

The Canterbury Primary School

Pupil Premium Strategy Document

2018-19

(Including 19/20 strategy)



*In partnership with Simon  Grammar School for Boys to provide
A grammar school band for boys and girls in a comprehensive school for*

Pupil premium strategy / self-evaluation (primary, middle) Summary information

What is Pupil Premium?

The Pupil Premium is a sum of money allocated to schools each year to narrow attainment gaps between pupils from low income families and their peers. It aims to provide significant funding for disadvantaged children to help close the attainment gap and promote greater progress in line with their peers. Pupil Premium is allocated to the school and is generated by children:

- Who are currently known to be eligible for free school meals (FSM)
- Who have been 'looked after' continuously by a local authority for more than 6 months
- Children from service families (known as the Service Premium)
- Children who have been eligible for FSM at any point in the last 6 years

The level of the premium for 2018-2019 is £1,320 per pupil fitting the criteria above for FSM children, £2,300 for Looked After Children and £300 for children from service families.

From September 2012, schools are required to publish online information about how we have used the premium. This money is for schools to decide how to use but should be spent in order to improve educational attainment of children from low income families. The pupil premium has the potential to have a great impact on the attainment and future life chances of pupils.

1. Summary information					
School	The Canterbury Primary School				
Academic Year	2018/19	Total PP budget	£169,215	Date of most recent PP Review	Sept 2019
Total number of pupils	332	Number of pupils eligible for PP	127	Date for next internal review of this strategy	July 2020

2. Current attainment

	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving expected standard or above in reading, writing & maths	76%	70%
% making expected progress in reading (as measured in the school)	80%	80%
% making expected progress in writing (as measured in the school)	80%	83%
% making expected progress in mathematics (as measured in the school)	84%	81%
% of pupils achieving the expected and greater depth standards 2017/2018	Greater Depth Combined 16% Expected EGPS 84%	Greater Depth Combined 12.9% Expected EGPS 83.5%

3. Barriers to future attainment (for pupils eligible for PP)

Academic barriers *(issues to be addressed in school, such as poor oral language skills)*

A.	Communication and language skills (social skills) can be lower for pupils eligible for PP than for other pupils. This slows reading and writing progress in subsequent years. PP pupils achieve below National non PP pupils in the Y1 phonics assessment.
B.	Attainment on entry in EYFS is lower than nationally expected, and varies between feeder nurseries.
C.	PP pupils are not achieving in line with non PP pupils nationally in KS1 for reading and writing.
D.	Children with poor SEMH. This slows progress and attainment in all subject areas. (self-esteem/aspirations)
E.	Overall progress score for Reading and Writing (KS1-KS2) was below national averages in 2017/18
F.	Attainment at greater depth is lower for school PP pupils than non PP pupils nationally in KS1

Additional barriers *(including issues which also require action outside school, such as low attendance rates)*

E.	Poor/low attendance/punctuality
F.	Parental Engagement is a barrier to some children's learning. Some families appear to not adequately support their children's home learning and reading on a regular basis. To ensure high aspirations are supported.

4. Intended outcomes (<i>specific outcomes and how they will be measured</i>)		Success criteria
1.	Improved communication and language skills for PP pupils, leading to faster reading and writing progress, diminishing the difference at a faster rate.	Pupils eligible for PP make rapid progress by the end of Key Foundation and Key Stage One so that most make age related expectations in communication and language, reading and writing.
2.	Nursery Feeders School to maintain support, advice and an opportunity to visit and observe good practice in order to improve baseline for school starters.	Attainment on entry in EYFS will have shown an improvement thereby bringing the school in line with national expectations. Nursery staff will have been offered opportunities to observe outstanding teaching in school and applied appropriate strategies within their own setting. This will in turn upskilled nursery staff and impact positively on the baseline assessments. EYFS staff will visit the local nurseries as part of the transition to school discuss families with the focus for PP children within the nursery.
3.	Improved SEMH of PP children, allowing them to access the curriculum and increase progress and attainment in all subject areas.	Children will have improved SEMH, allowing them to make progress in line with their peers. Input from STLS and training sessions will improve staff knowledge and application of strategies. The Boxall Profile will be completed for the PP children and will demonstrate an improved mind set for self-learning. Safe spaces (Headstart) will be embedded as a supportive strategy to help children self-regulate their emotions and overcome issues across the school. Staff will record behaviour concerns in the Reflection book and these will be tracked and analysed throughout the year. The behaviour entries in the reflection book (and logged on the safeguarding document) will reduce to show the impact of using the Safe spaces. Interventions such as forest school provision, use of the nurture room from a qualified nurture adult and social skills groups established and embedded in the school curriculum.

