



## Cilton Primary School

### Pupil Premium Strategy Statement 2017 – 2018

#### Rationale

Pupil Premium Funding is an allocation of funds paid directly to schools to support and raise attainment and ensure the good progress of ‘disadvantaged’ pupils.

The Government terms ‘disadvantaged’ pupils as those who are in receipt of Free School Meals (other than KS1 Universal Free School Meals Strategy), or a child who has been in receipt of Free School Meals within the last 6 years (Ever 6). Some other groups of children are also entitled to Pupil Premium. These include:

- Looked After Children (LAC) defined in the Children Act 1989 as one who is in the care of or provided with accommodation by, a local authority
- Children who have ceased to be Looked After by the LA in England and Wales because of Adoption, a special guardianship order, a child arrangements order or a residence order
- Pupils in year group Reception to Year 11 recorded as Ever 6 Service Child or in receipt of state pension from the Ministry of Defence.

The Pupil Premium is aimed at addressing the current underlying inequalities which exist between children who are eligible for the Pupil Premium grant and those who are not.

#### Reception – Year 6 Pupil Premium Funding

Pupils Eligible for PP Funding	Number of Eligible Boys	Number of Eligible Girls	Number of Looked After Children	Number of Service Children
110	49	61	6	3
£144,900	Per Pupil £1,320 £64,380	Per Pupil £1,320 £80,520	Per Pupil £1,900* £9,600	Per Pupil £300 £900

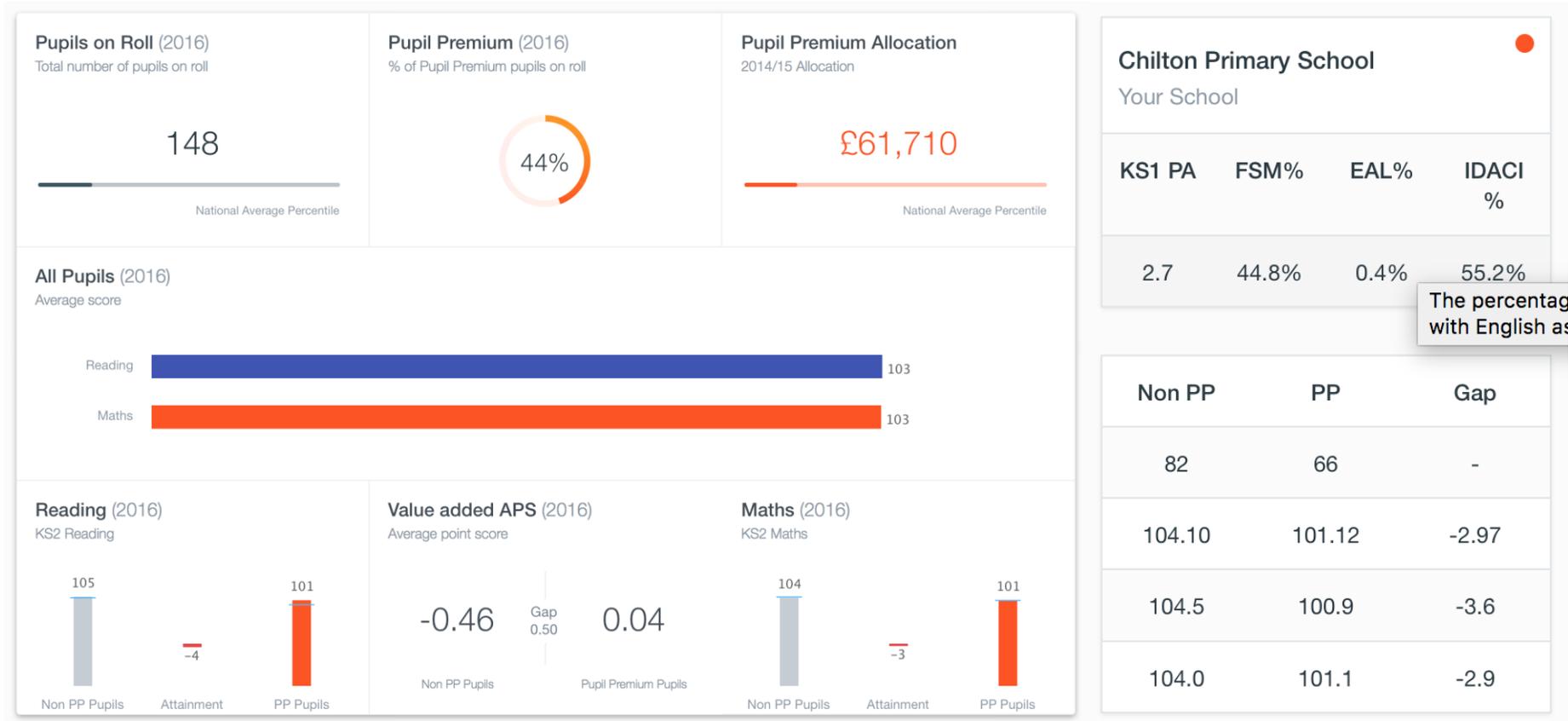
\*Looked After Children receive £1,900 with £300 being retained centrally by the Local Authority.

