

## Chilton Primary School

### Pupil Premium Grant Expenditure STRATEGY AND PLAN FOR 2019 - 2020

### **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					
<b>School</b>	Chilton Primary School			Head of School – Kate Law	
<b>Academic Year</b>	2019 – 20	<b>Total PPG</b>	£84,480	<b>Date of PPG review</b>	January 2020
<b>Total number of pupils</b>	420	<b>Number of pupils eligible for PPG</b>	64 (15%)	<b>Date for review of strategy Next review</b>	Term 5 2020

Achievement						
<b>Attainment for 2018/19 KS2</b>	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

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

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

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

Barriers to future Achievement	
<b>In school</b>	
A	<b>Academic barriers and challenges</b> – 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 ( <b>SEN/EHCP – 18% of PPG children</b> )
B	<b>Relationship building</b> - 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 ( <b>learning and social</b> ) within the classroom and <b>at break/lunchtimes (55% of PPG children)</b>
C	<b>Social and emotional</b> – low confidence and motivation within the classroom – lack of emotional regulation understanding. <b>Issues with behaviour for learning and involvement within the classroom as a result (44% of PPG children)</b>
D	<b>High academic ability</b> – reaching full potential ( <b>32% of PPG children</b> )
<b>External Barriers</b>	
A	Home life causing instability: parent conflict / <b>miscommunication</b> and relationship breakdowns, domestic violence, economic constraints, blended families, sibling rivalries and issues/influence, mental health and emotional wellbeing of parents/families, absent parents, <b>estranged parents, relations with addiction issues</b> , long and unsocial working hours, parental academic ability and additional educational needs, EAL, distance of housing from school.
B	Child protection, LAC, CHIN, Social Services and Early Help ( <b>and other external agencies</b> ) involvement, poor English spoken in the home
C	Poor attitudes towards education within the home, parents fearing engagement with school and learning, <b>parents not engaging effectively with external support</b>
D	Financial difficulties and restraints preventing children from taking part in enrichment activities

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 <b>personalised plans / EHCPs</b> demonstrate impact of intervention and <b>strategies / support</b> Children are involved and motivated learners
B	Children’s emotional wellbeing and mental health improves so that they gain confidence and are happy to <b>learn and attend school</b>	Children show confidence in engagement in school activities and learning

		<p>They make use of resources and strategies to help them manage difficult emotions</p> <p>Incidents of poor behaviour are reduced as evidence by behaviour tracker</p> <p>Children form positive friendships and enjoy successful, positive playtimes</p> <p><a href="#">Attendance percentages are good or improving over time.</a></p>
C	Children access all aspects of the curriculum, including school trips and activities	<p>No pupil excluded from any school activity due to financial constraints</p> <p>No pupil prevented from taking part in an activity or experience</p>
D	Children's early phonic and reading skills are in line with that of their peers	The phonic screen in Year 1 demonstrates no difference in achievement.
E	<p>Children with low standards of Literacy make at least good progress in Reading and Writing.</p> <p>Children with SEN demonstrate steps of progress through provision maps and personalised plans / <a href="#">EHCPs</a></p>	<p>End of year data</p> <p>RWI tracking</p> <p>Provision maps and personalised plans</p> <p>Intervention tracking</p> <p>Children's books demonstrate clear improvements in areas of need</p>
F	Children are engaged in a calm learning environments facilitated by appropriate groupings and adult support deployment to meet needs	<p>End of year data</p> <p>Children's books and learning demonstrates clear improvements in areas of need</p>

**2019 - 2020**

**Allocation of Funding, Purpose and Evaluation of Impact**

<b>Allocation</b>	<b>Purpose</b>	<b>Intended Impact</b>	<b>EVALUATION – January 2020</b> <b>Please also see pupil survey results at the bottom of page.</b>
Breakfast Club and After School Club:	To collect identified children with persistent issues with attendance and	<i>Children's punctuality and attendance is improving towards being consistently excellent</i> <i>Breakfast club provides a positive start to the day - fed and watered.</i>	<i>Minibus run for 1 child is essential for attendance, punctuality and emotional support.</i>

