

Pupil premium strategy statement (primary)

| 1. Summary information | | | | | | |
|-------------------------------|--|---|---------|---|-----------|--|
| School | Chevening (St Botolph's) CE Primary School | | | | | |
| Academic Year | 2019-20 | Total PP budget | £15,314 | Date of most recent PP Review | July 2019 | |
| Total number of pupils | 205 | Number of pupils eligible for PP | 11 | Date for next internal review of this strategy | May 2020 | |

| 2. Current attainment | | | | | | |
|--|--|----------------|--------------|---------------------------------------|----------------|--------------|
| | <i>Chevening Pupil Premium July 2019</i> | | | <i>National average July 2019</i> | | |
| % achieving GLD at end of Reception/EYFS (2 children) | 100 | | | 72 | | |
| % passing Phonics Check in Y1 (0 children) | n/a | | | 82 | | |
| % achieving in Expected standard+ at end of Key Stage 1 : (0 children) | Reading | Writing | Maths | Reading | Writing | Maths |
| | n/a | n/a | n/a | 75 | 69 | 76 |
| % achieving in Expected standard+ at end of Key Stage 2 : (3 children) | Reading | Writing | Maths | Reading | Writing | Maths |
| | 33 | 33 | 33 | 73 | 78 | 79 |

| 3. Barriers to future attainment (for pupils eligible for PP, including high ability) | |
|---|---|
| In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>) | |
| A. | Multiple needs of pupils – more than 50% of children entitled to PP Grant also have additional SEND needs; |
| B. | Poor oral language skills, inhibiting attainment in Reading comprehension and Writing; |
| C. | Lower attainment in core subjects – partly due to lower levels of self-confidence and self-belief. |
| External barriers (<i>issues which also require action outside school, such as low attendance rates</i>) | |
| D. | Family circumstances impacting some children's well-being; Low attendance for some children entitled to PP Grant; |

| 4. Desired outcomes | | |
|---------------------|--|--|
| | <i>Desired outcomes and how they will be measured</i> | <i>Success criteria</i> |
| A. | Accurate formative and summative assessment, identification and support for additional needs, leading to improved provision to meet children's holistic (education and well-being needs), so that, where possible, children's attainment is in line with national average; | On-going assessments correctly reflect children's learning and progress; Monitoring of teaching and outcomes shows that children with additional needs are identified and supported via quality first teaching and |

| | | |
|-----------|---|--|
| | | appropriate interventions so progress and attainment are in-line with expectations; |
| B. | Improved vocabulary and language skills, with increasing fluency and reasoning in comprehension and writing activities/tasks. | Monitoring shows good progress in spoken language, reading and writing, with narrowing of gaps in Reading and Writing. |
| C. | Increasing self-confidence and resilience in tackling learning and assessments in school | Increase in children's willingness to tackle new learning, new contexts and new opportunities. |
| D. | Improved attendance for individual children entitled to PP Grant, culminating in improved attendance for this group. | Half termly tracking shows improved attendance rates, where possible. |

| 5. Planned expenditure | | | | | |
|--|---|---|---|-------------------------------|---|
| Academic year | 2019-20 | | | | |
| The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies. | | | | | |
| 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 | When will you review implementation? |
| Narrowing of gaps in attainment and progress in Reading, Writing and Maths | Class staff to focus on children entitled to PP grant; specific focus in half-termly Pupil Progress Meetings. Individual targets set for Reading, Writing and Maths | 2018-19 PP outcomes in EYFS had improved; now need to secure progression for strong outcomes in Phonics and KS1. There is a small number of children entitled to PP, mainly in KS2. Teachers need to be aware and identify strategies to ensure successful learning, progress and attainment in planning and provision for PP children – particularly in Reading and Writing (reflecting the importance of language for success in future education). | Monitoring of teaching, learning and children's outcomes. | Class teachers | Half-termly Pupil Progress mtgs; end of year assessment analysis of Y1 Phonics and KS2 external outcomes – July 2020; |
| Total budgeted cost | | | | Not PPG funded -school budget | |
| ii. Targeted support | | | | | |
| Desired outcome | Chosen action/approach | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | When will you review implementation? |
| Improved attendance, self-esteem, self-confidence and attitudes for Maths and Literacy learning and improved attainment in Reading and Writing; | Emotional support via 1:1 coaching; Maths/Literacy interventions before/during school | EEF Toolkit recognises the benefits of increasing learning time (extending school day for vulnerable children) and also for individualised instruction/feedback (+3 months). Support staff support and encourage the children in engaging in digital individualised learning, providing additional feedback and encouragement in this extra learning time. | Monitor progress of children in intervention groups. | SENCo | Half-termly Pupil Progress mtgs; end of year assessment analysis – July 2020; |