#### Early Year Pupil Premium Funding

Total of Nursery Pupils	Number of Eligible Pupils	Number of Eligible Boys	Number of Eligible Girls	Total EYPP Budget
17 @ £302.10 = £5,135.70	Hourly Rate £0.53	Hourly Rate £0.53	Hourly Rate £0.53	Hourly Rate £0.53



## EEF Data Overview



### Chilton Primary School

Your School

KS1 PA	FSM%	EAL%	IDACI %
2.7	44.8%	0.4%	55.2%

The percentage with English as

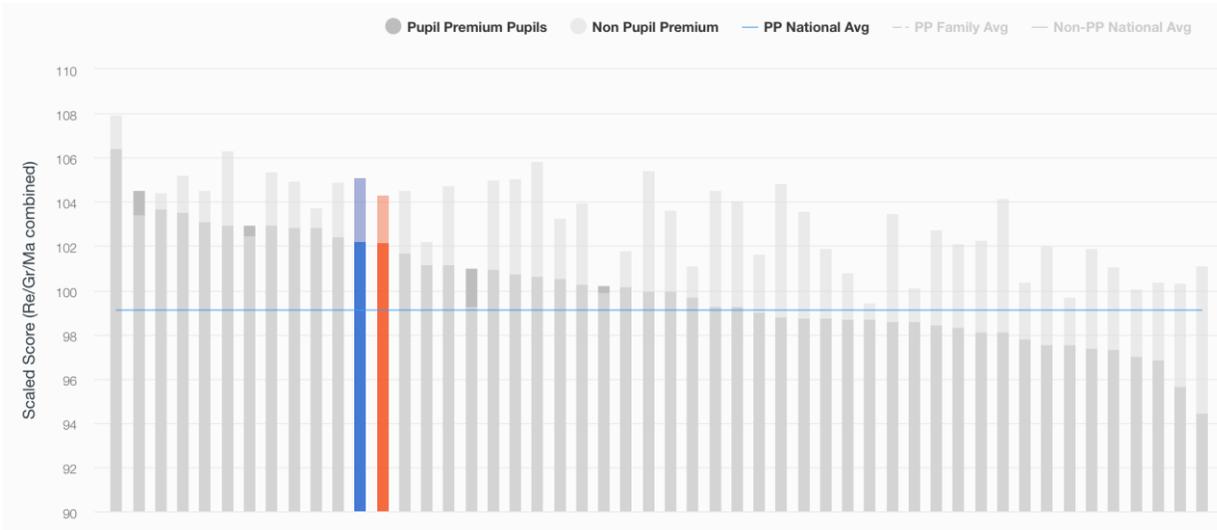
Non PP	PP	Gap
82	66	-
104.10	101.12	-2.97
104.5	100.9	-3.6
104.0	101.1	-2.9

