

# Chiddingly CE Primary School Pupil Premium Strategy and Report

## Strategy

The Pupil Premium is funding provided to schools which is additional to main school funding. It is allocated according to the number of pupils on-roll who are eligible for free school meals (FSM), a smaller amount allocated according to the number of children of service families, and an allocation for each pupil who has been 'Looked After' (in care) for 6 months or more. In 2012, funding was extended to include pupils who have been eligible for free school meals within the past 6 years.

It is for schools to decide how the Pupil Premium is spent, as they are best placed to assess what additional provision should be made for the individual pupils. However, schools are accountable for how they have use this additional funding to support pupils from low-income families. From September 2012, schools have had to publish this information on the school website. Please see below for information regarding how the pupil premium was spent in the last financial year and the impact of this funding on pupils achievement at school. The Department of Education has created a document **Pupil Premium - what you need to know** which expands on the purpose of the pupil premium and the key facts.

At Chiddingly Primary School we have high aspirations for all our children and believe that no child should be left behind. We aim to develop a thirst for knowledge, a commitment to learning and to give every child in our school every chance to realise their potential.

We are a small rural school, and of 97 pupils on roll in the year 2016-17, 35/97, approximately 36% of our pupils were in receipt of the Pupil Premium Grant. In the year 2017-18, 27/103, approximately 26% of our pupils are in receipt of the Pupil Premium Grant.

Our pupil premium funding is a significant amount of money and we are determined to ensure that it is used to its best effect. With this in mind we research the best ways to use this grant and have generally focused on interventions which have been shown to have particular impact e.g. through information gathered from the work of the Sutton Trust.

### Barriers to Learning

When making decisions about using the grant we look at common barriers to learning such as support at home, language and communication skills, social and emotional aspects of learning including confidence and attendance and punctuality issues. Complex family situations may sometimes prevent children from flourishing and can present as another significant barrier to learning.

Our main objective in deciding how to use the Pupil Premium Grant is to ensure that the gap between groups of pupils is narrowed and we aim to ensure that targeted interventions help remove barriers to learning and progress.

## **Key Principles**

### **Building belief and a “can do” attitude**

- Staff believe that all children can succeed.
- We celebrate individual strengths and have high expectations for all children.
- The school community works hard to develop resilience and perseverance in all our children.

### **Data Analysis**

- Children’s progress is analysed termly. Plans and strategies are reviewed following that analysis to ensure the best possible outcomes for all children.
- We use current research (Sutton Trust Toolkit, Educational Endowment Fund) to support us in planning strategies that will be the most effective in improving outcomes.

### **Pupil Identification**

- All staff are aware of PPG children and other vulnerable groups across the school.
- All Pupil Premium children benefit from the grant. The school responds flexibly to the needs of individual children.

### **Day to Day teaching**

- All staff have high expectations.
- Staff follow a robust system of feedback and assessment.
- We aim to maximise teaching time by improving attendance and punctuality.
- We identify barriers to learning and provide early intervention.

## How do we spend our Pupil Premium Grant?

- The school employs qualified and experienced teachers to teach children individually and in small groups, working on focus targets to boost attainment.
- Funding for emotional support and building confidence and self-esteem through counselling (Talking Moments ).
- Funding for enrichment activities. e.g. after-school clubs, subsidised trips for individual children. Our school values life experiences and our staff and parents appreciate how much the children gain from extra-curricular activities .
- Additional individual or small group tuition programmes tailored individually for those children who need a boost to their learning, eg small group reading, writing or maths tuition.
- Resources to enhance learning.

## Who is it spent on?

- Pupil Premium (PP) pupils who are under-achieving.
- PP pupils who are in danger of underachieving.
- PP for whom low attendance is an issue.
- PP pupils who are achieving well and need to be extended and challenged.

## Medium Term Analysis of Impact

- The impact of Pupil Premium provision is reviewed termly.
- Analysis of each child's progress and achievement is made termly using the school's tracking system and progress and provision mapping meetings which measure impact and outcomes with teachers, Inclusion team and Senior Leadership Team member.

Our PPG Report and Strategy are updated regularly and reviewed annually. The next review will be in September 2018.