<p>Mini Bus – morning school run + 2 members of staff Breakfast club resources and staffing. £1170 9 children receive funded places.</p>	<p>lateness and bring them to breakfast club each day. To provide after school club care. To provide unplanned after school club care for parents running late.</p>	<p><i>Children are settled and ready to learn. Children have contact with key staff to ‘unload’ any emotional issues and support can be put in place. Toiletries provided (toothbrush etc.) to ensure that children have completed some basic hygiene before attending learning. After school club places made available to assist working parents. Children have place to go when they know parents are late which is safe and is alongside other children in after school club care – reduces anxiety.</i></p>	<p><i>Club is accessed on a needs basis and as regular ‘booking’. Also available as early drop off (e.g. 8:30) rather than full session. Children attending have improved behaviour as evidenced by points system across term 1 and 2. Unplanned after school club care regularly used for 3 children – they see this as ‘usual practice’ so it does reduce anxiety while they wait. Parents also know that their children are waiting with others – reduces parent stress and assists home-school relations.</i></p>
<p>SENCo hours – supporting PPG children with additional needs £5000 18% of children</p>	<p>SENCO able to evaluate progress and achievement for PPG children with SEN needs. Training and support provided for CT for teaching and learning/support strategies and also for writing personalised plans and updating these. SENCO observes children learning and accesses additional support (internally and externally) for these children.</p>	<p><i>PPG children with additional needs receive specialist and external advice where appropriate (e.g. STLS / OH / Ed. Psych). This ensures that appropriate teaching and learning styles and strategies are applied and accessed to facilitate children’s progress. SENCO continues support to ensure that enhanced and adapted teaching and learning and intervention continues to best support children and maximises their achievement. Provision maps / personalised plans / EHCPs are timely and accurately reflect children’s needs.</i></p>	<p><i>SENCO has monitored all children, updated plans and met with key staff and parents. Formal and informal observations take place to inform future provision. SENCO has liaised with Ed.Psych, SALT, OH, Early Help and LAC agencies to make further use of advice and strategies.</i></p>
<p>Specific SEN resources £500 18% of children</p>	<p>To purchase resources supporting specific learning need:</p>	<p><i>Children with very specific need access and successfully use a range of resources for their particular needs.</i></p>	<p><i>Through monitoring, SENCO has purchased appropriate resources to support children in class and throughout the day.</i></p>

	Fiddle toys, sensory equipment, NESSY subscriptions etc.	<i>This ensure that they have the appropriate range of support to access learning in line with their peers and make academic and social progress as a result.</i>	
Pastoral Team Contribution to staff costs and class cover for meetings <i>40% of children on caseload</i>  Costs to training and development. £3500	Team around the children hold very regular meetings to communicate information regarding children and produce a 'whole picture' of needs and what is working well (+ necessary next steps).	<i>Focus of the team is barriers to learning and how to overcome them. A team around children ensures that communication is clear and transparent on what is in place for children. The team also identifies additional avenues for support or intervention and shares training and best practice. DHT leads this group. Team also regularly report to Wider Leadership Team to inform school improvement planning and milestones.</i>	<i>Pastoral team meet twice a term to share information, inform best practice and explore further avenues for support. This information is disseminated at WLT meetings to share widely and also share responsibility for these children's progress and wellbeing. This ensures that children are supported appropriately by a wide range of staff working alongside the pastoral team. HLTA hours also contribute to Pastoral Team meetings and actions.</i>
HLTA Hours (and resources) for Fresh Start / Read Write Inc. Intervention <i>27% of children</i>	To provide bespoke and timely intervention and ongoing assessment for literacy skills – in support of filling gaps in learning and providing strategies for children with dyslexia related and memory difficulties.	<i>Children receive intensive literacy support teaching them skills and strategies that are then applied across the curriculum successfully. Children's academic progress accelerates. Their self image, self-esteem and motivation for learning improve – allowing them to fully access all learning opportunities.</i>	<i>Fresh Start and bespoke support implemented in Year 4 and 5. HLTA teaches RWI in Year 1 and 2. Tracking demonstrates consistent progress. HLTA teaching allows for groups to be altered regularly so that children receive best possible teaching and learning. Training is also delivered from Ruth Miskin – focuses on harder to reach children.</i>
HLTA Hours (and resources) for Speech and Language £8500 <i>18% of children</i>	Screening ensures a range of appropriate and intensive intervention is in place by a specialist HLTA. This includes early	<i>Early difficulties or developmental delays in speech and language are addressed as soon as children begin at school – with rapid progress as a result. This allows children to access learning successfully.</i>	<i>Allows for consistent small group and 1:1 intervention. HLTA also works alongside external SALT specialists with 3 PPG children (3 hours per week contact time + additional time for assessment and planning).</i>