Pupil Premium Overview for 2016

Combined Data for 2012-2016 summary



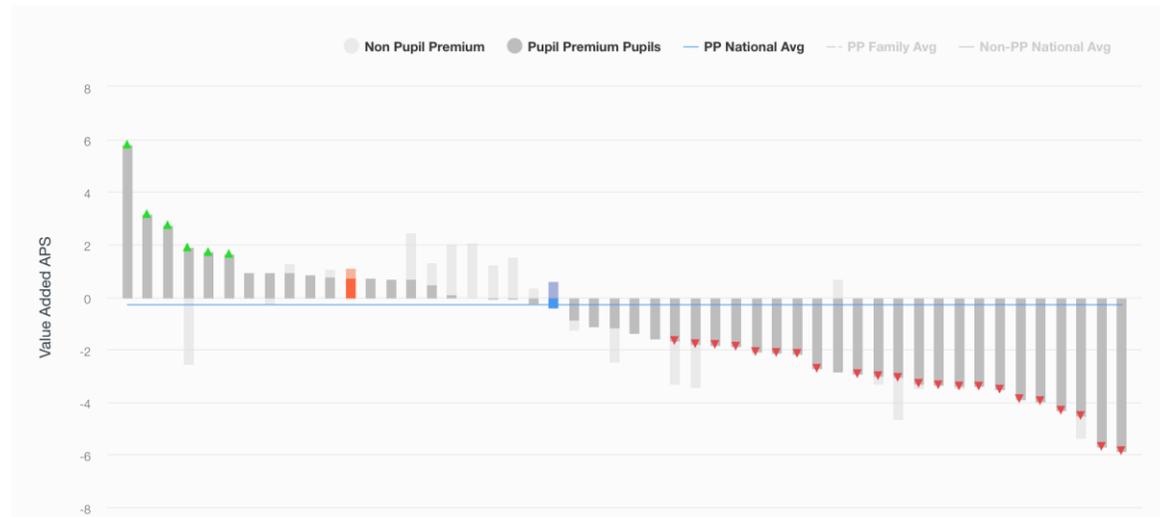
## EEF Pupil Premium Data Headlines



When compared to similar school Nationally for combined data from 2012 to 2016:  
Scale Score for both children identified as PP and is above the National PP Average.



When compared to similar school Nationally for combined data from 2012 to 2016:  
The Value added for both PP and Non PP is above the PP National Average



### 2017 – Outcomes Attainment

KS1	PP Pupils			Other			SCH GAP	KS2	PP Pupils			Other			SCH GAP	NA GAP
	SCH	NA	DIF	SCH	NA	DIF			SCH	NA	DIF	SCH	NA	DIF		
EYFS GLD	56	56.0	0	77	73.0	+4	-21	Expected Standard Reading	79	60.0	+19	100	77.0	+23	-21	+2
Year 1 Phonics	79	70.0	+9	83	84.0	-1	-5	Expected Standard Writing	68	66.0	+2	100	81.0	+19	-32	-13
Expected Standard Reading	91	63.0	+28	83	79.0	+4	+8	Expected Standard Maths	79	63.0	+16	100	80.0	+20	-37	-1
Expected Standard Writing	91	54.0	+37	78	72.0	+6	+13	Expected Standard GPS	58	66.0	-8	100	82.0	+18	-42	-24
Expected Standard Maths	91	62.0	+29	74	78.0	-4	+29	Expected Standard R/W/M	58	48.0	+10	100	67.0	+33	-19	-9

End of KS1 – PP children out performed National PP, in school other and National Other  
End EYFS – PP SCH and PP NA no difference – in school gap and to National OTHER  
Phonics – PP SCH higher than PP National – In school gap present

PP SCH achieved better than PP National (except GAPS)  
Is a large in school GAP for PP children compared to other  
GAP between SCH PP and Other National is smaller although still exists



