

Chiddingly CE Primary School Pupil Premium Strategy and Report 18-19

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 103 pupils on roll in the year 2017-18, approximately 26% of our pupils were in receipt of the Pupil Premium Grant (27). In the year 2018-19, approximately 27 % 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.

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.
- Additional input from outside agencies e.g educational psychologist assessment or speech and language assessment.

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 is updated regularly and reviewed annually. The next review will be in September 2019.

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 2017-18 and a look ahead to 2018-19

Number of pupils and pupil premium grant (PPG) received: school year 2017/18

Total number of pupils on school roll:	103
Total number of pupils eligible for Pupil Premium Grant (PPG):	27
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 2017- March 2018:	£44140
Total amount of PPG received school year September 2017 - July 2018:	£42637

Impact of Pupil Premium Spending 2017-18

The progress and attainment of PPG children was broadly in line with their peers in all year groups across the school in July 18. In one year group they were consistently attaining above their peers in all curriculum areas.

Performance of pupils in receipt of PPG - completed at end of the school year 2017/18 (PPG .non PPG peers at CP, LA PPG)

2017/18	KS1 (Year 2)		KS2 (Year 6)	
% pupils working at age related expectation in Reading	80% (90.9%) (61.5%)		66.7% (75%) (63.8%)	
% pupils working at age related expectation in Writing	40% (100%) (56.7%)		66.7% (100%) (65.9%) (Teacher Assessment)	
% pupils working at age related expectation in Maths	60% (90.9%) (51.8%)		66.7% (87.5%) (59.8%)	
	PPG	Non PPG	LA	National
% pupils combined reading,writing,maths at KS 2	66.7%	62.5%	49.1%	50.7%

'Closing' the Gap Data for 2017-18

PPG Children's Progress from July 17 to July 18

Reading						
28 children (from Y1-Y6)	PPG	Non PPG	Expected Progress	PPG	Non PPG	Expected Value
	Average Points Progress			Average Points Value		
Year 1 (3)	4.3	4.5	4	9.0	9.8	9
Year 2 (5)	5.0	4.8	5	13.6	15.0	14
Year 3 (2)	4.5	5.0	5	19.5	17.9	19
Year 4 (4)	5.3	4.9	5	23.3	24.7	24
Year 5 (5)	4.5	4.7	5	27.4	28.9	29
Year 6 (6)			5			34

Maths						
28 children (from Y1-Y6)	PPG	Non PPG	Expected Progress	PPG	Non PPG	Expected Value
	Average Points Progress			Average Point Value		
Year 1 (3)	4.0	4.6	4	9.0	9.8	9
Year 2 (5)	4.6	4.8	5	13.2	15	14
Year 3 (2)	4.5	4.9	5	19.5	17.9	19
Year 4 (4)	5.0	5.1	5	23.3	24.7	24
Year 5 (5)	5.0	4.6	5	28.2	28.6	29
Year 6 (6)			5			34

Writing						
28 children (from Y1-Y6)	PPG	Non PPG	Expected Progress	PPG	Non PPG	Expected Value
	Average Points Progress			Average Point Value		
Year 1 (3)	4.0	4.4	4	9.0	9.4	9
Year 2 (5)	4.6	5.0	5	13.2	14.8	14
Year 3 (3)	5.0	4.8	5	19.5	17.7	19
Year 4 (4)	4.5	5.2	5	23	24.8	24
Year 5 (5)	5.3	5.1	5	27.4	29.4	29
Year 6 (6)			5			34

Comment:

Progress and attainment of PPG children is broadly in line with their peers in all year groups. In year 3 they are consistently attaining above their peers in all curriculum areas.

Blue - average progress or attainment of children in receipt of PPG is better than that of non PPG peers.

Orange - difference in APP or APV is more than 2 points.

Summary of PPG spending 2017/18

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

Support and spending for school year September 2017 - July 2018

Budget: £ 42637

Item/project	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	£23220	<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>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 children to close the gap..</p>	Formative and summative assessments	<p>Small group and focused one to one input, support in and out of class.</p> <p>Progress and attainment broadly in line with their peers.</p> <p>In year 6, where 46% of the cohort were in receipt of PPG, the percentage of children reaching the expected standard for combined reading, writing and maths was 66.7% of disadvantaged children, compared to an LA percentage of 49.1% and non</p>

					disadvantaged cohort of 62.5%.
After-school club, visits and school journeys	£356	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.	Parents and children felt that they had a voice in requesting support for enrichment activities including school trips and music lessons and attendance at clubs,
Talking Moments,	£647	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.	There has been a considerable take up of counselling time, reflecting the national increase in SEMH and concerns around children's emotional well being. Qualitative impact is shown through confidential reports completed at regular intervals during the support. Children report that having someone to talk to is helpful.
Fegans	£1559				
Extra support from TA with specific focus on Thrive and speech and language difficulties.	£14405	Focused teaching with individualised targets followed up in class.	To address issues of emotional well being and provide knowledgeable support for speech difficulties to attempt to address the gap in provision from outside agencies.	Intervention notes, Thrive plans , Thrive report.	Children refer to the language used during Thrive sessions. Assessments show impact and progress. Speech and language input supports literacy and provides evidence for outside agency referrals.

Mathletics on-line subscription for all children, and Mathletics after-school club	£600 £320	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.	Children are motivated to use this, teachers encourage specific children to use this as part of home learning.
Resources	£1530	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.	
Allocated spend (estimate) as at September 2017	£42637				
Actual Spend	£42637				

Number of pupils and pupil premium grant (PPG) estimate: school year 2018/19

Total number of pupils on school roll: 99

Total number of pupils eligible for Pupil Premium Grant (PPG): 28

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 2018- March 2019: £ £40580

18-19	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	£22784	<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 children to close the gap.</p>	Formative and summative assessments	
Extra support from TA	£5568	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	£6323	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	£250	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,	£1000	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 (33% salary)	£3405	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.	
Resources	£500	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.	
My Maths on-line subscription for all children	£500	Access for all children to high quality Maths learning reinforcement activities on-line.	Children continue to make good progress in maths, enjoyment and	Teachers monitor use at home.	

			parental involvement are high,		
Allocated spend (estimate) as at June 2018	£40,580				
Actual Spend					