



Pupil premium report

Pupil premium spending 2020-2021

SUMMARY INFORMATION			
Date of most recent pupil premium review:	Sept 20	Date of next pupil premium review:	Sept 22
Total number of pupils:	86	Total pupil premium budget:	£33625
Number of pupils eligible for pupil premium:	25	Amount of pupil premium received per child:	£1345

Assessment information

END OF KS1		
School's internal data September 19-March 20	Pupils eligible for PP	Pupils not eligible for PP (national average)
% making expected or better than expected progress in reading	100	
% making expected or better than expected progress in writing	100	
% making expected or better than expected progress in maths	88	

YEAR 2 PHONICS SCREENING CHECK* * Year 1 pupils who missed the summer 2020 check because of coronavirus will take the check during the second half of the autumn term in year 2. Results will be added once we receive them at the end of the autumn term

Pupils eligible for PP	Pupils not eligible for PP	National average

END OF KS2		
	Pupils eligible for PP	Pupils not eligible for PP (national average)
% making expected or better than expected progress in reading	86	73
% making expected or better than expected progress in writing	86	78
% making expected or better than expected progress in maths	71	79

Barriers to learning

BARRIERS TO FUTURE ATTAINMENT	
Academic barriers:	
A	Children making expected progress and achieving the expected standard (EXS) or Greater Depth Standard from their EYFS/KS1 starting points
B	Children more likely to have Social, Emotional and Mental Health issues
C	Some pupils have limited access to additional opportunities and experiences needed to provide a rounded, aspirational education.

ADDITIONAL BARRIERS	
External barriers	
D	Attendance and punctuality of PP children is below that of non-pp children

INTENDED OUTCOMES	
Specific outcomes	Success criteria

A	Approaches to teaching and learning across the school will be strengthened to accelerate pupils' progress	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.
B	Pupils are exposed to a range of social/cultural, outdoor and sporting experiences in order to raise aspirations and an enjoyment for 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.
C	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	Wellbeing and support embedded to ensure improved emotional and mental health across our school community.
D	Attendance of PP-eligible children to be in-line with non-pp and at least national average	Attendance levels to be at least 95%.

Planned expenditure for current academic year

ACADEMIC YEAR					
Quality of teaching for all					
Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
<p>Employment of SENCO for an additional day a week.</p> <p>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</p> <p>Embed Growth Mindset and Heartsmart PSHE resource throughout the school</p>	<p>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.</p>	<p>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.</p> <p>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.</p> <p>Improving data analysis and support and challenge of class teachers will improve progress of PP children</p>	<p>SLT to monitor the quality of teaching, learning, marking and feedback.</p> <p>Training selected using evidence of effectiveness. Teacher training delivered by the SENCO during professional development meetings. Growth Mindset, PSHE, Outdoor learning.</p> <p>Twilight for whole staff: Sensory Processing delivered by OT.</p> <p>Progress monitored by SLT at termly Pupil Progress meetings as part of the graduated approach.</p>	DC & EMc	March 2021

Regular Forest School and Outdoor learning sessions for each year group lead by Level 3 FS Practitioner and class teacher.	B & C. Improved academic learning through participation in Forest School and high quality outdoor learning	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.	DC & EMc	March 2021
Total budgeted cost:					£21340
Targeted support					
Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
TA to deliver weekly Drawing and Talking sessions Individual interventions as recommended by outside agencies e.g. Language for Thinking, Sensory Circuits, Anxiety Gremlin	C. Provision in place for children identified with SEMH needs.	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, well-being and involvement scales, Spence Anxiety Scale.	EMc	March 2021
TA's to deliver targeted individualised and small group reading, writing and maths interventions.	A. Maximise the impact of teaching assistants to ensure rapid progress for PP pupils with SEN.	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	EMc	March 2021
Total budgeted cost:					£10066
Other approaches					
Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
Support school trips, extra-curricular activities,	B & D. Increased level of attendance and	In order for us to successfully improve attainment we need the children to be in	Attendance Officer aware of existing absence issues. Continue to work closely	MW and DC	March 2021

instrument hire and individualised resources. Attendance Officer to continue to work with parents to ensure high rates of attendance. Breakfast club and 4.30 club to be run by staff	punctuality of disadvantaged children.	school. NfER briefing for school leaders identifies addressing attendance as a key step.	with external professionals to support improved attendance.		
				Total budgeted cost:	£2219

ADDITIONAL INFORMATION

Our full strategy document can be found online at: www.chilham.kent.sch.uk

Review of expenditure from previous academic year

PREVIOUS ACADEMIC YEAR

Total amount: £34320

Quality of teaching for all

Action	Intended outcome	Impact	Evaluation	Cost
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	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.	By March 2020 it was too early to assess the impact of the spending.	Continue - Include Growth Mindset in the PSHE curriculum	

Embed Heartsmart PSHE resource throughout the school				
Weekly Forest School and Outdoor learning sessions for each year group lead by Level 3 FS Practitioner and class teacher.	B & C. Improved academic learning through participation in Forest School and high quality outdoor learning	Well-being and involvement scales increased in all year groups. By March 2020 it was too early to assess the impact of the spending.	Continue with KS1 attending weekly sessions and KS2 fortnightly.	
Targeted support				
Action	Intended outcome	Impact	Evaluation	Cost
TA to deliver weekly Drawing and Talking sessions Individual interventions as recommended by outside agencies e.g. Language for Thinking, Sensory Circuits, Anxiety Gremlin	C. Provision in place for children identified with SEMH needs.	Due to the school closures in March interventions were not able to continue. Term 3 - Impact of interventions KS1 80% met targets KS2 70% met targets	Continue - review the impact of the coronavirus on pupils and identify those needing additional support	
TA's to deliver targeted individualised and small group reading, writing and maths interventions.	A. Maximise the impact of teaching assistants to ensure rapid progress for PP pupils with SEN.	High quality printed resources were provided for pupils to access at home.	Continue	
Other approaches				
Action	Intended outcome	Impact	Evaluation	Cost
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. Breakfast club	B & D. Increased level of attendance and punctuality of disadvantaged children.	Due to coronavirus PP pupil attendance has dropped 92%	Continue - Identify pupils not attending school due to anxiety and work with families to support the pupils back into school. Continue - additionally offer after school club to support working families.	