



The Chillerton and Rookley Primary School Pupil Premium Strategy Statement

School Mission Statement

At Chillerton and Rookley Primary we want to continue to raise standards of Reading, Writing and Mathematics across school. We aim to cater for the whole child whilst continuing to increase our attainment and progress measures. We work together to identify potential barriers to learning and implement actions to support the development of vulnerable groups.

Pupil Premium Funding

Pupil Premium Funding

The pupil premium is additional funding for schools to raise the attainment of disadvantaged pupils of all abilities and to close the gaps between them and their peers. The funding is based on whether a child is eligible for free school meals.

The Department of Education will allocate the following amounts for 2018/19:

- £1,320 per pupil who have been recorded as being entitled to free school meals at any time from reception to Year 6. (Ever 6 FSM)
- £1,600 per pupil for Looked after children (LAC) defined in Children Act 1989 as one who is in the care of, or provided with accommodation by, a local authority
- £2,300 per pupil for children who have ceased to be looked after by a local authority because of adoption, a special guardianship order, a child arrangements order or a residence order

Service Premium

There is also additional funding for supporting children and young people with parents in the regular armed forces. This is an allocation to offer mainly pastoral support during challenging times and to help mitigate the negative impact on service children of family mobility or parental deployment.

Pupils attract the premium if they meet the following criteria:

- one of their parents is serving in the regular armed forces
- they have been registered as a 'service child' in the school census at any point since 2011
- one of their parents died while serving in the armed forces and the pupil receives a pension under the Armed Forces Compensation Scheme (AFCS) or the War Pensions Scheme (WPS)

Schools will receive £300 for each eligible pupil.

Rationale for Pupil Premium Spending

Key objectives and principles:

To raise attainment in reading, writing and maths combined in KS2 from 58% (2 children) to 100% (2 children) – in line with FFT 50

