

**Chilton Academy**  
**Pupil Premium Strategy Statement – 20/21**

**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.

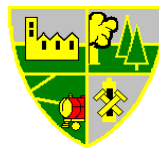
The Government terms ‘disadvantaged’ pupils as those who are in receipt of Free School Meals (other than KS1 Universal Free School Meals Strategy), or a child who has been in receipt of Free School Meals within the last 6 years (Ever 6). Some other groups of children are also entitled to Pupil Premium.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



**Reception – Year 6 Pupil Premium Funding (currently not including YR)**

Pupils Eligible for PP Funding £1,345	Number of Looked After Children £,2345	Number of Service Children £310
97 (includes LA and S chn)	5	3
123,740	11,725	930

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

**Early Year Pupil Premium Funding**

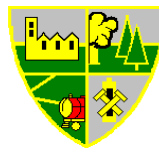
Number of Eligible Pupils	Total EYPP Budget
9	9 x £302 = £2118

**Pupil Premium Summary Information**

<b>Total Number of Pupils (Inc. FTE )</b>	267	<b>Number of Pupils Eligible</b>	97
<b>Total Pupil Premium Budget</b>	136,395	<b>% of Pupils Eligible</b>	36%

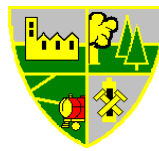
**2020 – Outcomes Attainment**

**There is no outcome data for the end of 2020 due to Lockdown. Priorities will be related to catchup and bridging gaps created due to this extended period of school closure.**

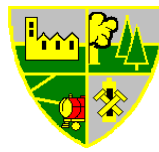


**Pupil Premium Priorities**

<b>Areas to Develop</b>	<b>Current Intervention Need</b>
<p><b>EYFS</b>            To swiftly identify gaps in learning which have been created due to lockdown.            To ensure children make gains in their phonics and early maths that have been lost or stagnated due to lockdown.            Re-establish the high levels of engagement that children have with reading.</p>	<p>Introduction of McKie Mastery into EYFS            Introduction of Launchpad for Literacy to identify gaps</p>
<p><b>Year 1 Phonics</b>            To ensure children make gains in their phonics and reading that have been lost or stagnated due to lockdown. Re-establish the high levels of engagement that children have with reading.            To ensure gaps in mathematical knowledge are identified and addressed.</p>	<p>Introduction of McKie Mastery into Year 1            High level of staffing to support pupils in making accelerated progress following extended school absence</p>
<p><b>KS1</b>            To ensure children make gains in their reading that have been lost or stagnated due to lockdown. Re-establish the high levels of engagement that children have with reading.  <b><i>To address gaps in phonics knowledge due to lost teaching in Year 1 and ensure children are fully secure before leaving KS1.</i></b></p>	<p>Introduction of McKie Mastery into Year 2            High level of staffing to support pupils in making accelerated progress following extended school absence            Well planned staffing to support pupils in making accelerated progress following extended school absence</p>
<p><b>KS2</b>            To ensure children make gains in their reading that have been lost or stagnated due to lockdown. Re-establish the high levels of engagement that children have with reading.            To ensure gaps in mathematical learning are identified and addressed swiftly.            To ensure children's basic skills in writing (GAPS) are identified and addressed.</p>	<p>Introduction of McKie Mastery into KS2            Well planned staffing to support pupils in making accelerated progress following extended school absence</p>
<b>In School Data Analysis</b>	
NA at this time due to Lockdown	



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.

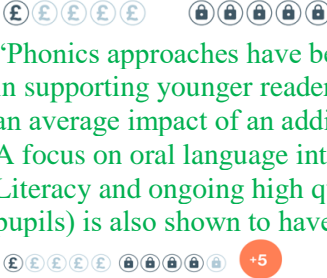


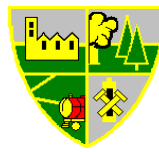
## Early Years

### Pupil Premium Planned Expenditure

#### Desired Action and Outcome

To swiftly identify gaps in learning which have been created due to lockdown.  
 To ensure children make gains in their phonics and early maths that have been lost or stagnated due to lockdown.  
 Re-establish the high levels of engagement that children have with reading.

