



## Chilton Academy

### Pupil Premium Strategy Statement – 2019/20

#### 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 arrangement 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.

At Chilton Academy, we believe that learning to read is a vital skill children will develop whilst they are at school.

Reading teaches children about the world around them – through reading, they learn about people, places and events outside their own experience. Reading improves a child's vocabulary, leads to more highly-developed language skills and improves the child's ability to write well. At Chilton Academy, we believe that every child can develop into confident, fluent readers and we ensure the teaching of reading is a high priority in every class in school. We have a range of approaches across school to ensure this philosophy is aspired to by all adults and pupils to enable pupils to Keep Up not Catch Up.

A key target group for the academic year 2019/20 is boys, in particular Disadvantaged Boys in Reading. A number of School Improvement Actions have been implemented and these are outlined within this document.



### 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
92 £121,440	39	53	6 £13,800	5 £1,500

\*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
36	9 Hourly Rate £0.53	6 Hourly Rate £0.53	3 Hourly Rate £0.53	Hourly Rate £0.53

### Pupil Premium Summary Information

<b>Total Number of Pupils (Inc. FTE )</b>		<b>Number of Pupils Eligible</b>	92+9 = 101
<b>Total Pupil Premium Budget</b>	£136,740	<b>% of Pupils Eligible</b>	34%



### 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	73%	67%	%	72%	56%	73%	-6	Expected Standard Reading	62%	59%	%	75%	64%	80%	-3	-21
Year 1 Phonics	84%	75%	88%	84%	70%	84%	-9	Expected Standard Writing	85%	82%	%	83%	67%	83%	-3	-1
Expected Standard Reading	85%	78%	87%	75%	60%	78%	0	Expected Standard Maths	74%	77%	%	81%	64%	81%	+3	-4
Expected Standard Writing	80%	78%	80%	70%	53%	73%	+5	Expected Standard GPS	64%	68%	%	82%	67%	82%	-4	-14
Expected Standard Maths	85%	78%	87%	76%	61%	79%	-1	Expected Standard R/W/M	56%	59%	%	82%	51%	70%	0	-11
<p>School GAP compared to National other in KS1 has significantly improved compared to last academic year – this is cohort specific. <i>Pupils in Y3 made good progress from low starting points in 2018/19</i></p> <p>GAP at GLD and phonics is slightly higher when compared to National other. Individuals have been identified for targeting in all assessed areas</p>								<p>Data shows progress in Maths and Writing with outcomes in line with National other. Progress in reading and GAPS are concerning and Whole School Improvement for 19/20 if focused on development in learning and teaching in reading and GAPS</p>								



## Pupil Premium Priorities from Data

### National Data

Areas to Develop	Current Intervention Need
<p><b>End of 2019/20 – EYFS</b> To maintain standards of achievement by the end of EYFS with Pupil Premium children achieving in line or better with others for GLD. Key focus on developing early language and vocabulary</p>	<p>Development of the teaching of systematic phonics within EYFS to enable all pupils to make the required progress Mathematical Language in the early Years (with NCETM / Northern Powerhouse Hub / Archimedes Hub) Nuffield – Developing Early Literacy</p>
<p><b>End of 2018/19 – Year 1 Phonics</b> To maintain standards of achievement in the Y1 Phonics screening with PP attainment in line with others. Key Focus: Developing language. Improved outcomes for reading</p>	<p>Development of the teaching of systematic phonics within Year 1 to enable all pupils to make the required progress Continue with targeted intervention (successful in previous years) New approach to learning in Y1 with an increased focus on self-organised learning and targeted group support. Full time TA in the classroom.</p>
<p><b>End of 2018/19 – KS1</b> To improve outcomes for all Pupil Premium children in reading, writing and maths. Key Focus: Teaching of Reading, Spelling and Handwriting</p>	<p>Development of the teaching of systematic phonics within KS1 to enable all pupils to make the required progress Full time TA with focused timetable to target the basic skills across the year group Small class sizes</p>
<p><b>End of 2018/19 – KS2</b> To target attainment in reading and GAPS (with a key focus on spelling and development of language)</p>	<p>Accelerated Reader to improve outcomes in Reading for all pupils Targeting and tracking of PP children to ensure progress is made across KS2 Intervention Staffing – 3 teachers + 1 TA</p>

### In School Data Analysis

Summer Term 2018 data Analysis shows (when compared to the non PP children within school):  
Key individuals identified for targeted in class and withdrawal small group support for: (Identified using internal progress tracking data)

- Year 6 (2019/20) – Progress for reading and writing
- Year 5 (2019/20) – Progress for reading
- Year 4 (2019/20) – Progress for writing
- Year 3 (2019/20) – Progress for reading
- Year 2 (2019/20) – Progress for writing
- Year 1 (2019/20) – Maintain good progress from Y1



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.		
<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.



