

Chilton Academy

Pupil Premium Strategy Statement – 2018/19

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.

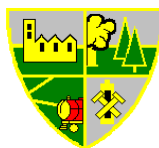
Reception – Year 6 Pupil Premium Funding

Pupils Eligible for PP Funding £1,320	Number of Eligible Boys	Number of Eligible Girls	Number of Looked After Children £,2300	Number of Service Children £300
81 £106,920	39	42	6 £13,800	4 £1,200

*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
Awaiting figures.	Hourly Rate £0.53	Hourly Rate £0.53	Hourly Rate £0.53	Hourly Rate £0.53

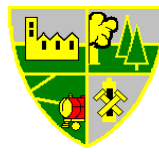


Pupil Premium Summary Information

Total Number of Pupils (Inc. FTE)	292	Number of Pupils Eligible	81
Total Pupil Premium Budget	£132,720	% of Pupils Eligible	28%

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	-22
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 Significant improvement on previous year in Writing and GAPS								



Pupil Premium Priorities from Data

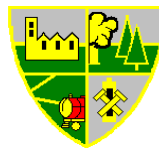
National Data

Areas to Develop	Current Intervention Need
<p>End of 2018/19 – EYFS To maintain standards of achievement by the end of EYFS with Pupil Premium children achieving in line or better with others for ELG.</p>	<p>Mathematical Language in the early Years (with NCETM / Northern Powerhouse Hub / Archimedes Hub) Nuffield – Developing Early Literacy</p>
<p>End of 2018/19 – Year 1 Phonics To maintain standards of achievement in the Y1 Phonics screening with PP attainment in line with others.</p>	<p>Continue with targeted intervention (successful in previous years)</p>
<p>End of 2018/19 – KS1 To improve outcomes for all Pupil Premium children in reading, writing and maths.</p>	<p>Additional TA support of 1.3 to accelerate progress in current Year 2 Ensure progress of PP children (majority SEND) is accelerated in current Year 3</p>
<p>End of 2018/19 – KS2 To target attainment in reading and maths to make progress in line with GAPS and writing – closing the gaps between Disadvantaged pupils and others.</p>	<p>Targeting and tracking of PP children to ensure progress is made across KS2 Intervention Staffing – 3 teachers + 1 TA – utilising individual teacher strengths in the core subjects</p>

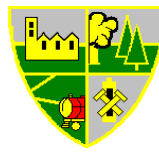
In School Data Analysis

Summer Term 2018 data Analysis shows (when compared to the non PP children within school):

- Year 6 (2018/19) – Attainment in line for writing with greater progress, above in reading and maths with higher progress
- Year 5 (2018/19) – Attainment in line for writing but lower for reading and maths but with greater progress
- Year 4 (2018/19) – Attainment in writing lower and progress in line, Attainment in writing in line with lower progress, Attainment in line in maths with progress higher
- Year 3 (2018/19) – Significant difference in the attainment and progress of PP children at the end of KS1 – careful monitoring is needed
- Year 2 (2018/19) – Progress in reading, writing and maths all above non PP, attainment in writing in line but lower in reading and maths
- Year 1 (2018/19) – Attainment in reading inline with higher progress, in writing inline with lower progress, in maths higher attainment and rates of progress.



Barriers to Future Attainment		Description
The barriers and challenges disadvantaged pupils face at Chilton Academy are complex and varied – there is no single difficulty faced by all.		
Internal Barriers	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.
External Barriers	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.



Early Years

Pupil Premium Planned Expenditure

Desired Action and Outcome

To ensure children make rapid progress across **Early Years** in order to catch up with their peers.

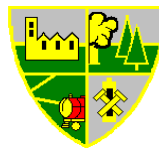
Through high staffing ratios and targeted interventions of pupils on a 1 to 1 and small group basis. Careful assessment and Tracking has been introduced so misconceptions and learning gaps can be addressed immediately.