### 2018 – Outcomes Attainment

KS1	School			National			SCH GAP	KS2	School			National			SCH GAP	NA GAP
	SCH	DIS	OTH	ALL	DIS	OTH			SCH	DIS	OTH	ALL	DIS	OTH		
EYFS GLD	75%	77%	74%	71%	56%	73%	+4%	Expected Standard Reading	76%	64%	93%	72%	60%	77%	-29	-13
Year 1 Phonics	84%	78%	85%	81%	79%	84%	-6%	Expected Standard Writing	92%	82%	100%	76%	66%	81%	-18	+1
Expected Standard Reading	71%	50%	88%	76%	63%	79%	-29	Expected Standard Maths	76%	64%	86%	75%	63%	80%	-22	-16
Expected Standard Writing	69%	44%	88%	68%	54%	72%	-28	Expected Standard GPS	84%	73%	93%	77%	66%	82%	-20	-9
Expected Standard Maths	79%	61%	92%	75%	62%	79%	-18	Expected Standard R/W/M	68%	55%	77%	61%	48%	67%	-22	-12
School GAP is comparing in school disadvantaged pupils with National Other End of KS1 – PP children attainment concern and requires targeting in 18/19 in Year 3 End EYFS – Disadvantaged children attained well at end of EYFS and interventions required to maintain Phonics – In school and small gap between SCH and NA OTH								Attainment of PP in writing in line with National Other Disadvantaged Pupils attain lower than both in school and National Other								

### Pupil Premium Priorities from Data

#### National Data

Areas to Develop were:	2018 Outcomes Summary	
<b>End of 2017</b> - In school GAP within EYFS for GLD	Targeting of the basic skills in Year 1 as on entry for PP children lower than the other children	Improved outcomes for Disadvantaged Pupils above National Other.
<b>End of 2017</b> – In school and National GAP for phonics test	Target basic skills for reading and writing in Year 1	GAPS outcomes remained consistent
<b>End of 2017</b> – Maintain higher attainment by PP children at the end of KS1	Ensure high achievement and progress is maintained in Year 3	Drop in PP attainment – majority of PP children also identified on schools SEND register
<b>End of 2017</b> - PP SCH achieved better than PP National (except GAPS)	GAPS and writing provision in KS2 to improve attainment within assessments	Outcomes for GAPS improved from -24% to -9% Outcomes for Writing improved -13% to +1%



Is a large in school GAP for PP children compared to other children GAP between SCH PP and Other National is smaller although still exists	Targeting and tracking of PP children to ensure progress is made across KS2 Intervention	
---	---	--

Barriers to Future Attainment	Description
-------------------------------	-------------

The barriers and challenges disadvantaged pupils face at Chilton Primary School are complex and varied – there is no single difficulty faced by all.

<b>Internal Barriers</b>	A	Prior Attainment and Progress	Children’s starting points are often lower than those typically found by their peers, so need to catch up quickly. Careful monitoring of attainment and progress to ensure GAPS are closed across the Primary curriculum.
	B	Communication Language and Literacy	On entry to school, many children have under developed communication, language and literacy. Intervention and support is required to support pupils in EYFS and KS1 to bridge the gap and enter KS2 in line with peers
	C	Special Educational Needs	Children who are PP and identified as SEND require intervention and support from external agencies when required. Intervention and support are then put in place to support children to bridge the gap.
	D	Low Self Esteem	PP children with SEMH or SEND and those who require intervention and support are likely to have this impact on them without careful intervention and management. Ensure pupils Self-Esteem is not negatively impacted and children are confident in learning and social situations.
	E	Social Interaction and Communication Skills	Children may struggle with positive social interactions with peers and / or adults. Intervention and support is required to enable pupils to successfully interact with others and to be positive citizens in school.
<b>External Barriers</b>	G	Attendance	Through management and support, we need to ensure children identified as Pupil Premium have attendance in-line with those not identified as PP.
	H	Support for Learning from Home	By supporting parents and children we hope to support PP children in increasingly reading and completing their homework.
	I	First Hand Life Experiences	Children may have had limited life experiences. In order for children to be successful in their learning they need first hand experiences so a curriculum rich in these will support pupils in making progress and reaching their goals.
	J	SEMH issues	Many children have concerns which impact on their ability to be successful in school.
	K	Nutrition	Children may come to school not having breakfast or not having full meals at home. This impacts on school attainment. Providing opportunities to ensure children in this situation are provided with nutritious meals and snacks throughout the day will impact positively on progress and attainment.





**Desired Action and Outcome**

To identify and support pupils with delayed language and communication. Through the purchase and use of Language and Speech Link screen all children and provide intervention to identified pupils as required.

