality first teaching and timely, effective interventions for children to enable them to make good progress and flourish  Embed Heartsmart PSHE resource throughout the school	We want to ensure that all PP pupils can achieve expected targets and recognise the benefit of effective training, as identified in EEF's report on Making the best use of TA's. Children eligible for PP are attaining lower than pupils not eligible for PP and we want to continue to train staff to better understand and be able to support the needs of this group of children.  Improving data analysis and support and challenge of class teachers will improve progress of PP children	SLT to monitor the quality of teaching, learning, marking and feedback.  Training selected using evidence of effectiveness. Teacher training delivered by the SENCO during professional development meetings.  Twilights for whole staff Sensory Circuits, Sensory Processing and DCD training, delivered by OT.  Progress monitored by SLT at termly Pupil Progress meetings as part of the graduated approach.	HT & SENCO	December 2019 March 2020 June 2020
B & C. Improved academic learning through participation in Forest School and high quality outdoor learning	Weekly Forest School and Outdoor learning sessions for each year group lead by Level 3 FS Practitioner and class teacher.	Forest School is an evidenced based approach which promotes the holistic development of children and staff, fostering resilient, confident, independent and creative learners.	SLT monitoring of engagement in forest school/ and outdoor learning.	HT & SENCO	December 2019 March 2020 June 2020
<b>Total budgeted cost</b>					£21340
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<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>

C. Provision in place for children identified with SEMH needs.	TA to deliver weekly Drawing and Talking sessions  Individual interventions as recommended by outside agencies e.g. Language for Thinking, Sensory Circuits, Anxiety Gremlin	The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective.	Ensure identification of targeted pupils is fair, transparent and properly recorded and that TA's are sufficiently trained to deliver the interventions.  SENCO monitors through use of Boxall profiles.	SENCO	Termly
A. Maximise the impact of teaching assistants to ensure rapid progress for PP pupils with SEN.	TA's to deliver targeted individualised and small group reading, writing and maths interventions.	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.	SLT observations of interventions carried out by TA's	SENCO	December 2019 March 2020 June 2020
<b>Total budgeted cost</b>					£10066
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<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>
B & D. Increased level of attendance and punctuality of disadvantaged children.	Support school trips, extra-curricular activities, instrument hire and individualised resources.  Attendance Officer to continue to work with parents to ensure high rates of attendance.  Morning Club	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.	Attendance Officer aware of existing absence issues. Continue to work closely with external professionals to support improved attendance.	SBM & HT	Termly
<b>Total budgeted cost</b>					£2914

Review of Expenditure				
Previous Academic Year	2018-2019	Total Budget	£30360	
<b>i. Quality of Teaching for All</b>				
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
A. Accelerate the progress of Pupil Premium children across the school.  C. Maximise the impact of teaching assistants to ensure rapid progress for PP pupils with SEN.	Teaching to be at least good in all year groups and ongoing formative assessment will be used to ensure children make at least expected progress.  Staff training in Numicon and Clicker 7, Growth Mindset, dyslexia, phonics.  Use of laptops and I-pads to motivate and inspire learners and to raise engagement in the curriculum.	Amber Progress of the majority of PP-eligible children is at least as good as non-PP.	Continue to Improve the deployment, practice and preparedness of the teaching assistants to ensure improved intervention outcomes.  Further training in Numicon and Clicker 7 is required for new members of staff  Evidence from pupil voice - pupils enjoy using and are enthused to learn using the laptops and I-pads	
A. Accelerate the progress of Pupil Premium children across the school.  C. Maximise the impact of teaching assistants to ensure rapid progress for PP pupils with SEN.	Staff training on quality first teaching and TA deployment	Amber	Continued programme of CPD to improve quality first teaching	
<b>Total budgeted cost</b>				<b>6460</b>

<b>ii. Targeted Support</b>				
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. 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&amp;2 and 5&amp;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>Amber</p>	<p>Further training required for new members of staff</p> <p>Continue with individualised and small group intervention to overcome gaps in learning.</p>	
<p>B. To raise the attainment of Year 2 pupils and diminish the difference between them and all pupils nationally.</p>	<p>Small group pre-teaching maths and English sessions with class teacher, in addition to standard lessons.</p>	<p>Amber</p>	<p>Continue</p>	
<b>Total budgeted cost</b>				<b>13440</b>

<b>iii. Other Approaches</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
<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</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>Amber</p> <p>Working successfully with outside agencies</p> <p>Disadvantaged pupils experienced and were inspired by a wide range of activities they may not have otherwise been exposed to.</p> <p>Extra-curricular activities continue to be of great value in raising the self-esteem and confidence of pupils.</p>	<p>Continue</p> <p>Beanstalk reader not to continue</p> <p>TA to be trained in Drawing and Talking</p>	
<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>Amber</p> <p>Parental engagement has improved and parents' evenings and events are well supported.</p>	<p>Work with external professionals to improve the attendance rates of our GRT children.</p>	

	<b>Total budgeted cost</b> <b>10460</b>
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<b>6. Additional detail</b>
Our full strategy document can be found online at: <a href="http://www.chilham.kent.sch.uk">www.chilham.kent.sch.uk</a>