Evidence Source	Expenditure	Baseline Data
End EYFS Data 2017 PP School Data shows a GAP compare to National and School Other ££££££ ££££££ +5 - Early years Intervention ££££££ ££££££ +4 - Focus on Phonic Development	1 TA @ £21,057 1 Early Years Apprentice £5926	On Entry to Reception Data:
Autumn Evaluation	Spring Evaluation	Summer Evaluation
Attainment and progress of PP children:	Attainment and progress of PP children:	Attainment and progress of PP children:

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. The use of the Nuffield Developing Early Literacy Project.


Evidence Source	Expenditure	Baseline Data
On entry to Nursery and reception, observations and assessments show pupils require in intervention with Language and Literacy in order to be successful in school and learning. ££££££ ££££££ +5 - Early Years Development ££££££ ££££££ +4 - Phonics Focus	Purchase: £564 Developing Early Literacy Project:	End of 2017 Data (PP/Other) On entry to Nursery Data (2017):
Autumn Evaluation	Spring Evaluation	Summer Evaluation
Attainment and progress of PP children:	Attainment and progress of PP children:	Attainment and progress of PP children:



Key Stage 1


Desired Action and Outcome

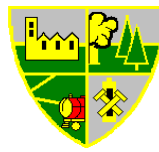
In Year 1, ensure those children at the end of EYFS who did not achieve the GLD are targeted to accelerate progress and bridge the gaps. Quality First Teaching and Intervention required in Reading, Writing and Maths.

Evidence Source	Expenditure	Baseline Data
Attainment of PP children is either inline or above those peers not identified as PP. Progress is also in line. A continuation of this picture needs to continue and careful monitoring is in place.  - Phonics Focus	TA support allocated to Year 1 £15,742 Interventions: Future Steps Fine and Gross Motor Skills Reading / Phonics	On entry 11 children: R – 77% (74% Non PP) W – 77% (74% Non PP) M – 91% (74% Non PP)
Autumn Evaluation	Spring Evaluation	Summer Evaluation
Attainment and progress of PP children:	Attainment and progress of PP children:	Attainment and progress of PP children:

Desired Action and Outcome

In Year 2 – to accelerate progress of PP Pupils in all subjects in order to bridge gaps with Non PP children (attainment) To improve outcomes for PP children compared to 2017/18 outcomes. To ensure progress measures for PP children are good or better using internal tracking data)

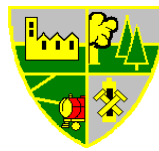
Evidence Source	Expenditure	Baseline Data
Data shows pupils entering Year 2 have made better progress than their Non PP peers, however attainment gaps still exist and children need to be targeted in order to bridge this. 	TA Support 1.3 equivalent to deliver in class support and targeted interventions for: Future Steps Movement Phonics and Reading £27,803	End of Year 1 Data for PP children: R – 78% (85% Non PP) W – 78% (82% Non PP) M – 78% (88% Non PP)
Autumn Evaluation	Spring Evaluation	Summer Evaluation
Attainment and progress of PP children:	Attainment and progress of PP children:	Attainment and progress of PP children:



Key Stage 2


Desired Action and Outcome		
In Year 3 – to target children identified as PP for accelerated progress. To utilise time more effectively to ensure teachers lead on interventions and SEND interventions for specific children are clearly timetabled for delivery by experienced TA.		
Evidence Source	Expenditure	Baseline Data
Attainment and progress data for PP children lower than National other and in school gap exists. - reduction in class size due to 2 teachers to small cohort numbers	1 x TA £21,057 In class support and targeted intervention for: Fine and gross motor skills Reading Lexia Reading and Thinking	End of Y2 Data: R – 47% (88% Non PP) W – 41% (88% Non PP) M – 53% (94% Non PP)41%
Autumn Evaluation	Spring Evaluation	Summer Evaluation
Attainment and progress of PP children:	Attainment and progress of PP children:	Attainment and progress of PP children:

Desired Action and Outcome		
In Year 4 – to target writing for PP children through targeted interventions.		
Evidence Source	Expenditure	Baseline Data
Targeted intervention for pupils in writing by class teacher	Full time HLTA to reduce class size during teaching of core subjects Reading Catch Up Maths Toe by Toe Reading and Thinking Intervention £30,120	End of Y3 data R – 90% (92% Non PP) W – 70% (88% Non PP) M – 90% (88% Non PP)
Autumn Evaluation	Spring Evaluation	Summer Evaluation
Attainment and progress of PP children:	Attainment and progress of PP children:	Attainment and progress of PP children:




Desired Action and Outcome

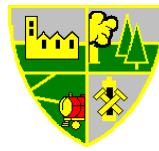
In Year 5 – to target attainment in reading and maths through targeted support and intervention by the class teacher and HLTA intervention.