<p><b>Evidence Source</b></p> <p>On entry to Nursery and reception, observations and assessments show pupils require intervention with Language and Literacy in order to be successful in school and learning.</p> <p>  - Early Years Development   - Phonics Focus         </p>	<p><b>Expenditure</b></p> <p>Purchase £564</p>	<p><b>Baseline Data</b></p> <p><b>End of 2017 Data (PP/Other)</b>            Listening – 89/88            Speaking – 78/88            Understanding – 78/88</p>
<p><b>Autumn Evaluation</b></p> <p><b>Autumn Data:</b>            PP Children accessing intervention: 12 children accessed intervention for academic year</p>	<p><b>Summer Evaluation</b></p> <p><b>Summer Data:</b>            Children achieving expected standard in Listening            Listening – 91/96            Speaking – 100/96            Understanding – 91/96</p>	

## Key Stage 1

**Desired Action and Outcome**

In Year 1, ensure those children at the end of EYFS who did not achieve the GLD are targeted to accelerate progress and bridge the gaps. Quality First Teaching and Intervention required in Reading, Writing and Maths.

<p><b>Evidence Source</b></p> <p>Lower percentage achieved GLD at the end of EYFS in 2016 and 2017 compared to 2015 and those children identified as not being Pupil Premium. Focus on developing phonic ability for reading and writing</p> <p>  - Phonics Focus         </p>	<p><b>Expenditure</b></p> <p>TA support allocated to Year 1            Interventions for phonics, fine and gross motor skills, playtime support</p>	<p><b>Baseline Data</b></p> <p>GLD – 56% compared to 77% achieved GLD.</p>
<p><b>Autumn Evaluation</b></p> <p><b>Autumn Data in Year 1:</b>            Progress in Reading is strong and those identified as on track is greater for PP than not PP            Children in maths and writing need intervention as the gap between the PP and Non PP is still wider and needs closing.</p>	<p><b>Summer Evaluation</b></p> <p><b>Summer Data:</b>            Reading 91/83            Writing 91/91            Maths 91/91            PP children achieved high in reading and inline in writing and maths resulting in a</p>	



		greater percentage achieving the GLD
<p><b>Desired Action and Outcome</b></p> <p>In Year 2 – to accelerate progress of PP Pupils in all subjects in order to bridge gaps.          This cohort has a high number of PP children and those with SEND and SEMH. Two full-time TAs have been allocated to the Year Group for small group support and intervention throughout the year.</p>		
<p><b>Evidence Source</b></p> <p>Assessment data for pupils in Y1 and the end of 2017 showed lower attainment and progress.  <i>Additional Teaching Assistant in-class support</i></p>	<p><b>Expenditure</b></p> <p>Additional TA allocated to the year group therefore 2 full time TAs with an already smaller cohort of children</p>	<p><b>Baseline Data</b></p>
<p style="text-align: center;"><b>Autumn Evaluation</b></p> <p><b>Autumn Data in Year 2:</b>          PP children are currently achieving well below those identified as Non-PP. Interventions have been carefully planned and children are tracking to accelerate progress.</p>		<p style="text-align: center;"><b>Summer Evaluation</b></p> <p>Due to staffing issues over the academic year impact was seen on the attainment measures for all children especially those identified as PP as many also had SEMH and identified SEND need.          Gap between PP and those identified as non-PP remained high and did not close over the year. Case Studies for children have been put in place and careful targeting on entry to KS2.</p>



## Key Stage 2

### Desired Action and Outcome

In Year 3 – to maintain the high standards in PP Progress and attainment for the end of KS1 whilst extending Higher Achieving Students. Many of the most able pupils are identified as PP. Careful tracking and focused teaching is required in order to accelerate progress so a greater percentage are on track for Mastery at the end of Year 3.

Evidence Source	Expenditure	Baseline Data
<p>Assessment data for pupils at the end of KS1 show good attainment with 91% in reading, writing and maths achieving the expected standard. <a href="#">The percentage who exceeded was not as strong compared to National.</a></p> <p>            - reduction in class size with additional part time teacher         </p>	<p>1 part time teacher allocated to the class. 1 TA 3 afternoons a week</p>	<p>Reading 91% / 83% Writing 91% / 78% Maths 91% / 74%</p>
<p style="text-align: center;"><b>Autumn Evaluation</b></p> <p><b>Autumn Data in Year 3:</b> Data shows there needs to be a focus on writing for PP children as the percentage is now lower than the non-PP. <a href="#">Which children are these? What is in place?</a></p>		<p style="text-align: center;"><b>Summer Evaluation</b></p> <p>Reading 90% / 92% Writing 70% / 88% Maths 90% / 88%</p> <p>Tracking of pupils has ensured a sustained attainment picture in reading and maths over the year. The gap for those identified as Non-PP has closed to have a more balanced attainment picture. A focus on writing for Y4 is required in order for attainment of PP children to be improved upon.</p>



**Desired Action and Outcome**

In Upper KS2 – to focus on the attainment of PP children in writing.

