

# Pupil premium strategy statement

## Charing CE Primary School

Pupil Premium Lead: Mrs Izzy Hammond



1. Summary information					
<b>School</b>	Charing CE Primary School				
<b>Academic Year</b>	2019/20	<b>Total PP budget</b>	£40,920	<b>Date of most recent PP Review</b>	Sept 2019
<b>Total number of pupils</b>	93	<b>Number of pupils eligible for PP</b>	29	<b>Date for next internal review of this strategy</b>	Mar 2020

2. Current attainment			
	<i>Charing Pupils eligible for PP</i>	<i>Kent Pupils eligible for PP</i>	<i>National All Pupils</i>
<b>% achieving expected standard or above in reading, writing and maths</b>	KS2: 40%	KS2:52.1%	KS2: 65%
<b>% making expected standard or above in reading</b>	KS1:33%; KS2: 80%	KS1: 58%; KS2: 62%	KS1: 75%; KS2: 73%
<b>% making expected standard or above in writing</b>	KS1: 33%; KS2: 60%	KS1: 52%; KS2: 70%	KS1: 69%; KS2: 78%
<b>% making expected standard or above in maths</b>	KS1: 33%; KS2:40%	KS1: 61%; KS2: 65%	KS1: 76%; KS2: 79%

3. Barriers to future attainment (for pupils eligible for PP including high ability)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
<b>A.</b>	Poor reading skills – Disadvantaged children have lower reading skills in KS1. This slows progress in future years
<b>B.</b>	Poor maths skills – Disadvantaged children have lower maths skills in KS1. This affects progress in future years
<b>C.</b>	Low Aspirations – Disadvantaged pupils have lower aspirations and limited experiences outside of school
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>D.</b>	Limited support from home – Some parents have limited literacy skills and so children do not read at home or complete homework, slowing progress in Reading and Maths and lowering children’s personal expectations of their potential achievement
<b>E.</b>	Low attendance – This reduces school hour and can cause pupils to make limited progress towards end of year expectations

<b>4. Outcomes</b>				
	<b><i>Desired outcome</i></b>	<b><i>Measure</i></b>	<b><i>Success criteria</i></b>	<b><i>Evidence</i></b>
<b>A.</b>	Disadvantaged children's reading improves in line with other children nationally	Termly assessment data	<ul style="list-style-type: none"> <li>• Pupils eligible for PP make at least 4 steps progress</li> <li>• Pupils enjoy reading and can talk enthusiastically about a book they have read</li> </ul> <b>KS1 Phonics Target Summer 2020: 94%</b> <b>End of KS1 Target 2019/20: 80%</b> <b>End of KS2 Target 2019/20: 94%</b>	<ul style="list-style-type: none"> <li>• End of KS1 reading data</li> <li>• End of EYFS reading data</li> <li>• End of KS2 reading data</li> <li>• Phonics Screening result</li> <li>• Buster's Book club data</li> <li>• Termly reading data</li> <li>• Pupil Progress minutes</li> </ul>
<b>B.</b>	Disadvantaged children's maths improves in line with other children nationally	Termly assessment data	<ul style="list-style-type: none"> <li>• Pupils eligible for PP make at least 4 steps progress</li> <li>• Pupils enjoy and feel confident when accessing the maths curriculum</li> </ul> <b>End of KS1 Target 2019/20: 80%</b> <b>End of KS2 Target 2019/20: 81%</b>	<ul style="list-style-type: none"> <li>• End of EYFS number data</li> <li>• End of KS1 maths data</li> <li>• End of KS2 maths data</li> <li>• Termly maths data</li> <li>• Pupil Progress minutes</li> <li>• Book scrutiny</li> </ul>
<b>C.</b>	Disadvantaged pupils have opportunities to try new experiences and raised aspirations for the future	Register of clubs and events	<ul style="list-style-type: none"> <li>• Pupils are fully involved in life skills lessons</li> <li>• Children attend educational visits</li> <li>• Pupils are able to access residential opportunities</li> </ul>	<ul style="list-style-type: none"> <li>• Register of clubs and events</li> <li>• Evidence of Life skills lessons</li> </ul>
<b>D.</b>	Parents of pupils eligible for PP are engaged in their child's learning, attend parental events and have higher expectations of their children.	Attendance at events Homework register	<ul style="list-style-type: none"> <li>• Parents of children eligible for PP engage with the school events</li> <li>• Pupils complete homework with parental support</li> <li>• Children are heard to read at home regularly</li> </ul>	<ul style="list-style-type: none"> <li>• Homework books</li> <li>• Evaluation of parental events</li> <li>• Attendance records for learning conferences</li> </ul>
<b>E.</b>	To improve the attendance of disadvantaged pupils	Attendance data	<ul style="list-style-type: none"> <li>• Reduction in number of persistent absentees among pupils eligible for PP</li> <li>• Attendance of pupils eligible for PP is at least 95%</li> <li>• Lateness of pupils eligible for PP is reduced</li> </ul>	<ul style="list-style-type: none"> <li>• Weekly/Termly attendance percentage data</li> <li>• Minutes of attendance meetings with key families</li> </ul>