To reduce the gap in attainment outcomes between disadvantaged pupils and non

To raise attainment in all year groups to be in line with national averages

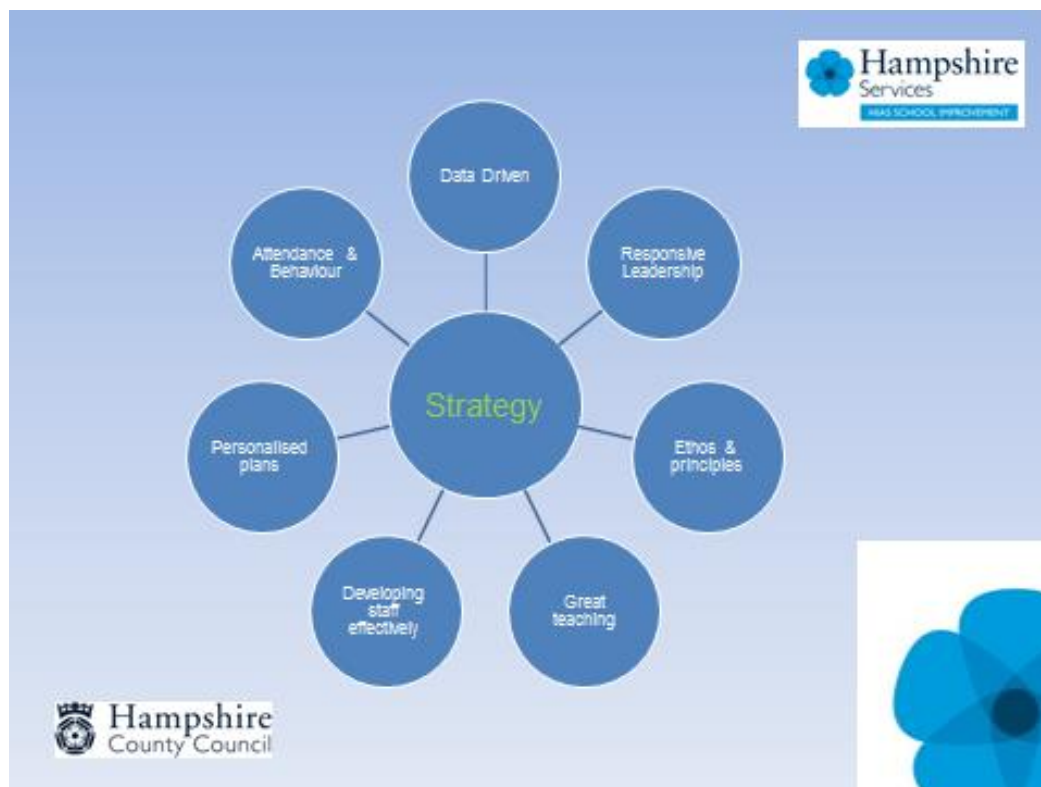
Pupil Premium Strategy Group

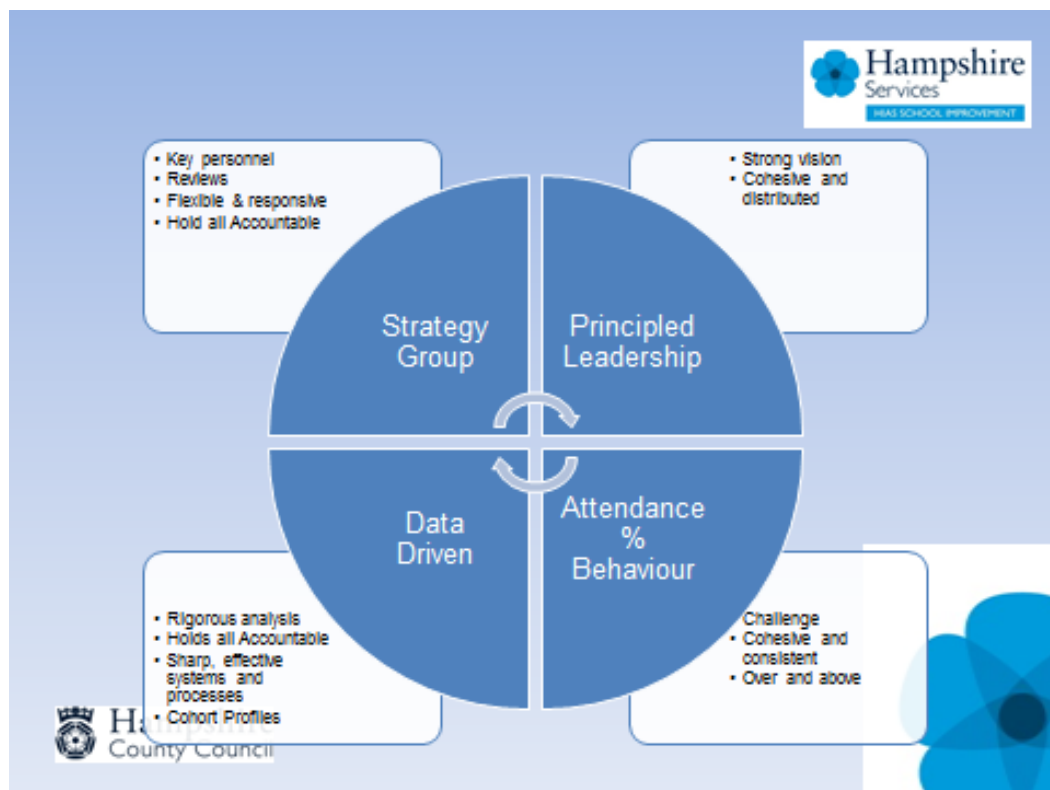
| Team member | Role |
|---------------|----------------------------------|
| Mark Snow | Head Teacher/ Pupil Premium Lead |
| Jo Dyer | Bursar |
| Angela Dexter | Attendance Officer |
| PP Governor | Cat Travers |
| | |