More information is available on the Department for Education website

<https://www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings>

## Report

### A review of support and spending for the school year 2016-17 and a look ahead to 2017-18

#### Number of pupils and pupil premium grant (PPG) received: school year 2016/17

Total number of pupils on school roll:	97
Total number of pupils eligible for Pupil Premium Grant (PPG):	35
Amount of PPG received per pupil:	£1,320 for Pupil Premium; £1,900 for Post LAC
Total Pupil Premium Grant for the financial year April 2016 - March 2017:	£44140
Total Pupil Premium Grant for the financial year April 2017- March 2018:	£46040
Total amount of PPG received school year September 2016 - July 2017:	£46040
Underspend from 2015-16 brought forward	£3885

#### Impact of Pupil Premium Spending 2016-17

With the exception of cohorts where there is significant complex SEN/PPG crossover, the progress and attainment of our children in receipt of PPG is broadly in line in-line with that of their non-PPG peers

In year 6, the cohort included 7 children in receipt of pupil premium, 70% of the cohort, and two of these children were also on the SEND register.

#### Performance of pupils in receipt of PPG - completed at end of the school year 2016/17 (school all pupils at CP) (national comparison all pupils)

2016/17	KS1 (Year 2)	KS2 (Year 6)
% pupils working at age related expectation in Reading	100% (85%) (76%)	43% (58%) (71%)
% pupils working at age related expectation in Writing	100% (85%) (68%)	86% (92%) (76%) (Teacher Assessment)
% pupils working at age related expectation in Maths	100% (75%) (75%)	71% (83%) (75%)
% of pupils working at Great Depth	% Reading (%) (25%) % Writing (%) (16%) 0% Maths (31%) (21%)	0% Reading (17%) (24%) 0% Writing (17%) (18%) 14% Maths (17%) (23%)

## Closing the Gap data July 16 – July 17 PPG analysis by year group

**Blue- PPG above peers in progress or attainment Orange – PPG one point difference in progress or two in attainment**

Reading						
	PPG	Non PPG	Exp prog	PPG	Non PPG	Exp value
	APP			APV		
Year 1 (5)	3.4	4.5	4	8.2	10.2	9
Year 2 (3)	5	3.8	5	14.7	14.2	14
Year 3 (5)	4.2	4.9	5	18.2	19.6	19
Year 4 (5)	4.8	5	5	24.2	24.5	24
Year 5 (5)	4	4	5	28	28.9	29
Year 6 (7)	5.3	5.5	5	33.9	35.5	34
Writing						
	PPG	Non PPG	Exp prog	PPG	Non PPG	Exp value
	APP			APV		
Year 1 (5)	3.2	4.4	4	8.4	9.8	9
Year 2 (3)	5	4.6	5	14.3	14.1	14
Year 3 (5)	4.8	4.5	5	18.6	19.4	19
Year 4 (5)	4.8	4.6	5	23.6	24.4	24
Year 5 (5)	3.6	4.1	5	27.8	25.4	29
Year 6 (7)	5.3	5.3	5	34.1	35	34
Maths						
	PPG	Non PPG	Exp prog	PPG	Non PPG	Exp value
	APP			APV		
Year 1 (5)	3.8	4.6	4	8.6	10.3	9
Year 2 (3)	5.3	4.4	5	14.6	14.1	14
Year 3 (5)	4.4	4.3	5	18.4	19.3	19
Year 4 (5)	4.4	4.8	5	24	24.2	24
Year 5 (5)	4.4	4.4	5	29.4	29.1	29
Year 6 (7)	5.9	5.3	5	34.3	35	34

## Summary of PPG spending 2016/17

Objectives in spending PPG were:

- To increase attainment and achievement in core subjects of pupils in receipt of PPG
- To ensure that the attainment or achievement gap is closing or closed in core subjects.
- To provide enriching experiences and enhance the self-esteem and resilience of all pupils

## Projects and spending for school year September 2016 - July 2017

Budget: £49,925

Item/project	Estimated Cost	Description of Intervention * Where identified by Sutton Trust	Intended Objective	How impact is to be measured	Impact of Intervention (end of school year)
1:1 or small group sessions with qualified teacher	£23,712	Focused small group and 1:1 targetted teaching with PP tutor (qualified teacher) . Research evidence from Sutton Trust.	To achieve at least ARE in reading, writing and maths. To ensure that there is no attainment gap between identified vulnerable groups and their peers. To ensure that quality teacher by qualified teacher enables PP children to close the gap.	Formative and summative assessments	The teacher worked with small groups on focussed targets which were reviewed termly in pupil progress meetings.  In the relevant year groups attainment was in line with their peers , with no more than one point difference in maths and writing and a difference of 1.4 in reading in year 3. Attainment exceeded non PPG in year 5 for maths and writing.

