

Chilton Primary School

Pupil Premium Grant Expenditure STRATEGY AND PLAN 2020-2021

One Childhood, One chance.

Chilton Primary School is dedicated to providing the best possible school experience for all of our pupils. The Pupil Premium funding is used to ensure resources are deployed to support children's learning and academic progress so that the difference is diminished between academic outcomes for children from disadvantaged children to that of their peers.

Funding is also used to support vulnerable families in a number of ways. We use all of the resources at our disposal to assist those families in need of pastoral support.

Summary Information					
School	Chilton Primary School			Head of School – Kate Law	
Academic Year	2020-21	Total PPG	£96, 840	Date of next PPG review	OCTOBER 2020
Total number of pupils	424	Number of pupils eligible for PPG	72	Last Reviewed	AUGUST 2020

Achievement						
Attainment for 2018/19 KS2	School ALL 57	National ALL	School Disadvantaged 11	National Disadvantaged	School Non Disadvantaged 46	National Non Disadvantaged
% achieving expected standard in Reading, Writing and Maths	95%	65%	100%	TBC	93%	TBC
% achieving expected standard in Reading	96%	73%	100%	TBC	96%	TBC
% achieving expected standard in Writing	95%	78%	100%	TBC	93%	TBC
% achieving expected standard in Maths	98%	79%	100%	TBC	98%	TBC
% achieving expected standard in GPS	98%	78%	100%	TBC	98%	TBC

Progress for 2018/19 KS2	School Disadvantaged	School All pupils (school non disadvantaged tbc)		Difference
Progress Score for Reading	TBC	1.8		TBC
Progress Score for Writing	TBC	2.0		TBC
Progress Score for Maths	TBC	2.4		TBC
Average Scaled Score KS2	School Disadvantaged	National Disadvantaged	School All pupils	National
Reading	TBC	TBC	109	TBC
Maths	TBC	TBC	110	TBC
Grammar, Punctuation and Spelling	TBC	TBC	111	TBC

KS1 ATTAINMENT	NATIONAL ALL	SCHOOL ALL	School Disadvantaged	National Disadvantaged	School Non Disadvantaged	National Non Disadvantaged
Reading	TBC	83%	83%	TBC	85%	TBC
Writing	TBC	77%	66%	TBC	78%	TBC
Maths	TBC	87%	75%	TBC	87%	TBC

Attendance- 2018-19				
	School - NON PPG	National - NON PPG	School - PPG	National - PPG
Percentage Attendance	97.05	TBC	95.17	TBC
Persistent Absence	3	TBC	9	TBC

Barriers to future Achievement

Barriers to future Achievement	
In school	
A	<p>Academic barriers and challenges – dyslexia related tendencies, processing and memory skills, speech & language, social communication difficulties, listening and attention difficulties. Poor self-image as a learner as a result. Some children with significant additional needs</p> <p>School Closure related barriers: lack of engagement / support with home learning leading to lag / gaps - lack of confidence in themselves as learners, lack of resilience to formal education, loss of some attention, listening and concentration skills</p>
B	<p>Relationship building - Emotional Well-Being and mental health, poor self-esteem and self-image leading to difficulties with social skills and communication difficulties, barriers to forming effective friendships and partnerships (learning and social) within the classroom.</p> <p>School Closure impact: Isolation / lack of social time with peers – leading to lack of social resilience and skills – the need to re-build friendship, ties and a sense of connection / belonging</p>
C	<p>Social and emotional – low confidence and motivation within the classroom – lack of emotional regulation understanding. Issues with behaviour for learning and involvement within the classroom as a result</p> <p>Family Experiences during school closure – loss of daily physical contact with school leading to: worry, anxiety, separation issues, lack of resilience in school environment</p>
D	<p>High academic ability – reaching full potential, appropriate challenge for children who have experienced successful home-schooling during lock-down</p>
External Barriers	
A	<p>Home life causing instability: parent conflict / miscommunication and relationship breakdowns, domestic violence, economic constraints, blended families, sibling rivalries and issues/influence, mental health and emotional wellbeing of parents/families, absent parents, estranged parents, relations with addiction issues, long and unsocial working hours, parental academic ability and additional educational needs, EAL, distance of housing from school.</p> <p>Parents / Family affected by pandemic – loss of jobs, parents working from home, end of furlough pressures (financial), family separation due to shielding/contact rules, bereavement and grief, lack of routine and structures in daily life, parental anxiety and worry about Covid</p>
B	<p>Safeguarding, LAC, CIN, Social Services and Early Help (and other external agencies) involvement, poor English spoken in the home, lack of boundaries around mobile technology and social media use</p>
C	<p>Poor attitudes towards education within the home, parents fearing engagement with school and learning, parents not engaging effectively with external support</p>
D	<p>Financial difficulties and restraints preventing children from taking part in enrichment activities</p>