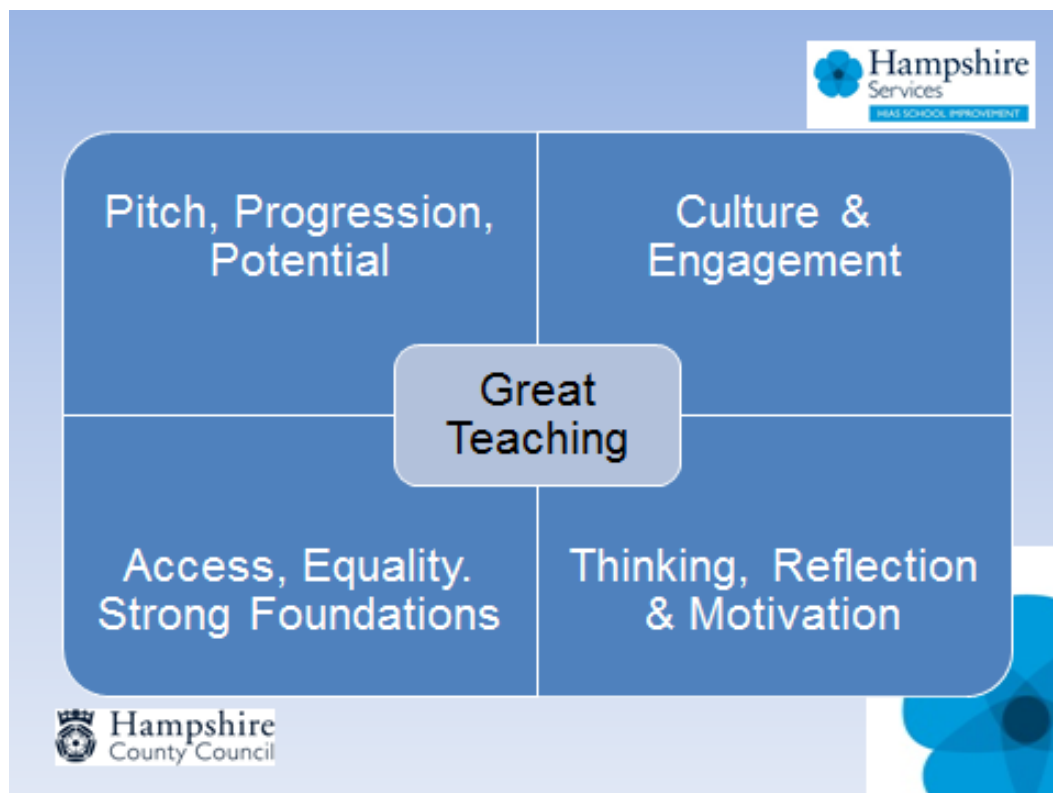
| Current Profile | | | | | | |
|-------------------|----------|----------------------------------|------------|------------------------|---------|-----|
| Year | 2018-19 | Number of Pupils eligible for PP | 16 | Breakdown of PP Pupils | | |
| NoR | 73 | Total PP budget | £10,440 | FSM/Ever 6 | Service | LAC |
| Date of Statement | May 2018 | Review Date(s) | March 2019 | 13 | 3 | 1 |

| Cohort Profile of Disadvantaged Pupils in Key Stage 1 and 2 | | | | | |
|---|--|--|---|--|--|
| Year Group | Number and % of disadvantaged pupils eligible for PP | Number and % of pupils on SEN register | Lower Attaining Pupils from EYFS or KS1 | Middle Attaining Pupils from EYFS or KS1 | Higher Attaining Pupils from EYFS or KS1 |
| Year 1 | 31% (4 child) | 20% (1) | 1 | 0 | 0 |
| Year 2 | 8% (1 children) | 0% | 0 | 2 | 0 |
| Year 3 | 36% (4 children) | 33% (1) | 6 | 0 | 0 |
| Year 4 | 13% (1 children) | 0% | 2 | 2 | 0 |
| Year 5 | 33% (4 children) | 33% (1) | 1 | 0 | 0 |
| Year 6 | 40% (2 children) | 0% | 1 | 2 | 0 |

School Pupil Premium Strategy







| Current Attainment KS2 (2018) | | | | |
|---|--------------------|------------------------|------|--------------------------|
| Percentage reaching expected standard | School PP Outcomes | School Non-PP Outcomes | Gap | National Non-PP Outcomes |
| Reading, Writing & Mathematics combined | 0% | 83% | -83% | 70% |
| Reading | 100% (1) | 92% (11) | 8% | 80% |
| Writing | unknown | 75% | - | 83% |
| Mathematics | 100% (1) | 58% (8) | 42% | 81% |

| Current Progress (2018-19) | | | | |
|----------------------------|--------------------|------------------------|-----|--------------------------|
| | School PP Outcomes | School Non-PP Outcomes | Gap | National Non-PP Outcomes |
| Reading | 100% (1) | 100% (3) | 0 | - |
| Writing | 100% | 100% | 0 | - |
| Mathematics | 100% | 100% | 0 | - |

| Current Attainment KS1 (2018) | | | | |
|---|------------------------|------------------------|-----|--------------------------|
| Percentage reaching expected standard | School PP Outcomes (0) | School Non-PP Outcomes | Gap | National Non-PP Outcomes |
| Reading, Writing & Mathematics combined | 0% | 58% (7) | 0% | - |
| Reading | 0% | 67% (8) | - | - |
| Writing | 0% | 58% | - | - |
| Mathematics | 0% | 67% | - | - |

| Attendance | | Exclusions | |
|---------------|----------------------|------------|-----------------|
| School 95.15% | Disadvantaged 94.52% | School 0 | Disadvantaged 0 |