Through focused teaching and 1 to 1 feedback to improve, children’s progress is accelerated so a greater percentage reach the end of year and KS expectations.

Evidence Source	Expenditure	Baseline Data
<p>Assessment at the end of KS2 showed no Masters of writing in 2017 as well as the percentage of children achieving expected being lower.</p> <p><i>Additional teacher to support smaller group working in Years 6</i> </p> <p><i>Additional mentoring and feedback sessional support for PP children</i> </p> <p><b>Autumn Data in Y5 and Y6:</b> In Year 5 and 6 children are achieving lower than those not identified as PP.</p>	<p>In Year 5 – 2 TAs In Year 5 – 3 children access “Place to Belong” with 2 HLTAs</p> <p><i>In Year 5 – DHT supporting the maths and writing 3 mornings a week</i></p>	<p>End of KS2 2017 – Writing 68% / 81%</p>
<p><b>Autumn Evaluation</b></p> <p><b>Autumn Data in Year 5/6:</b> Autumn 2017 – Year 6 writing 73% / 86% Year 5 writing – 65% / 47% - although higher data is still low</p>	<p><b>Summer Evaluation</b></p> <p>Year 5 writing data shows PP children have made better progress across KS2 when compared to Non-PP however the percentage for both groups on track for expected is low (60% and 56%). In Year 6 the data for children in GAPS and writing has improved over the academic year: Outcomes for GAPS improved from -24% to -9% Outcomes for writing improved -13% to +1%</p>	



**Desired Action and Outcome**

In KS2 – support the SEMH of an identified group of pupils through a Nurture Group provision.  
Use of the Boxall assessment to show progress within SEMH. Dojo reports show a shift in allocation of Dojos for the identified categories. Increased positive participation in the classroom during afternoon session.

<p style="text-align: center;"><b>Evidence Source</b></p> <p>Analysis of in school SIMS, CPOMS and Dojo systems show identified children were struggling within the main classrooms. Pupils were often being send out to SLT and Dojo showed negative dojos being given. Assessments for children identified concentration and memory difficulties. Other children required more focused SEND and S and L intervention and this will be provided in a smaller group arrangement.</p> <p>        - Behaviour Interventions     </p>	<p style="text-align: center;"><b>Expenditure</b></p> <p>5 mornings a week 2 HLTAs to re-introduce the Nurture group Provision</p>	<p style="text-align: center;"><b>Baseline Data</b></p> <p>Target group in Year 4 where 3 children were being removed daily for disruption to learning for pupils.</p>
<p style="text-align: center;"><b>Autumn Evaluation</b></p> <p>Identified children were being increasingly removed from class by SLT and Learning Mentor due to learning disruptions and negative behaviours. Analysis over one week showed 18 occasions where a small group of 3 individuals in Y4 were being removed.</p>	<p style="text-align: center;"><b>Summer Evaluation</b></p> <p>Decrease in number of sessions missed due to withdrawal or Time Out strategies being used to support pupils (see CPOMS) Analysis of the same group of individuals showed in a one week period, a reduction to 2 occasions where one pupil was removed. The other 2 children were not removed from the classroom and sustained learning.</p>	



**Desired Action and Outcome**

Across School – Provide intervention to social groups and individuals in order to support SEMH of identified pupils.  
 A decrease in playtime and lunchtime incidents for social groups. Teachers, children and parents note an improvement in behaviour and self-esteem for pupils.  
 This may link to improved progress and attainment.

