

Pupil premium strategy statement 2018-19

1. Summary information					
School	Chevening (St Botolph's) CE Primary				
Academic Year	2018-19	Total PP budget	£12,860	Date of most recent PP Review	n/a
Total number of pupils	206	Number of pupils eligible for PP	9	Date for next internal review of this strategy	May 2019

2. Current attainment						
	Chevening Pupil Premium July 2018			National Average July 2018		
% achieving GLD at end of Reception/EYFS (0 children)	n/a			71.5%		
% passing Phonics Check in Y1 (0 children)	n/a			82.5%		
% achieving at end of KS1 (1 child)	Reading	Writing	Maths	Reading	Writing	Maths
	0%	0%	0%	75%	70%	76%
% achieving expected standard at end of KS2 (3 children)	Reading	Writing	Maths	Reading	Writing	Maths
	0%	0%	0%	75%	78%	76%

3. Barriers to future attainment: NB generalisation is difficult, as group cohort size is small.	
In-school barriers (issues to be addressed in school)	
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 (issues which also require action outside school)	
D.	Low attendance for some children entitled to PP Grant;

4. Desired outcomes		
	Desired outcomes and how they will be measured	Success criteria
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	2018-19				
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	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.	Monitoring of teaching, learning and children's outcomes.	Class teachers	Half-termly Pupil Progress mtgs; end of year assessment analysis – July 2019;
Total budgeted cost					-
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 self-esteem, self-confidence and attitudes for Literacy learning and improved attainment in Reading and Writing;	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 2019;
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 2019;
Total budgeted cost					£11,191
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 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 2019
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;	EEF recognises the value and impact of Social and Emotional Learning through school-wide, group and bespoke approaches (+4 months learning progress); anxiety is a common feature in school, with pressures of acceptance/compliance in academic and social situations, although there are a variety of causal factors. A lack of stability and established routines/expectations is a contributing factor for some children entitled to PP grant, so support to develop self-management of emotions in different and changeable contexts would be beneficial.	SENCO to coordinate with class teachers; discuss impact at Pupil Progress or SEND mtgs;	SENCo	July 2019
Total budgeted cost					£1,675

6. Review of expenditure 2017-18 reported separately.

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