# 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. Increased focus on early reading through development of language in Nursery and Reception.

Evidence Source	Expenditure	Baseline Data
End EYFS Data 2018/19 PP School Data shows a GAP compare to National and School Other Low attainment on exit from Nursery - Early years Intervention - Focus on Phonic Development	1 TA @ £21,057 (Reception) 1 TA @ £21,057 (Nursery)	On Entry to Reception Data: R – 36% W – 48% N – 48% Sp – L -

Development of the teaching of systematic phonics within EYFS to enable all pupils to make the required progress		
Development of the teaching of systematic phonics within EYFS to enable all pupils to make the required progress  Purchase of Phonics Play  Purchase of new reading books linked to the Systematic teaching of Phonics	<b>Expenditure</b> Purchase: £564  £120	<b>Baseline Data</b> On Entry to Reception Data: R – 36% W – 48% N – 48% Sp – L -
Development of the teaching of systematic phonics within EYFS to enable all pupils to make the required progress		



## 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.  
Improve outcomes in phonics (linked directly to reading)

Evidence Source	Expenditure	Baseline Data
<p>On entry data to Y1 shows a gap between Disadvantaged pupils and non-disadvantaged.</p> <p>            - Phonics Focus            Purchase of Phonics Play             Purchase of new reading books linked to the Systematic teaching of Phonics         </p>	<p>1 TA @ £21,057 Development of approach for teaching in Y1 to provide greater impact on pupils personalised learning within Reading, Writing and Maths</p>	<p>End of Reception Data: R – 73% (67%/75%) W – 73% (67%/75%) M – 81% (67%/85%)</p>

### Y1 Impact 2019:

### 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 maintain outcomes for PP children compared to 2018/19 outcomes.  
To ensure progress measures for PP children are good or better using internal tracking data

Evidence Source	Expenditure	Baseline Data
<p>End of Y1 data 18/19 shows good progress for PP children especially in reading and maths. Targeting pupils in writing key priority</p> <p>  </p>	<p>TA Support full time to deliver in class support and targeted interventions for: Basic Skills in Reading, Writing, Maths 1 TA @ £21,057</p>	<p>End of Year 1 Data for PP children: R – 89% (91%/89%) W – 89% (82%/93%) M – 92% (91%/93%)</p>

### Y2 Impact 2019:



## Key Stage 2

### Desired Action and Outcome

In Year 3 – to maintain the good progress made in Y2.

Evidence Source	Expenditure	Baseline Data
<p>Attainment and progress data for PP children lower than National other and in school gap exists.</p> <p><b>Key Purchase:</b> Accelerated Reader to improve progress and attainment in reading. Maths equipment to support the teaching using CPA approach to Mastery Maths.</p>	<p>0.5 x TA £21,057</p> <p>In class support and targeted intervention for:</p> <p>Fine and gross motor skills</p> <p>Reading</p> <p>Lexia</p> <p>Reading and Thinking</p>	<p>End of Y2 Data:</p> <p>R – 85% (78%/86%)</p> <p>W – 80% (78%/79%)</p> <p>M – 85% (78%/86%)</p>
<h3>Y3 Impact 2019:</h3>		

### Desired Action and Outcome

In Year 4 – to target writing for PP children through targeted interventions.  
 %age of PP compared to Non-PP concern (this is a picture from the end of Y2)

Evidence Source	Expenditure	Baseline Data
<p>Significant gap between PP and Non-PP attainment. Targeted support for pupils in class and through intervention withdrawal</p> <p><b>Key Purchase:</b> Accelerated Reader to improve progress and attainment in reading. Maths equipment to support the teaching using CPA approach to Mastery Maths.</p>	<p>0.5 x TA £21,057</p> <p>In class support and targeted intervention for:</p> <p>Fine and gross motor skills</p> <p>Reading</p> <p>Lexia</p> <p>Reading and Thinking</p>	<p>End of Y3 data</p> <p>R – 72% (59%/82%)</p> <p>W – 64% (41%/82%)</p> <p>M – 72% (53%/86%)</p>
<h3>Y4 Impact 2019:</h3>		



### Desired Action and Outcome

In Year 5 – To close the gap between PP and Non-PP attainment through accelerated progress.