Desired Outcomes		Success Criteria
A	Across the school, disadvantaged children's academic skills improve to move in line with that of their peers	Children show at least good progress in cores subjects Intervention data evidences steps of progress Their books show evidence of significant progress Provision maps and personalised plans / EHCPs demonstrate impact of intervention and strategies / support Children are involved and motivated learners
B	Children's emotional wellbeing and mental health improves so that they gain confidence and are happy to learn and attend school	Children show confidence in engagement in school activities and learning They make use of resources and strategies to help them manage difficult emotions Incidents of poor behaviour are reduced as evidence by behaviour tracker Children form positive friendships and enjoy successful, positive playtimes Attendance percentages are good or improving over time.
C	Children access all aspects of the curriculum, including school trips and activities	No pupil excluded from any school activity due to financial constraints No pupil prevented from taking part in an activity or experience
D	Children's early phonic and reading skills are in line with that of their peers	The phonic screen in Year 1/2 demonstrates no difference in achievement.
E	Children with low standards of Literacy make at least good progress in Reading and Writing. Children with SEN demonstrate steps of progress through provision maps and personalised plans / EHCPs	End of year data RWI tracking Provision maps and personalised plans Intervention tracking Children's books demonstrate clear improvements in areas of need
F	Children are engaged in a calm learning environments facilitated by appropriate groupings and adult support deployment to meet needs	End of year data Children's books and learning demonstrates clear improvements in areas of need Impact of PSHE and wellbeing curriculum

Allocation of Funding, Purpose and Evaluation of Impact

Quality of Teaching For All				
Desired Outcome	Action / Approach	Rationale	Implementation	Evaluation
<p>85% Reception children achieve expected in reading</p> <p>90% of children in Year 1 achieve expected phonics standard</p> <p>90% of Year 2 children achieve expected phonics standard (by end of year)</p> <p>All children make expected progress in reading and writing</p>	<p>Use of Ruth Miskin - RWI subscription & resources for small group phonics – assessed termly.</p> <p>Deployment of staff to ensure small group teaching can continue in three year groups, every day, without fail.</p> <p>Access to training and support from Ruth Miskin (in school). English Leaders robustly assess and adjust provision throughout.</p> <p>In house training and coaching provided by English leaders.</p>	<p>Robust and discrete phonics is the corner-stone of successful learning. RWI has a successful and proven track record at Chilton.</p> <p>Ongoing training and support ensures teaching and learning can be adjusted to ensure all children make the progress they are capable of</p>	<p>Daily RWI in Reception, Year 1 and 2 – 6 members of staff to deliver small group phonics every day.</p>	
<p>Children at risk of falling behind in phonics, reading or writing catch up and keep up.</p> <p>Barriers to learning are overcome</p> <p>Strategies learned in intervention are transferred to the classroom</p>	<p>RWI and Fresh Start interventions delivered outside of phonics groups.</p>	<p>Intervention can be carefully tailored to address gaps and diminish the difference for learners. This can be delivered on an individual or group basis. Strategies are then supported back in the classroom to aid whole class learning</p>	<p>Identified children access tailored intervention, support and provision teaching allowing differences to diminish rapidly (delivered by TAs and HLTAs)</p>	

Children are supported by Teaching Assistants to maximise progress and involvement in learning across the curriculum	Teaching Assistant – afternoon hours deployed for vulnerable learners	Children still require support from additional adults throughout the school day to ensure that they access all parts of the curriculum and learning successfully. This means they can access a broad curriculum	TAs deployed according to need (DHT) – this is reviewed and adjusted on a needs basis, termly	
Children with significant S&L and literacy barriers close their gaps in skills and make good progress	HLTA intervention – including bespoke S&L support across the school. Includes liaison with external services and resourcing. Screeners and small groups /1:1 sessions – including with external services involvement	Specialist S&L TA		
Children in Year 5 and 6 catch up and keep up	Smaller class sizes in Year 5 and 6 Additional teachers deployed to Year 6	Smaller groups allows for more personalised learning, stronger relationships and more personalised, targeted and effective feedback leading to highly effective teaching and learning strategies with measurable impact	3 x 20 in Year 5 and 6 across the school day + appropriate TA deployment. X 2 additional Year 6 teachers to form smaller bubbles to allow whole Year 6 team to target teaching and learning strategies and approaches effectively	
CPD and training focus for staff on assessment for learning, planning and	Staff mentoring and coaching in support of A4L	Support of staff must be deeply personalised for individual and groups of	Term 1 – informal and constant learning walks	