<u>Barriers / Proposed Impact</u>	<u>Rationale Strategy / Education Research and Evidence</u>	<u>Expenditure</u>	<u>End of Year Impact</u>
<p>Pupils have had mixed experiences during lockdown. Engagement in online learning varied greatly from daily, weekly and those children who did not engage.</p> <p><b>Nursery:</b>            36% regularly engaged            36% occasionally engaged            28% never engaged and were identified on SLT's SEMH/Vulnerable list</p> <p><b>Reception:</b>            35% / 42% regularly engaged            40% / 53% occasionally engaged            25% / 5% never engaged and were identified on SLT's SEMH/Vulnerable list</p> <p>For children living in households which are not vocabulary rich, absence from school for an extended period and not engaging with a high level of spoken language, has resulted in reduced development of the vocabulary they need to be effective readers.</p> <p>PP children will have access to high quality texts and systematic teaching in order to identify and impact upon gaps in learning in phonics and early mathematics.</p>	<p><b>EEF Research:</b>  </p> <p>“Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months’ progress.”]            A focus on oral language intervention (such as Launchpad for Literacy and ongoing high quality verbal interactions between pupils) is also shown to have a good impact on pupils’ progress.</p>	<p>1 TA5 @ <b>£26147</b>            (Reception)            1 TA @ <b>£26147</b>            (Nursery)</p> <p>Launchpad for Literacy <b>£295</b></p> <p>McKie Mastery Training for all staff including TAs</p> <p><b>TOTAL - £52589</b></p>	



# Key Stage 1


## Desired Action and Outcome

Y1 - To ensure children make gains in their phonics and reading that have been lost or stagnated due to lockdown.

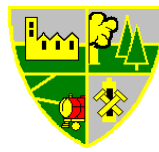
KS1 - To Re-establish the high levels of engagement that children have with reading.

KS1 - To ensure gaps in mathematical knowledge are identified and addressed.

Y2 - To address gaps in phonics knowledge due to lost teaching in Year 1 and ensure children are fully secure before leaving KS1.

<u>Barriers / Proposed Impact</u>	<u>Rationale Strategy / Education Research and Evidence</u>	<u>Expenditure</u>	<u>End of Year Impact</u>
<p>Pupils have had mixed experiences during lockdown. Engagement in online learning varied greatly from daily, weekly and those children who did not engage.</p> <p><b>Year 1</b>            51% regularly engaged            30% occasionally engaged            19% never engaged and were identified on SLT's SEMH/Vulnerable list</p> <p><b>Year 2</b>            32% / 32% regularly engaged            44% / 20% occasionally engaged            24% / 48% never engaged and were identified on SLT's SEMH/Vulnerable list</p> <p>Many children will not have access to high quality texts and reading resources which would have embedded their phonetic ability.</p> <p>PP children will have access to high quality texts and systematic teaching in order to identify and impact upon gaps in learning in phonics and early mathematics.</p> <p>Any child identified with a gap in learning will be supported through 1 to 1 and small group intervention and support in order to accelerate</p>	<ul style="list-style-type: none"> <li>• Reading books sent home and home links in learning to be maximised through use of DoJo.</li> <li>• Pupils heard read regularly including additional reading sessions for those who need to make the greatest progress</li> <li>• TA and T training in McKie Mastery to ensure full impact on pupil progress.</li> <li>• Continue to increase the range of high-quality texts children are exposed to</li> <li>• Use of all staff to ensure focused teaching and support where the children with the greatest needs are supported by the most experienced teaching staff</li> </ul> <p><b>EEF Research:</b>  </p> <p>“Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months’ progress.”</p> <p><b>EEF IMPROVING MATHEMATICS IN THE EARLY YEARS AND KEY STAGE 1</b> “Professional development should be used to raise the quality of practitioner’ knowledge of mathematics, of children’s mathematical development and of effective mathematical pedagogy.” – McKie Mastery training</p> <p>McKie Mastery approaches focus on the importance of collaborative learning which shows a good impact in EEF</p>	<p>1 x 0.8 TA L5            (22,183 x 0.8 =  <b>£20,918)</b></p> <p>2x 0.5 TA L3  <b>(£23,306)</b></p> <p>1 x HLTA            33,077 (0.7 of =  <b>23,134)</b></p> <p>0.7 TA L3 paid for through Top Up Funding</p> <p>McKie Mastery Training for all staff including TAs</p> <p><b>TOTAL: £67,358</b></p>	





## Key Stage 2

### Desired Action and Outcome

To ensure children make gains in their reading that have been lost or stagnated due to lockdown. Re-establish the high levels of engagement that children have with reading.