<b>Evidence Source</b>	<b>Expenditure</b>	<b>Baseline Data</b>
<p>Due to in school behaviours and/or home issues, support is provided for individuals and groups to support personal issues or social interventions. Teacher feedback has identified certain children who, for different reasons, require time to discuss their issues or work through social group problems. Parents identify when children require support due to incidents or behaviours at home.</p> <p><i>Provide counselling support for relevant children.</i></p> 	<p>1 HLTA 5 pms            1 counsellor 3pms</p>	<p>An increase in children coming to school with issues related to attachment and/or incidents outside of school. Low Self-esteem, self-confidence resulting in an increase in negative behaviours which affect learning of individuals and peers.</p>
<p><b>Autumn Evaluation</b></p> <p>Pupils identified for targeted intervention and support in classroom by class teachers and SLT. Register developed for pupils to see counsellor but this is to remain fluid to ensure needs are met. Close monitoring of incidents via CPOMS</p>	<p><b>Summer Evaluation</b></p> <p>Incidents for identified pupils remained a concern and Top Up Funding requests are to be submitted to provide further enhanced support for these pupils. Register of pupils accessing counselling remains high and individuals requiring the support alter over time therefore analysis is not appropriate – responds to need. Some children require weekly sessions and have been referred to the EWEL Team for further support. Meetings with parents also held to discuss CAMHS involvement to initiate formal assessments, ensuring accurate provision.</p>	



### Budget Summary

Desired Outcome		Cost
A	To ensure children make rapid progress across Early Years in order to catch up with their peers.	£29,827
B	Maintained outcomes in phonics screening test	£23,337
C	Provide support for PP children also identified as SEND/SEMH	£23,337
D	In Y3, ensure high standards maintained	£24,965
E	Targeted support for upper KS2 in writing and GAPS.	£32,649
F	Promote the SEMH of PP children through counselling and Nurture Group	£27,450
<b>Total Budget Spent</b>		<b>£161,565</b>

### Additional Funding Supporting Provision

2 children identified as PP also have EHCP's and combined provide additional funding of £10,450. This funding is used to provide personalised support within the curriculum to ensure individual need is met.



## Governance

### Monitoring The Effectiveness & Impact of Pupil Premium Performance

**Pupil Premium Committee Members:** Anna Caine (DHT), Guy Sommerville (Lead Governor for PP), Victoria Jones (Teacher Representative)

<b>Pupil Premium Committee Meeting</b>	<b>Autumn:</b> AC/GS/VJ on Thursday 14 <sup>th</sup> December	<b>Summer:</b> AC/GS/VJ on Thursday 5 <sup>th</sup> July
--	---	--

#### Autumn Summary

Governors were supportive of the changes being made to support to development of SEMH across, in particular, KS2. A discussion was held with Mrs Cornwell (EYFS Lead) and data was shared which showed current predictions would see an improvement in outcomes for the end of EYFS and Governors were pleased with this. Concerns were raised around KS data and how children's attainment was low. Governors discussed identified children with Miss Young (class teacher in Y2) where the level of need for these pupils was seen to be very high. Governors were happy with the interventions in place and accepted the predictions for PP would be lower than in the previous academic year.

Anna Caine discussed the progress of the Year 5 and Year 6 pupils. Data was showing PP children were attaining higher than those identified as non-PP although the attainment percentages were lower overall as a cohort. Discussions around SEMH and changes to provision occurred and governors were in agreement to re-distribute money in order to meet the needs of this cohort. They also agreed to the MAT leave teacher to return to Y5 in order to release the DHT to target the teaching of GAPS and writing in Y6.

#### Summer Summary

Governors discuss end of KS results. Progress in relation to targets in EYFS and KS2 were pleasing and interventions seen to be successful in supporting children's progress. Concerns were raised around KS1 (specific nature of the cohort was agreed) and a discussion was held around Y2 for 2018/19 where a smaller number of pupils are identified as PP (8) with 6 of these being expected to achieve the Expected Standard in KS1. Progress of last year's KS1 children was also discussed and a target to improve their writing outcomes requested by governors. By the end of KS2, governors would like school to target that progress of PP children in maths and reading to ensure the gap narrows as with this year's target groups for GAPS and Writing (whilst sustaining this positive progress).

#### Review Date

December 2017 and July 2018  
Re-created July 2018 for 18/19