



## Pupil Premium Strategy 2018-19

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Review Impact Date: 19.12.18

<b>Summary Information</b>	
Academic Year	2018-2019
Pupils on roll	251
Pupils eligible for Pupil Premium	5
Total funding	£6,600

<b>Previous Attainment (Summer 2018)</b>	<b>Total % of pupils</b>	<b>Pupils eligible for PP</b>
EYFS GLD (Good Level of Development)	87%	50% (1/2)
Year 1 Phonics Check results	67.4%	50% (1/2)
Year 2 Phonics Check results	50%	100% (1/1)
End of KS1 results – Reading/Writing/Maths	82%/78.7%/87.6%	100% (RWM) (1/1) 100% Greater Depth Reading

<b>Current Attainment (Summer 2019)</b>	<b>Total % of pupils</b>	<b>Pupils eligible for PP</b>
EYFS GLD (Good Level of Development)	TBA	TBA
Year 1 Phonics Check results	TBA	TBA
Year 2 Phonics Check results	TBA	TBA
End of KS1 results – Reading/Writing/Maths	TBA	TBA

<b>Barriers to future attainment (for pupils eligible for PP)</b>	
A	School has a lower deprivation indicator (11.1) than Kent (20.80) and National. Small numbers of Pupil Premium pupils means value for money is paramount.
B	1/7 PP children are persistently absent and 3/7 have long-term medical issues, resulting in frequent or long-term absence.
C	Home life for more than half our PP children requires support from external agencies, therefore, where needed, nurture groups are used to support the child in expressing their feelings and emotions in a safe way. Those of higher need receive Therapeutic Play or are enrolled on a Wellbeing Programme, provided by an external Educational Psychologist.

<b>Priorities for 2018-19</b>	
1	Investing in high-quality interventions and resources and monitoring impact, to ensure value for money.
2	Family Engagement Leader work with children, families and external agencies.
3	Ensuring all pupils eligible for PP are registered as such, despite universal Free-School Meals.

***PLEASE SEE SEPARATE EXPENDITURE SPREADSHEET.***

<b>Use of tried and tested interventions / approaches</b>	<b>What evidence/rationale does the school have that the chosen approaches work and how is this reviewed?</b>	<b>Desired impact for 2018-19</b>	<b>Monitored by / when</b>
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).	Progress data to be monitored at end of Term 2.  For Term 1, 1/3 PP children's attendance is improved, compared with the same period last year, 1/3 has declined and 1/3 is on a reduced timetable, on medical grounds.

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 and feedback from Lego Therapy leader).	To be monitored at end of Term 2.
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 and feedback from group Leader).	4/8 PP children attend. To be monitored at end of Term 2.
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).	To be monitored at end of Term 2.
Same Day Interventions	Children have misconceptions rapidly addressed and can keep up with their peers academically.	Children to make good progress (data).	To be monitored at end of Term 2.
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).	To be monitored at end of Term 2.
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).	1/8 children are funded for after-school clubs (gym).  African Drumming club is free to all; 1/8 PP children attend.
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).	To be reviewed by February 2019 (with Mrs Adams and parents).
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 (focus on EYFS parents / others new to the school).	Increased numbers of eligible children accessing PP funding.	Five new children are now registered for PP, meaning we will receive an additional £3,960 in academic year 2019-20.

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 2018-19	Monitored by / when
Attendance Rewards for individuals, classes and school	To improve attendance of key individuals, as part of a larger group.	Improved attendance (data).	At end of Term 1, whole school attendance was 95.9% (96.4% for Term 1, 17-18).  For Term 1, 1/3 PP children's attendance is improved, compared with the same period last year, 1/3 has declined and 1/3 is on a reduced timetable, on medical grounds.
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).	1/8 PP children is on a reduced timetable, on medical grounds.  2/8 have good attendance.
Letters home regarding persistent absence and meeting parents	Parents are aware that attendance / punctuality is regularly monitored and these improve.	Improved attendance (data).	1/8 have received an initial letter from the school re. poor attendance and punctuality. 4/8 families have discussed attendance with class teacher / FEL / external agencies.
Attendance Support from Kent CC	1:1 meetings with key families / advice given on how to deal with persistent absence is useful and supports the school's actions.	Improved attendance (data).	5/8 are currently being monitored as possible concerns for attendance.
Referral of persistent absentees to Kent CC	To demonstrate to parents that unauthorised absence is unacceptable.	Improved attendance (data).	0/8 have been referred to Kent CC.

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 2018-19	Monitored by / when
Mathematics Mastery	Good academic progress in countries / schools following the approach.	Children to make good progress (data).	To be monitored at end of Term 2.
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).	To be monitored at end of Term 2.
Walking Bus	This provides earlier / less stressful access to school and incentives which improve attendance.	Improved attendance (data).	<p>For Term 1, 1/3 PP children's attendance is improved, compared with the same period last year, 1/3 has declined and 1/3 is on a reduced timetable, on medical grounds.</p> <p>1/8 are in receipt of transport to school. 2/8 use the Walking Bus occasionally.</p>
Change4Life / Breakfast Club (Sports Premium – free to parents)	An enrichment activity which is open to all, regardless of wealth or experience, encouraging positive lifestyle choices.	For children to enjoy and broaden their experiences (Pen Portraits and Parent/Child questionnaires).	Offered to all; 2/8 attend.
African Drumming club (free to parents)	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).	African Drumming club is free to all; 1/8 PP children attend.



<b>Additional approaches for 2018-19</b>	<b>What do we already know about this / why are we trialling this?</b>	<b>What is the intended outcome?</b>	<b>Monitored by / when</b>
Wellbeing Programme	This will be run by an external Educational Psychologist, under Every Child Matters. It is geared at improving the wellbeing of key children.	A positive impact on peers and the school community through improved behaviour and interactions (fewer incidents logged on CPOMS).	SENCO/FEL every 10 weeks
Time to Chill	A further lunchtime club, to calm, as a place of escape for children who find playtimes a struggle.	Fewer incidents logged on CPOMS.	FEL/HT/SENCO weekly
Change4Life / Breakfast Club	This is an initiative to inspire and engage children in physical activity and school sport. A Healthy fruit snack will be provided	Children, led by Sports Development Leader, will learn about the Olympic and Paralympic values, building confidence and skills	Sports Development Leader half termly (2/8 attend)