



Pupil Premium Strategy 2017-18

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Review Impact Date: 26.03.18

Summary Information	
Academic Year	2017-2018
Pupils on roll	248
Pupils eligible for Pupil Premium	5 (including one 'Ever 6' pupil)
Total funding	£6,600

Current Attainment (Summer 2017)	Total % of pupils	Pupils eligible for PP
EYFS GLD (Good Level of Development)	82.2%	2/2
Year 1 Phonics Check results	77.3%	0/1
Year 2 Phonics Check results	72.4%	N/A
End of KS1 results – Reading/Writing/Maths	87.8%/77.8%/82.2%	2/2 for all (1 /2 greater depth in Reading and Maths

Barriers to future attainment (for pupils eligible for PP)	
A	School has a lower deprivation indicator (11.1) than Kent (20.9) and National. Small numbers of Pupil Premium pupils means value for money is paramount.
B	Whilst the school overall has a low proportion of persistent absenteeism, 2/5 PP children are persistently absent.
C	Home life for more than half our PP children requires support from external agencies, therefore where needed, nurture/well being groups are used to support the child in expressing their feelings and emotions in a safe way. Those of higher need, receive Therapeutic Play.

Priorities for 2017-18	
1	Investing in high-quality interventions and resources and monitoring impact, to ensure value for money.
2	Tackling the issues underlying persistent absenteeism.
3	Ensuring all pupils eligible for PP are registered as such, despite universal Free-School Meals.

PLEASE SEE SEPARATE EXPENDITURE SPREADSHEET.

Use of tried and tested interventions/approaches	What evidence/rationale does the school have that the chosen approaches work and how is this reviewed?	Desired impact for 2017-18	Monitored by / when
Reading Dogs	Children who are not confident readers / dislike reading aloud / have a limited audience are given the opportunity to take part in Reading Dogs; there is no judgement and it is a good incentive for enjoyment	For children to gain confidence in reading and make good progress accordingly (Pen Portraits and data)	Janet Avery and Bryony Clarke (26.03.18)
Mathletics	Mathletics is available during lunch time (in Nurture Group) for children to access	Children to make good progress (data)	Emma Barnett and Bryony Clarke (26.03.18)
Nurture Group	Those who find socialising with their peers difficult or unstructured play too chaotic are able to play quietly under adult supervision	Improved social skills and confidence (Pen Portraits)	Janet Avery and Bryony Clarke (26.03.18)
Lego Therapy	This is a platform for 1:1 discussions with a trained adult, on personal issues and to develop key social skills which enable children to effectively communicate and express themselves with their peers	Improved social skills and confidence (Pen Portraits)	Janet Avery and Bryony Clarke (26.03.18)

Use of tried and tested interventions/approaches	What evidence/rationale does the school have that the chosen approaches work and how is this reviewed?	Desired impact for 2017-18	Monitored by / when
Same Day Interventions	Children have misconceptions rapidly addressed and can keep up with their peers academically	Children to make good progress (data)	Bryony Clarke (26.03.18)
Family Engagement Leader	Families feel well supported, have a close contact in the school and can access advice and external services via someone they know and trust	Children to make good progress (data) and improved attendance (data)	Carly Adams and Bryony Clarke (26.03.18)
Learning Mentor	1:1 daily sessions with a known adult to focus on areas of greatest need	For children to gain confidence and make good progress accordingly (Pen Portraits and data)	Carly Adams and Bryony Clarke (26.03.18)
Attendance Support from Kent CC	Advice given on how to deal with persistent absence is useful and supports the school's actions	Improved attendance (data)	Rachel Hatley and Bryony Clarke (26.03.18)
Funding for clubs, trips, uniform and extended schools	Children have the same opportunities as their peers and breakfast / after-school clubs provide respite and support for families	For children to gain confidence and have improved attendance (Pen Portraits and data)	Sue Hallam and Bryony Clarke (26.03.18)
High quality CPD (both internal and external)	Quality first teaching improves progress and promotes good behaviour for learning in classrooms	For children to gain confidence and make good progress accordingly (Pen Portraits and data)	Paula Chapman and Bryony Clarke (26.03.18)
Parent Forums / Workshops / Class Teas	Parents are given opportunities to express their views, access support and build relationships which, in turn, benefits their children's wellbeing	Parents feel listened to and supported (Questionnaires)	Rachel Hatley, Carly Adams and Bryony Clarke (26.03.18)

Use of tried and tested interventions/approaches	What evidence/rationale does the school have that the chosen approaches work and how is this reviewed?	Desired impact for 2017-18	Monitored by / when
Walking Bus / Walk on Wednesdays	These provide earlier / less stressful access to school and incentives which improve attendance	Improved attendance (data)	Rachel Hatley, Paula Chapman and Bryony Clarke (26.03.18)
Letters home regarding persistent attendance and meeting parents	Parents are aware that attendance / punctuality is regularly monitored and these improve	Improved attendance (data)	Rachel Hatley, Carly Adams and Bryony Clarke (26.03.18)
Additional approaches for 2017-18	What do we already know about this / why are we trialling this?	What is the intended outcome?	Monitored by / when
EYFS and Year 1 setting renovation	Many countries in Europe have good academic progress by continuing play-based learning to an older age	Children to make good progress (data)	Rachel Hatley and Caroline Parkin (26.03.18)
Mathematics Mastery	Good academic progress in countries / schools following the approach	Children to make good progress (data)	Rachel Hatley and Emma Barnett (26.03.18)
African Drumming club (free to parents)	This will provide an enrichment activity which is open to all, regardless of wealth or experience	For children to enjoy and broaden their experiences (Pen Portraits and Parent/Child questionnaires)	Claire Lawton and Bryony Clarke (31.05.18)
Yoga / Change4Life Club (Sports Premium – free to parents)	This will provide an enrichment activity which is open to all, regardless of wealth or experience, and will encourage positive lifestyle choices	For children to enjoy and broaden their experiences (Pen Portraits and Parent/Child questionnaires)	Ellie Blancke and Bryony Clarke (31.05.18)

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Buster's Book Club	To provide incentives for reading / being read to at home	Children to make good progress (data)	Rachel Hately, Paula Chapman and Bryony Clarke (26.03.18)
Library Visits / Library Club / Book Swap Stop	Children will develop good habits for changing books and exploring different reading material	For children to enjoy reading and make good progress accordingly (Pen Portraits and data)	Janet Avery and Bryony Clarke (26.03.18)
Attendance Rewards for individuals, classes and school	To improve attendance of key individuals, as part of a larger group	Improved attendance (data)	Rachel Hately and Bryony Clarke (26.03.18)
Health Flyer home: Should I Send my Child to School?	For parents to be aware of NHS guidance and understand which illnesses require absence. To build good habits for later life	Improved attendance (data)	Rachel Hately and Bryony Clarke (26.03.18)
Referral of persistent absentees to Kent CC	To demonstrate to parents that unauthorised absence is unacceptable	Improved attendance (data)	Rachel Hately and Bryony Clarke (26.03.18)
Detailing eligibility criteria for PP funding on website and by letter/text	For parents to be more aware of PP funding and how it helps improve the school's provision	Increased numbers of eligible children accessing PP funding	Rachel Hately and Bryony Clarke (26.03.18)