Evidence Source	Expenditure	Baseline Data
Targeted intervention for pupils in reading and maths by class teacher.  Reduction in class size due to 2 clas teachers to cohort plus HLTA on am	Half time HLTA to reduce class size during teaching of core subjects Reading Catch Up Maths Toe by Toe Reading and Thinking Intervention £15,060	End of Y4 data R – 76% (84% Non PP) W – 82% (80% Non PP) M – 71% (80% Non PP)
Autumn Evaluation	Spring Evaluation	Summer Evaluation
Attainment and progress of PP children:	Attainment and progress of PP children:	Attainment and progress of PP children:

Desired Action and Outcome

In Year 6 – to maintain the progress of PP children so attainment and progress at the end of KS2 is improved from 2017.


Evidence Source	Expenditure	Baseline Data
Targeted teaching to ensure children access highest quality first teaching within core subjects  Reduction in class size due to 2 class teachers to cohort plus full time TA	Full time TA to reduce class size during teaching of core subjects £21,057	End of Y4 data R – 70% (61% Non PP) W – 60% (56% Non PP) M – 70% (61% Non PP)
Autumn Evaluation	Spring Evaluation	Summer Evaluation
Attainment and progress of PP children:	Attainment and progress of PP children:	Attainment and progress of PP children:

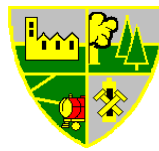


Desired Action and Outcome

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.

Evidence Source	Expenditure	Baseline Data
<p>Analysis of in school SIMS, CPOMS and Dojo systems show identified children were struggling within the main classrooms. Pupils were often being sent out to SLT and Dojo showed negative dojos being given.</p> <p>  - Behaviour Interventions </p>	<p>4 afternoons a week 1 HLTAs and 1 TA £22,786</p>	<p>Children identified for 2 distinct reasons. Firstly those who were struggling to maintain classroom behaviours and were requiring timeout and support both in class and during unstructured times.</p> <p>Secondly, children who struggle socially and would opt to not engage with peers.</p>
Autumn Evaluation	Spring Evaluation	Summer Evaluation
Attainment and progress of PP children:	Attainment and progress of PP children:	Attainment and progress of PP children:

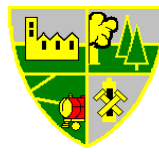


Budget Summary

Desired Outcome		Cost
A	EYFS – To maintain standards in outcomes in relation to ELG for PP children at the end of EYFS.	£27,547
B	Year 1 – To maintain standards in outcomes in relating to Phonics Screening Test for PP children.	£15,742
C	Year 2- To increase the percentage of PP children reaching the Expected Standard by the end of KS1 and close the in school and National gap when comparing to Non PP.	£27,803
D	KS2 – To raise attainment for identified subjects across KS2 in order to accelerate progress of children identified as PP.	£87,294
E	KS2 – To promote positive SEMH utilising in-school mentor and counselling	£22,786
Total Budget Spent		£181,172

Additional Funding Supporting Provision

2 children identified as PP also have EHCP. This money is used to support specific individual need to support progress in line with EHCP Support Plan.



Governance

Monitoring The Effectiveness & Impact of Pupil Premium Performance

Pupil Premium Committee Members: Anna Caine (DHT) / Guy Somerville (Governor and Trust Board Member) / Victoria Jones (Staff Member)

Pupil Premium Committee Meeting

Autumn: Thursday 10th January
(Review of progress Autumn Term
towards aspirations)

Spring:

Summer:

Autumn Summary

Spring Summary

Summer Summary

Review Date

Created July 2018 (Reviewed January, April and July)
Re-created by July 2019 (For 19/20 academic year)