Evidence Source	Expenditure	Baseline Data
<p>Targeted intervention for pupils to close the gap in basic skills through T and TA intervention.</p> <p>            Reduction in class size due to splitting the cohort into 1 and a half classes.         </p> <p><b>Key Purchase:</b> Accelerated Reader to improve progress and attainment in reading. Maths equipment to support the teaching using CPA approach to Mastery Maths.</p>	<p>Half time HLTA to reduce class size during teaching of core subjects</p> <p>Reading Catch Up Maths Toe by Toe Reading and Thinking Intervention</p> <p>£15,060</p>	<p>End of Y4 data</p> <p>R – 79% (69%/86%) W – 85% (77%/90%) M – 82% (77%/86%)</p>

## Y5 Impact 2019

### 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
<p>Targeted teaching to ensure children access highest quality first teaching within core subjects</p> <p>            Reduction in class size due to 2 class teachers to cohort plus full time TA         </p> <p><b>Key Purchase:</b> Accelerated Reader to improve progress and attainment in reading. Maths equipment to support the teaching using CPA approach to Mastery Maths.</p>	<p>Full time TA to reduce class size during teaching of core subjects</p> <p>£21,057</p>	<p>End of Y5 data</p> <p>R – 85% (81%/88%) W – 65% (50%/75%) M – 72% (56%/83%)</p>

## Y6 Impact 2019:



**Desired Action and Outcome**

In KS1 and KS2 – improve progress and attainment of PP pupils in reading through purchase of new Letters and Sounds and Accelerated reader books for lower attaining pupils and boys.

Evidence Source	Expenditure	Baseline Data
<p><b>Progress in KS2 for reading bottom 20%</b></p> <p>            Reduction in class size due to 2 class teachers to cohort plus full time TA         </p> <p><b>Key Purchase:</b> Accelerated Reader to improve progress and attainment in reading. Maths equipment to support the teaching using CPA approach to Mastery Maths.</p>	<p>Purchase of AR books</p> <p>Purchase of reading books for phonics: £3,000</p>	<p>End of Y5 data</p> <p>R – 85% (81%/88%)</p> <p>W – 65% (50%/75%)</p> <p>M – 72% (56%/83%)</p>

**Y6 Impact 2019:**

**Desired Action and Outcome**

In KS2 – continue to support the SEMH of pupils through counsellor support and targeted lunchtime support with SLT intervention. Utilise Art activities to encourage pupils to develop their own SEMH

Evidence Source	Expenditure	Baseline Data
<p>Analysis of in school SIMS, CPOMS and Dojo systems show identified children were struggling within the main classrooms.</p> <p>            - Behaviour Interventions         </p>	<p>3 afternoons a week 1x counsellor</p> <p>1 hour daily – SLT intervention during unstructured times</p>	

**Impact 2019:**



### Desired Action and Outcome

To raise the self-esteem of boys through the development of the 'Boys Champions' programme.

Evidence Source	Expenditure	Baseline Data
<p>Analysis of data shows boys make less progress and reach lower attainment levels than girls Pupils identified in Y6 (initially) to act as positive role models to boys in EYFS and also be support by FBEC students (male) who will act as male role models.</p> <p> - Behaviour Interventions</p>	<p>2 afternoons a week each week (TA support in EYFS) 3 half days in December (initially) FBEC pupils in school to support writing (DHT to lead)</p>	
<b>Impact 2019:</b>		



### Budget Summary

Desired Outcome		Cost
A	To ensure children make rapid progress across <b>Early Years</b> in order to catch up with their peers.	£21,057x2 (1x Nursery and 1x Reception £564)
B	<b>In Year 1</b> , ensure those children at the end of EYFS who did not achieve the GLD are targeted to accelerate progress and bridge the gaps.	£21,057
C	<b>In Year 2</b> – to accelerate progress of PP Pupils in all subjects in order to bridge gaps with Non-PP children (attainment)	£21,057
D	KS2 – To identify pupils to close the gap in attainment in each year group.	£21,057 x 2
E	KS2 – To promote positive SEMH utilising in-school counsellor and SLT input and support.	£4,000
F	To raise standards in reading by improving outcomes at end of KS2 and provision for teaching of early reading in EYFS and KS1.	£3,000
G	To raise standards for boys (progress and attainment) in all assessed areas through developing self-esteem of Y6 boys through Boys Champions Program.	£2,500
H	Enriching curriculum – money allocated to subsidise school trips to ensure all Disadvantaged pupils can attend	£1000
<b>Total Budget Spent</b>		137,406



### 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:**

**End of Year Summary:**

**Yearly Summary:**

**Review Date**