	<p>intervention for Reception children.</p> <p>Lucid and Lass screens – identifying areas of weakness that can then be addressed through teaching and learning or intervention.</p>	<p><i>Speech and Language interventions (e.g. Talk Boost) used in EYFS/KS1 to address barriers in S&amp;L but also to build confidence and self-esteem so that children can access learning in line with peers. Screening allows for ongoing and regular assessment – identifying barriers to learning that can be addressed swiftly.</i></p>	
<p>Cost towards hours for staff mentors £1000 11% of children</p>	<p>Members of staff allocated for children requiring a ‘safe space’ or ‘their person’ to discuss emotions, feelings and learn emotional regulation.</p>	<p><i>Children have an outlet for emotions. They are able to learn about emotional regulation in a safe and more private space (to a whole class setting). Talking time also contributes to safeguarding – children free to express worries or issues they are facing.</i></p>	<p><i>Staff mentoring currently in place for 5 children. They are accessing this light touch support frequently.</i></p>
<p>Ruth Miskin training and resources: Read, Write, Inc Fresh Start, Spelling £7500 All PPG children access RWI/Fresh Start and spelling resources, staffing and groupings / interventions appropriate to need.</p>	<p>Systematic and effective teaching of Phonics and early reading and spelling in Reception and Year 1 (including 1:1 intervention)</p> <ul style="list-style-type: none"> <li>• RWI learning groups in KS2</li> <li>• RWI interventions during the mornings</li> <li>• Fresh Start intervention group targeting children with significant barriers within literacy learning – Year 5 and 6</li> </ul>	<p><i>Quality First Teaching of Read, Write, Inc ensures that children make consistent and rapid progress in line with their peers. Additional intervention ensures children catch up and keep up. Interventions and teaching and learning strategies are adjusted and adapted to match learning needs and styles. Children in KS2 receive additional support in English to ensure continued progress in basic reading and writing skills. Children in Years 5 and 6 receive bespoke ‘Fresh Start’ intervention teaching them essential skills for reading and writing and to overcome barriers to learning – they take these independently back to classrooms and apply ensuring progress across the curriculum.</i></p>	<p><i>Funding and staffing continues to allow for bespoke intervention, class support and flexible groupings. Training also accessed direct from Ruth Miskin.</i></p>

	<ul style="list-style-type: none"> <li>• RWI leader training and release from class</li> <li>• Spelling groupings and interventions (class based and as intervention)</li> </ul>	<p>Through improved literacy skills, children's self-esteem and confidence improves allowing them to become independent and motivated learners.</p> <p>Children are grouped for spelling so that they receive teaching at the appropriate level.</p> <p>Additional staff deployed to the year groups most in need. Additional staff deployed for 1:1 or small group spelling during whole class sessions.</p>	
<p>Deployment of TA hours to support reading, writing and maths learning appropriately</p> <p>All children will access or benefit from TA support and groupings throughout the week.</p> <p>From directed TA support – 20%</p>	<ul style="list-style-type: none"> <li>• To facilitate 1:1 RWI sessions</li> <li>• To facilitate precision teaching sessions</li> <li>• To facilitate appropriate groupings and interventions</li> </ul>	<p>Children receive appropriate intervention to ensure that they catch up and keep up – especially in order to achieve expectations in Y1 and 2 phonics.</p> <p>Reviewed and adjusted on a termly basis.</p> <p>Groupings and parallel interventions ensure that children are taught at the appropriate level (this will apply to facilitate best learning for most able and least able)</p> <p>TA support allows for CT focus on children within the classroom.</p>	<p>Precision teaching continues outside of RWI to ensure that PPG children continue to catch up and keep up and do not fall behind peers.</p>
<p>Cost of afternoon TA hours</p> <p>£5070</p>	<ul style="list-style-type: none"> <li>• To support behaviour and emotional wellbeing</li> <li>• To support less confident learners</li> <li>• To support personalised activities</li> </ul>	<p>Children are able to access learning: They are supported to be socially and emotionally ready to take part in whole class sessions alongside peers.</p>	<p>Afternoon hours currently used to support Y1, 2 and 5 where the need is greatest for emotional wellbeing.</p>
<p>Contribution to costs for Sports Coach hours and lunchtime clubs</p>	<ul style="list-style-type: none"> <li>• Sports Therapy, Active Play leadership and communication</li> </ul>	<p>Children learn social skills, listening and communication skills through sporting activities</p> <p>Children learn anger management techniques through sports activities</p>	<p>Sports Coaches identify key children who benefit from activities and responsibilities. This in turn leads to improved confidence – socially and academically.</p>