Teaching assistant working with children 1:1 and for small group work	£12,096	Small group and individual focussed teaching sessions, evidence for intervention from Sutton Trust data.	To boost focussed children at risk of underachievement.	Formative and summative assessments.	Class provision maps and plans regularly monitored show focus adult time. See data wall.
Teaching assistant working with children 1:1 Training	£9,347  £150	Focussed sessions following the Thrive programme to address issues of emotional wellbeing.	To address underlying causes affecting confidence and anxiety and raise attainment.	Thrive assessments.	All children have progressed across the areas of Thrive, able to talk about their feelings. Teacher's report fewer incidents affecting learning.
Proportion of Senco salary	£3,440	Monitoring provision of support for PPG children, particularly focussing on overlap between SEND/PPG.	To ensure that vulnerable groups have identified support and that the Pupil Premium Grant impacts positively on attainment and progress.	Termly tracking, pupil progress meetings, end of year report. Budget planning with finance manager.	53% of the children on the SEND register were also entitled to the Pupil Premium grant.
Breakfast club, visits and school journeys, other enrichment activities.	£155	Payment for clubs, music lessons, visits and after-school activities to enrich experience.	To ensure that all children have equality of access to all aspects of school life.	We will monitor uptake of clubs and extra-curricular activities to make sure that all children are benefitting.	All children offered opportunities to take up clubs, school trips subsidised.
Talking Moments,	£645  One hour per week	Weekly support for focus children with trained counsellor	Children to learn resilience and coping strategies, to be attending school and ready to learn	Positive feedback from the child through pupil voice and parents. SDQ before and after questionnaires.	Children responding positively to sessions. Parents and teachers reported an improvement in children's confidence and emotional well-being. Counsellor sending regular reports to Senco.

Educational Psychology Support	£500	Specialised analysis of need, feedback to staff and parents.	Strategies specifically targeted to address complex needs.	Strategies impact on the child's progress	Information shared with class teachers and parents and clearer understanding of specific needs enabled achievable targets to be set.
3P learning	£200	Mathletics online programme for children to access independently at home and school to widen their experience of maths.	Children to develop independence and build on their maths skills progressively.	Teacher's monitor use at home.	Children using the programme showing enthusiasm to use this, increased enjoyment.
Allocated spend Actual Spend	£49925 £50.090				

### Projected support and spending for school year September 2017 - July 2018

Budget: £ 46040

Item/project	Estimated Cost	Description of Intervention * Where identified by Sutton Trust	Intended Objective	How impact is to be measured	Impact of Intervention (end of school year)
1:1 or small group sessions with qualified teacher	£23,711	<p>Focused teaching with qualified teacher, small groups. Research evidence from Sutton Trust.</p> <p>Children identified in the pupil progress meetings with targets.</p> <p>Teacher allocated to year groups and specific children after analysis of data and pupil progress meetings.</p>	<p>To achieve at least ARE in reading, writing and maths.</p> <p>To ensure that there is no attainment gap between identified vulnerable groups and their peers.</p> <p>To ensure that quality teacher by qualified teacher enables PP</p>	Formative and summative assessments	



			children to close the gap.		
Extra support from TA  Combined TA projected spend approximately 26% of overall budget to reflect the percentage of PPG children.	£9910	Focused teaching with individualised targets followed up in class. Evidence from Sutton Trust data.	To maintain good progress in literacy and maths	Formative and summative assessments	
Teaching assistant working with children 1:1	£4,148	Focussed sessions following the Thrive programme to address issues of emotional wellbeing.	To address underlying causes affecting confidence and anxiety and raise attainment.	Thrive assessments.	
After-school club, visits and school journeys	£2000	Payment for clubs, music lessons, visits and after-school activities to enrich experience.	To ensure that all children have equality of access to all aspects of school life.	We will monitor uptake of clubs and extra-curricular activities to make sure that all children are benefitting.	
Talking Moments, Fegan's counselling.	£800	Weekly support for focus children with trained counsellor, providing specialist support for emotional well being.	Children to learn resilience and coping strategies, to be attending school and ready to learn	Positive feedback from the child through pupil voice and parents. SDQ before and after questionnaires.	
SENCO (proportion of	£3000	Monitoring provision of support	To ensure that	Termly tracking,	

salary, 33% salary)		for PPG children, particularly focussing on overlap between SEND/PPG.	vulnerable groups have identified support and that the Pupil Premium Grant impacts positively on attainment and progress.	pupil progress meetings, end of year report. Budget planning with finance manager.	
Resources	£2000	Specific resources to support learning for individual pupils. E.g, books, writing aids, software.	To respond to the needs of individuals to support effective learning.	Positive feedback from pupils and adults, contribution to formative and summative assessments.	
Mathletics on-line subscription for all children	£493	Access for all children to high quality Maths learning reinforcement activities on-line.	Children continue to make good progress in maths, enjoyment and parental involvement are high,	Teachers monitor use at home.	
Allocated spend (estimate) as at September 2017					
Projected spend	£46,062				