effective teaching for learning	and personalised teaching and learning	children in post school closure times. Formal monitoring not as effective as on-going time allocated to coaching – using SLT and WLT / peers to ensure that ongoing assessment of teaching ensures best outcomes for learners	and conversations with class teachers by SLT Formal coaching across term 2 / 4 / 6 PDMs across term 1 and 2 focus on highly effective teaching strategies, moderation and A4L/Planning Appraisal – one target focused on Principles in Action and further research	
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Targeted Support				
Desired Outcome	Action / Approach	Rationale	Implementation	Evaluation
Children with significant challenges / mental health difficulties access professional therapy services on a regular basis in order to support and address emotional barriers and difficulties. Emotional wellbeing improves over time.	Fegans Counselling (in-school) accessed for on-going play therapy and counselling. This is a long-term approach	Children need trained counsellor who they see in safety, in school. This person provides them a vital resource for talking in support of their mental health and wellbeing. Support is given away from the constraints of classroom relationships. Counselling can continue for as long as needed.	Counsellor seeing 6 children weekly, across two days. Liaises with NB on progress and to communicate ideas for wider support outside of counselling sessions	
Children with worries / anxieties / external pressures supported through the school	Staff mentors for children requiring safe contact for regular support and communication. Identified children have chosen	Allows children avenues to express feelings, thoughts and emotions. Allows strategies for support to be explored and introduced	Children identified, staff members chosen, format of contact devised. Monitored by pastoral team	

community to improve and sustain well being	member of staff as mentor for regular check ins and keep in touch meetings – scheduled and as needed.	(thoughts books etc.) – and also external services to be recommended / accessed for further support		
Children with communication / emotional challenges receive physical resources and quality first teaching in support of addressing barriers	Speech and Language resources purchased and deployed / used through intervention or through quality first teaching appropriately. Well-being resources / activities / strategies implemented as appropriate	Resources and strategies allow children to feel comfortable, confident safe and secure within the school environment. They are able to access learning as a result.	Identification of barriers on return to school. Identification of appropriate support – then deployed and monitored by CT / pastoral team	
Children with particular and complex barriers to learning receive professional evaluation	Educational Psychologist – x 6 sessions per year, advice and training offered for school staff.	Professional and clinical assessments made – target intervention and support and sign-post additional avenues for identification of educational need	Identified children assessed and strategies implemented. Training and advice used more widely for children with similar need. Advice and training cascaded to wider school staff as appropriate	
Children’s attendance is at least good	Attendance Officer works with vulnerable families to ensure attendance is at least good. Wrap Around Care offered when made more widely available (limited at opening due to pandemic)	Attendance Officer has detailed understanding of attendance, avenues for support, barriers. Families well supported and have contact with school regarding attendance issues	Attendance carefully monitored, families have open and clear communication, with HOS, Attendance Officer offers appropriate support for families struggling with attendance and/or punctuality	

Children with specific additional need receive appropriate and tailored support, provision plans and intervention	SENCo leads on provision for children with additional and complex needs. Ensures plans in place are appropriate, robust, are monitored and assessed effectively and have impact on children's progress and attainment both academically and pastorally	Children with additional need have expert member of leadership team tracking their support and progress. Provision is monitored and adjusted as a result. Additional services can be accessed to further support children	SENCo liaises with class teachers, support staff and parents. Monitors plans, provision and classroom strategies / actions. External services accessed and used effectively.	
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Other Approaches				
Desired Outcome	Action / Approach	Rationale	Implementation	Evaluation
Children can access wrap around care – overcomes financial barrier. Offers support for families around morning routines and preparation for the school day	Breakfast and After School Club places funded	Parents need to access wrap around but finance can be a barrier – this can be removed. Children benefit from wrap around as settling in or decompressing from school day – allows time and calming period before starting school or returning home. Assists with family routines being settled, calm and effective in support of children's wellbeing	Identification of financial barriers – places offered. Identification of families that would benefit from pastoral care through wrap around – places offered.	
Children access all areas of school life without financial barriers	School trips and activities funded where finances are a barrier	Finance and family circumstance must not prevent children from experiencing the same	Where finance or family circumstance is a barrier – school covers costs.	

		schooling and educational experience as their peers		
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