25% of children	<p>groups for identified children</p> <ul style="list-style-type: none"> <li>• Mentoring of identified pupils</li> <li>• Meet and Greet for identified pupils</li> </ul>	<p><i>This allows them to successfully partake in all aspects of the school day</i></p> <p><i>Children take leadership roles giving them ownership and responsibility – building self-esteem and resilience + social skills.</i></p> <p><i>Children are actively engaged during playtimes and develop meaningful social bonds</i></p>	<p><i>Lunch clubs offer alternative provisions for children needing time away from busy playground life.</i></p>
<p>Morning learning groups in Year 5 and 6</p> <p>£15320</p> <p>58% of children</p>	<p>English and Maths lessons delivered in 3 groups per year group by qualified teachers to facilitate continued excellent progress and achievement – minimising gaps in standards</p>	<p><i>Children receive high quality teaching and learning in smaller groups allowing for more focused and personalised teaching and learning and feedback. Learning is tailored precisely for each group. Progress and achievement is excellent. Children are ‘secondary ready’ by the time they leave KS2.</i></p> <p><i>Smaller groups allows for relationships to build an effective, safe and collaborative environment for teaching and learning.</i></p> <p><i>Pupil well-being maintains a high profile.</i></p> <p><i>Children given a more intimate safe environment to discuss worries and emotions.</i></p>	<p><i>Used in Year 5 and 6 allowing for personalised and intense feedback. Monitoring evidences positive relationships and strengths of feedback. Books evidence increased care with and involvement in learning. Books clearly show steps of progress across the curriculum – including strong evidence of stretch and challenge.</i></p>
<p>Cost towards attendance officer hours</p> <p>£2000</p> <p>11% of children</p>	<p>Attendance for pupil premium children closely monitored and all avenues for support for families explored and exploited</p>	<p><i>Attendance Officer identifies children in need to support and offers a range of avenues to the families. This ‘non-threatening’ point of contact provides a source of positive engagement with the school for vulnerable parents.</i></p>	<p><i>Attendance officer has firm grasp on attendance figures for PPG children. She has forged strong relationships with families with low attendance and is able to support them appropriately. This is also supported by HOS. External Agencies also accessed – Early Help and attendance officer liaises with key workers consistently.</i></p>
<p>Financing Year 6 Swattenden Residential places</p> <p>£1400</p>	<p>Enabling disadvantaged children to take part in the residential trip which focuses on building self</p>	<p><i>Children are able to access the same experience as all of their peers and benefit from the skills taught and learned on the residential trip</i></p>	<p><i>Academic year 18-19 – 4 children’s residential trip subsidised (£920) – cost is likely to be higher across 19-20 due to % of ppg children and cost of trip increasing.</i></p>