| | | | | | |
|--|---|--|---|-----------------------|---|
| Increased progress in learning; timely identification of specific additional needs - appropriate support interventions/ programmes devised and reviewed. | Increase in SENCo time to support teaching, learning and additional funding applications for children with additional SEND needs. | There is an increasing number of children with SEND and well-being needs, both generally and specifically those entitled to PPG, so additional time is needed for SENCo to carry out duties to support quality first teaching and designing/implementing and evaluating appropriate interventions. A number of children require HNF and applications for/reviews of EHC Plans, which all require SENCo time. | Half-termly Pupil Progress meetings to review children's progress in learning and well-being areas; | SENCo/HT | Half-termly Pupil Progress mtgs; termly SENCo/ SEN Governor mtg; Termly HT report to FGB. |
| Increased progress and attainment for individual and small groups of children; | PP Grant used to part-fund additional regular teacher time for KS2 (T2-T6), targeting children entitled to PP grant. | Catch-up (short term, regular sessions for individual or groups of 2-3 children) recognised by EEF as potentially benefitting children by an average of 5 months progress. | Half-termly Pupil Progress meetings; Weekly liaison between KS2 teachers and catch up teacher. | SENCo / HT | Half-termly Pupil Progress mtgs; end of year assessment analysis – July 2020; |
| Total budgeted cost | | | | | £19,000 approx |
| iii. Other approaches | | | | | |
| Desired outcome | Chosen action/approach | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | When will you review implementation? |
| Increased self-confidence, self-esteem, independence, self-organisation skills, team work skills of listening and working in collaboration, as well as increased levels of attendance, perseverance and courage in tackling challenges | Enrichment opportunities funded by school. | EEF recognises +4 months progress in learning from collaborative adventurous/outdoor learning opportunities, which the school delivers via day trips and KS2 residential. The additional benefits the school seeks to promote via co-curricular opportunities are self-belief, independence, resilience, perseverance and team-work skills. | Pupil progress meetings to discuss widening opportunities for children entitled to PP grant. | LE and class teachers | July 2020 |
| Total budgeted cost | | | | | £1000 approx |

| 6. Review of expenditure | | | | |
|--|---|--|---|----------------------------|
| Previous Academic Year | | 2018-19 | | |
| i. Quality of teaching for all | | | | |
| Desired outcome | Chosen action/approach | Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | Lessons learned (and whether you will continue with this approach) | Cost |
| Narrowing of gaps in attainment and progress in Reading, Writing and Maths | Class staff to focus on children entitled to PP grant; specific focus in half-termly Pupil Progress Meetings. Individual targets set for Reading, Writing and Maths | In half-termly Pupil Progress meetings, the progress and attainment of individual children and groups of children were discussed by class teacher, SENDCo and HT; Staff knowledge of individual children a real strength; KS2 results: overall increase in attainment from previous years for all children and PPG ch. | The focus on individual children and planning of specific attention in class teaching, or individual strategies/bespoke interventions will continue. Raised awareness and accountability for knowing individual children and ways to help them embrace learning. | Not accounted for via PPG. |
| ii. Targeted support | | | | |
| Desired outcome | Chosen action/approach | Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | Lessons learned (and whether you will continue with this approach) | Cost |
| Improved self-esteem, self-confidence and attitudes for Literacy learning and improved attainment in Reading and Writing; | Adult supported Literacy interventions before/during school; 1 x Dynamo Math subscription. | Children celebrated small steps of progress and consistency in Celebration Worship each week, including certificates for TTRS and Lexia. | Reduces interruptions to Quality First Teaching as interventions held before school. Supports children from Y1-Y6. Consider if home logins might also be beneficial. Continuing this approach. | Approx. £1,630 |
| Increased progress in learning; timely identification of specific additional needs - appropriate support interventions/ programmes devised and reviewed. | Increase in SENCo time to support teaching, learning and additional funding applications for children with additional SEND needs. | The correlation between disadvantaged children and SEN needs continued over the year (36% of PPG children had SEND by July 2019), with 2 EHC applications made for PPG entitled children in KS2; a further EHC application was approved at the start of 2019-20 for KS1 child sibling to PPG child. | Continuing this approach: SENDCo was fully involved in Pupil Progress Meetings and able to advise/support teaching and support staff about appropriate strategies to use/review. Additional time also increased availability to parents/carers and external agencies for advice, support and professional partnerships. | Approx £4,120 |

| | | | | |
|--|--|--|---|--|
| Increased progress and attainment for individual and small groups of children; | PP Grant used to part-fund additional regular teacher time for KS2 (T2-T6), targeting children entitled to PP grant; additional adult support for transition projects and supporting improving attendance; | Attendance, self esteem and engagement in learning improved. All Y6 children attempted supported KS2 SATs. | Continue this approach on bespoke basis, depending on needs of individual children. 3 PPG entitled ch will be in Class 6 2019-20. | SY cost TP support £6,100. Transition £100 |
|--|--|--|---|--|

iii. Other approaches

| Desired outcome | Chosen action/approach | Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | Lessons learned (and whether you will continue with this approach) | Cost |
|--|--|--|--|--------------|
| Increased self-confidence, self-esteem, independence, self-organisation skills, team work skills of listening and working in collaboration, as well as increased levels of perseverance and courage in tackling challenges | Enrichment opportunities funded by school. | Funding covered requested contributions for KS2 residential trips, enabling accessibility for more children. | Continue with this approach: Identity document barriers could not be overcome for 1 child; re-consider venues for residential to ensure they are as accessible as possible for all pupils. Consider broadening offer to cover KS1 trips in order to support cultural capital gains and excellent opportunities to enhance language through direct experience. Voluntary Fund used to support contributions to swimming. | Approx £950 |
| Improved interactions with peers and adults in school; improved self-confidence and self-esteem in group and class situations; improved self-management of emotions in different contexts; | Counselling/Play therapy – targeted support for individuals with social and emotional needs; | Class teacher reported improvements in social engagement, with improved management of emotions, words and actions in class and group contexts. | Consider continuing on bespoke basis in response to personal experiences and trauma. Seek funding from another source? | Approx. £300 |

7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.
Our full strategy document can be found online at: www.chevening.kent.sch.uk