5. Planned expenditure					
Academic year	2019/20				
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review March 2020
A. Disadvantaged children's reading improves in line with other children nationally	Implementation of Read Write Inc scheme in KS1. All KS1 staff to attend training.	Systematic phonics approaches explicitly teach pupils a comprehensive set of letter-sound relationships through an organised sequence.	English Team and KS1 Lead to monitor progress and lessons	Ros Golden	
	Volunteer helpers to read regularly with children who are not supported with reading at home	The more practise and opportunity children have to read the greater progress they will make. Through reading 1:1 with an adult and with personalised support this will help to build confidence and hopefully develop enjoyment for reading, and raise attainment and progress.	Teachers to monitor reading within class Discussions at pupil progress meetings.	All teachers	
	Focussed support from teaching assistants in all classes	Additional adult support in all classes enables children to make the best progress with targeted support from teaching assistants	Monitor PP progress in Pupil Progress meetings. TAs to report on progress for pupils eligible for PP	Izzy Hammond - SENCO	
B. Disadvantaged children's maths improves in line with other children nationally	Focussed support from teaching assistants in all classes	Additional adult support in all classes enables children to make the best progress with targeted support from teaching assistants	Monitor PP progress in Pupil Progress meetings. TAs to report on progress for pupils eligible for PP	Izzy Hammond - SENCO	
A&B. Disadvantaged children's reading and maths improves	Milk in Schools offered for children eligible for PP (£47)	Children who are healthy and not hungry are better able to access the learning in class	Monitor PP progress in Pupil Progress meetings.	Class Teachers	
<b>Total budgeted cost</b>					<b>£30,000</b>

<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>Review March 2020</b>
<b>C.</b> Disadvantaged pupils have opportunities to try new experiences and raised aspirations for the future	Contribution to school trips for disadvantaged children <b>(£300)</b>	There is strong evidence that extracurricular activities increase self-esteem and positive social behaviour among children.	Office manager to send separate letters to parents of pupils eligible for PP when offering a school trip.	Izzy Hammond – PPLead Sarah Halliday – Office Manager	
	Subsidised costs for year 6 residential trip <b>(£1100)</b>	This is a key social and developmental experience for our year 6 children before they leave primary school that may be inaccessible for parents of children eligible for PP.	PPLead to offer subsidy to all parents of pupils eligible for PP Office Manager to arrange for payment from Academy finance team and allocate to correct families	Izzy Hammond – PPLead Sarah Halliday – Office Manager	
	Contribution to cost of after school clubs for disadvantaged children. <b>(£100)</b>	Payment of an extracurricular clubs will contribute to the improvement of confidence and self-esteem	PPLead to offer when necessary Office Manager to arrange for payment from Academy finance team	Izzy Hammond – PPLead Sarah Halliday – Office Manager	
<b>Total budgeted cost</b>					<b>£1500</b>

<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>Review March 2020</b>
<b>D.</b> Parents of pupils eligible for PP are engaged in their child's learning, attend parental events and have higher expectations of their children.	Weekly Parent coffee afternoon <b>(£100)</b>	Our parents have the opportunity to come into school in a relaxed, informal environment to build up a trusted relationship between parents and school staff	Attendance at coffee club Parental Voice survey	Alice Hawkins – FLO	
	Parent events to encourage parents to spend time in school with their children, eg, breakfast event or open craft afternoon <b>(£500)</b>	Parents feel more confident to come into school for a purpose and to spend time with their children. This raises the confidence of children and adults.	Activities evaluated by staff and parents Register of events	Alice Hawkins – FLO Izzy Hammond - PPLoad	
<b>E.</b> To improve the attendance of disadvantaged pupils	Employment of a FLO <b>(£8320)</b>  * Remainder from other area of budget	When children attend school regularly without constant breaks, they make more progress. Supporting parents of children with low attendance helps to raise attendance.	Attendance will be monitored weekly. Any absence will be addressed immediately.	Alice Hawkins - FLO	
	Attendance reward scheme <b>(£500)</b>	Evidence shows that children who attend school make better friendships, take more ownership in their learning and are more confident.	Rewards will be given out for 96% school attendance within a term and for 100% at the end of the school year. End of year Attendance reward trip and celebrations for 96%+ and 100%	Alice Hawkins – FLO Izzy Hammond - PPLoad	
<b>Total budgeted cost</b>					<b>£9420</b>

## **6. Review of expenditure - Previous Academic Year**

The Pupil premium funding for 2018/19 was spent on the following areas:

- Provision of TAs in class to support reading and writing in all areas
- Provision of milk for children
- Financial support for educational visits for disadvantaged families, including the year 6 residential.
- Support for families with the role of the FLO
- Work in school to improve attendance.

All of these were successful and we have decided to continue with similar support and provision this year to continue to support children from disadvantaged families.

## **7. Additional detail**