	esteem, confidence, communication, independence and team work		Places can also be booked 'late' – meaning children can still attend the residential and pay after the event (one child paying across 19-20 for trip that should have been paid for last year).
Financing swimming lessons £450	Enabling disadvantaged children to take part in statutory swimming lessons (KS2) And those offered for KS1 as part of PE lessons	All children able to access swimming lessons alongside peers. Builds life skill and water confidence across their time at Primary School and gives experience that they may not be offered outside of school.	Swimming lessons continue without payment (£435 subsidy last year). Current assessment shows all children cannot yet swim 25m – essential that funding used to persevere with this skill as children unable to access swimming outside of school lessons. Also gives encouragement to parents to ensure children are ready and equipped to go to lessons.
Financing academic Visits  Financing passport applications for Year 4 trip to France £800	Enabling children to attend school visits. Enabling Year 4 children to take part in the trip to France (as group passport rules have changed)	All children are able to access extended curriculum through enrichment visits. All children access same experiences – adding to cultural capital of schooling.	Last year, £655 was used to subsidise trips – this figure is likely to be replicated, allowing all children to attend all trips alongside peers. This also ensures they experience similar cultural capital through school excursions alongside peers. Passports for France – 3 passports paid for - £138 – this figure likely to be replicated with current y4 cohort.
Counselling Service through Fegans £300 per term (£1800 a year) 5% of children	Counselling sessions delivered in school Play therapy delivered in school Both supporting identified children needing support with emotional wellbeing	Children have external support for significant emotional need. This is a long term mechanism of support designed to positively affect their wellbeing and self-esteem	3 children access this resource as necessity to manage complicated circumstances. Support long-term and ongoing. 2 further children are on the waiting list for this service and will take up counselling in term 4.

## Pupil Survey Findings: January 2020

Every child from Reception to Year 6 for whom the school received Pupil Premium Funding were asked about five statements regarding their experiences at school. They could choose from five answers and add their comments.

Statement	Number of Responses	Comments	Impact on planning
I like learning	All the time – 28 Often – 22 Sometimes – 16 Not often – 1 Never - 0	Comments identified a particular subject they weren't as keen on. Others indicated that they didn't like learning if they felt it was too challenging – Y4 child "Sometimes it gets too hard and I get frustrated and annoyed with myself". Others (all in Y5) reflected on their own mood or self-image as a learner further – "I do like learning but not all the time when I'm not in a good mood"; "Sometimes I get distracted"; "Sometimes it can be struggle and I can't do it"	Y5 statements are indicative of whole school approach needed to challenge, difficulty and coping with struggles – linked to school value of courage. This should be a feature of all feedback and also values focused learning and PSHE.
I am good at learning	All the time – 28 Often – 18 Sometimes – 19 Not often – 1 Never - 1	Comments again reflected self image as learner and response to getting things 'wrong': "In Maths I get things wrong.... It's not always bad to get things wrong but in English I get things right." "I get a lot of blue and that makes me think I'm not good at learning".	Share with teaching and support staff so that resilience and response to feedback can be part of daily teaching language and feedback conversations with children (inset 24/2/20)
Teachers help me	All the time – 27 Often – 15 Sometimes – 22 Not often – 3 Never – 0	Comments showed that when help wasn't given, this was because the children considered that they didn't need it and this was positive thing (to be independent). Also that they children knew that other children may need more help than them: "Sometimes I do need help and they just come over" "It's only sometimes I need help". "There are other people that can be stuck" "I'm getting confident in doing it myself" "Sometimes my partner can help me" "They have to help all the other children too"	Share with teachers and support staff so that they are aware of children's perceptions of who gets help, how and how often.

		“I don’t need it”	
I have friends	All the time – 57 Often – 7 Sometimes – 2 Not often – 1 Never – 0	Only 4 comments – 2 describing what they play. One described specific recent incident with one other child. The final mentioned getting in fights a lot.	Ensure that playground issues are continued to be dealt with, taken seriously and that children are re-assured that adults will help.
I am happy at school	All the time – 52 Often – 6 Sometimes – 16 Not often – 3 Never – 0	Seven comments: “Kind of” “Sometimes people don’t play with me” “Sometimes I don’t find someone to play with” “Not all the time. I like to work on my own not so much with a partner. I do like my class though” The other three referenced specific issues with individual children.	