Key Challenges for Pupil Premium Pupils (Linked to school rationale, internal and external barriers for learning)

| |
|---|
| 1 Reasoning and problem solving (further developing understanding and application of mathematical language) |
| 2 Reading and writing outcomes; developing pupils application of vocabulary and spelling |
| 3 A shared understanding of high expectations in attainment from staff and parents of all pupils (including disadvantaged) |
| 4 Turbulence with staffing and leadership with fluctuating class sizes – consistency in assessment/ resourcing |
| |

| Summary allocation of funding | Expenditure |
|--|--|
| Rationale for spending The pupil premium funding will be spent to overcome the barriers identified by the Strategy Group; working towards key objectives in attainment alongside provision for social, emotional and enrichment needs. | |
| Teaching and Learning <ul style="list-style-type: none"> • HIAS training for all staff (CPD in Maths and English) • Support Staff (interventions) | <ul style="list-style-type: none"> • £2850 • £3500 |
| Emotional, social and behavioural support <ul style="list-style-type: none"> • ELSA/ FLO (support shared across Federation) • Bridge for Learning • BFC & ASC | <ul style="list-style-type: none"> • £5300 • £2000 • £100 |

| | |
|---|--|
| Enrichment <ul style="list-style-type: none"> • School Learning Experiences | <ul style="list-style-type: none"> • £200 |
| Total Expenditure | £10,440 |

| School Improvement Plan priorities for disadvantaged pupils | | | | | |
|--|--|---|--|------------------------------------|--------------------------------|
| Area of Focus | Expected Impact | Actions | Resources/ Timings | Monitoring | Evaluation / Impact |
| 1 Reasoning and problem solving (further developing understanding and application of mathematical language) | Improved % of PP pupils on track to meet ARE in Maths (with particular focus on Year 3 and 5) | <ol style="list-style-type: none"> 1 HIAS Staff training – develop quality of teaching and learning in order to accelerate progress of all pupils (including disadvantaged). 2 Ensure assessment data is used consistently to inform teaching and learning – further develop adaptive learning journey. | Monitoring half termly (book scrutiny, learning walks and Pupil Progress reviews) | SLT Strategy Group | |
| Reading and Writing (phonics, spelling and vocabulary) | Improved % of PP pupils on track to meet ARE in Wr. | As above | As above | SLT Strategy Group | |
| Improvements in teaching and | Attainment ‘gap’ between disadvantaged pupils and | Progress will be monitored and evaluated to ensure that | As above | Strategy Group/ | |

| | | | | | |
|---|---|--|------------------------------------|--|--|
| <p>learning impact on the attainment and progress of disadvantaged pupils (ensure attainment in R, Wr and M to be 'in line' or 'above' with national averages)</p> | <p>non will be reduced by 10%. Staff understanding and development of effective relationships with disadvantaged pupils will raise attainment and accelerate progress.</p> | <p>improvements are made (observations, book scrutiny, reviews of planning). CPD with staff to further develop their understanding of the impact on attainment with regards to teaching and learning.</p> | | <p>Inclusion Lead (SENDCo)</p> <p>Governor updated</p> | |
| <p>Develop a shared understanding of expectations with Parents</p> | <p>Parents will have a shared understanding with staff of expectations in attainment.</p> | <p>Open sessions with parents to improve engagement. Regular updates/ sharing of information through newsletter, consultation evenings and questionnaire.</p> | <p>Termly</p> | <p>EHT/ SLT/ FLO</p> | |
| <p>Attendance to be in line with peers (focus on PP boys – 93.78%. PP girls 95.82%)</p> | <p>Attendance figures will improve and this will have a positive impact on outcomes.</p> | <p>Attendance to be monitored and challenged regularly to ensure outcomes and data are not impacted upon.</p> | <p>Reviewed half termly</p> | <p>EWO/ EHT/ SLT</p> | |

The impact of the funding allocations and improvements outlined in the PP strategy (2017-18)

Teaching and learning

- **Attainment** - more positive outcomes for Writing and SPaG for PPM 2017/18. Continue to focus on all areas (key priority in Maths/ Reasoning) in order to improve % ARE combined 2018/19.
- **Progress** – better progress in Reading. A more consistent approach to tracking and assessment will support the monitoring process across the school (inform effective use of support staff for interventions).

Emotional, social and behavioural support

- **Attendance** – some improvement in whole school attendance figures 2017/18 (however still below target of 96%). Positive report 2018/19 (>96%) - continue to monitor/ evaluate. EWO support in place for 2018/19.
- **Exclusions** – N/A
- **Enrichment** – teachers have started to consider cultural experiences needed to enrich learning journeys for the disadvantaged. strategies have started to be developed/ planned for to support the self-esteem and well-being of PPM (effective use of ELSA sessions and FLO/ introduction of Forest School).