To ensure gaps in mathematical learning are identified and addressed swiftly.

To ensure children's basic skills in writing (GAPS) are identified and addressed.

#### Barriers / Proposed Impact

Pupils have had mixed experiences during lockdown. Engagement in online learning varied greatly from daily, weekly and those children who did not engage.

<b>Year 3</b> 18% regularly 50% occasionally 32% never	<b>Year 3/4</b> 48% regularly 33% occasionally 19% never
<b>Year 4</b> 8% regularly 34% occasionally 58% never	<b>Year 5</b> 16% regularly 24% occasionally 60% never
<b>Year 5/6</b> 21% regularly 34% occasionally 45% never	<b>Year 6</b> 13% regularly 22% occasionally 65% never

In older year groups, the number of children engaging with online and remote learning decreased significantly. This has resulted in a number of children with gaps in learning of the basic skills of reading, writing and mathematics when they return to school in September. Learning will need to be swift and focused in order to bridge the gaps when required so pupils can make accelerated progress through the curriculum.

Any child identified with a gap in learning will be

#### Rationale Strategy / Education Research and Evidence

- Reading books sent home and home links in learning to be maximised through use of DoJo.
- TA and T training in McKie Mastery to ensure full impact on pupil progress.
- Continue to increase the range of high-quality texts children are exposed to
- Use of all staff to ensure focused teaching and support where the children with the greatest needs are supported by the most experienced teaching staff – reduce class size for those children identified with the most need
- Begin to explore ways of parent and pupil engagement at home (Google Classroom)

#### **EEF Research:**

Shows an increased focus on reading comprehension skills has a high impact on pupils progress



It also shows how the importance of parental engagement is imperative so looking at how to engage pupils and parents in upper KS2 to address this moving forward is imperative:



#### Expenditure

2 x unqualified teachers FT 2 2/3 of £23766 = 15844 x 2 = **31,688** (paid for with Catch up money)

1x TA L5 paid for through EHCP funding

1 to 1 tuition to be paid for through Catch Up Funding (see separate strategy document)

McKie Mastery Training for all staff including TAs

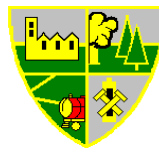
**TOTAL: 31,688**

#### End of Year Impact



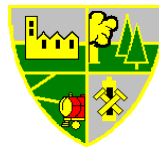






### Budget Summary

Budget Summary		
	Desired Outcome	Cost
A	To swiftly identify gaps in learning which have been created due to lockdown. To ensure children make gains in their phonics and early maths that have been lost or stagnated due to lockdown. Re-establish the high levels of engagement that children have with reading.	£52589
B	Y1 - To ensure children make gains in their phonics and reading that have been lost or stagnated due to lockdown. KS1 - To Re-establish the high levels of engagement that children have with reading. KS1 - To ensure gaps in mathematical knowledge are identified and addressed. Y2 - To address gaps in phonics knowledge due to lost teaching in Year 1 and ensure children are fully secure before leaving KS1.	£67,358
C	To ensure children make gains in their reading that have been lost or stagnated due to lockdown. Re-establish the high levels of engagement that children have with reading. To ensure gaps in mathematical learning are identified and addressed swiftly. To ensure children's basic skills in writing (GAPS) are identified and addressed.	31668
D	To ensure the social, emotional well-being of pupils and staff is monitored and support provided as appropriate for pupils, their families and staff.	£4694.60
<b>Total Budget Spent</b>		£156,309.60 £2118 (EYFS)



### 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**

**Mid-Year Review (February 2021)**

**End of Year Summary:**

**Review Date**