4.	Pupils eligible for PP will have similar attainment to non PP children nationally in reading, writing and maths. Accelerated rates of progress across KS 1 and 2 for all pupils eligible for pupil premium including high attaining pupils eligible for pupil premium.	<p>Pupils eligible for PP will have similar attainment to non PP children nationally in reading, which will then impact positively in writing and maths, therefore diminishing the difference by the end of Key Stage 2.</p> <p>Pupils eligible for pupil premium make as much progress as other pupils across Key Stage 2 in maths, reading and writing.</p> <p>Measured from Year 1-6 by teacher assessments and successful in-school moderation practices, as well as moderations across our collaborative schools.</p> <p>Established school specific curriculum in place with ongoing CPD from subject specialists to accelerated and enhance learning.</p>
5.	Pupils eligible for PP will have the same participation rates as all pupils for activities provided in school	Equal participation in residential trips, events, holiday clubs, activities and extra-curricular activities.
6.	Improved attendance rates for pupils eligible for PP	Reduce the number of persistent absentees among pupils eligible for PP. Overall PP attendance improves to bring them in line with our school target of 97% and in line with the their non PP peers.
7.	<p>An increased level of aspiration as a result of engagement of parents in structured conversations.</p> <p>Resilience develops in both parents and children by giving strategies to support sustained effort when tackling learning and challenges in school.</p>	<p>Parents will be more empowered leading to pupils having increased aspiration, leading to improved progress and attainment.</p> <p>To implement the education philosophy of growth mind set throughout the school, with particular focus on PP children.</p> <p>To implement non negotiables of 'life experiences' to enable the children to have the same experiences as their non PP peers.</p>

5. Planned expenditure 2019/20

Expected Income	<p>£165,825 and unspent balance forward from 18/19 of £13,577.</p> <p>Total budget £179,402</p>
-----------------	--

Intended outcome	Action	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Cost Implication
A,D,E, F, H, I	Bi-Termly pupil progress meeting and SLT book looks for every child	Collaborative meetings with SLT, class teacher, year group, leadership team, SENCO and attendance officer to carefully track monitor the needs of individuals. Planned interventions and target setting for disadvantaged children not on track.	Through termly meeting, monitoring schedule, appraisal process, data collation, reviewing the impact of interventions.	CM BW	(Included in the salary costing)
A, C, D, E, F, G, H, I	<p>Additional 1:1/group S & L</p> <p>Additional 1:1/group reading</p> <p>Use reading intervention to set additional tracking of next steps.</p> <p>PP children to be screened using Language Link, junior link and Speech Link in order to identify any specific speech and language difficulties</p> <p>Maintain the outdoor and indoor environments so that they promote language skills and writing opportunities</p>	<p>The children start school with low literacy skills and we want to support them to succeed by providing intense, individualised 1:1 phonic and reading sessions.</p> <p>Develop training and understanding of continuous provision beyond the Early Years. Research suggests that outdoor learning promotes language skills and writing.</p>	<p>Training schedule for Teaching Assistants TA review to ensure interventions are well planned, implemented and reviewed. Impact of interventions should be evidenced through pupil progress meetings and progress data. Training sessions evaluated for impact on future practice</p> <p>Teacher to attend relevant courses and cascade ideas to the team</p> <p>Linked to staff appraisal</p>	BW MP CM SW EK	£120,000 – this includes staff salaries to deliver interventions

G, H, I	Continue to establish a vision for thinking through Claxton's 4 R's. Develop a whole school Metacognition approach that draws together BLP and Habits of mind.	The EEF identified metacognition as one of the 10 most effective Pupil Premium strategies for primary schools. (+8 months progress and low cost).	Whole school action plan. Support from Trust Thinking Leads.	LC SLT	(Included in the salary costing)
	Nursery staff from City View and other local nurseries to be given the opportunity to observe structured teacher directed activities, particularly phonics and early writing led by the EYFS staff.	<p>Children are starting school without the foundations for learning and there are evident inconsistencies between skills evident in children from differing feeder nurseries.</p> <p>By enabling nursery staff to see the expectations of the Reception class teacher, groundwork can be done at nursery stage by nursery staff.</p>	<p>Head of EYFS to arrange opportunities for new staff and existing staff to come and visit the school throughout the year, to observe good practice and share ideas.</p> <p>Head of Early Years EYFS to plan opportunities to moderate end of year judgements with the nursery to improve knowledge of children prior to transition to school and to offer advice on next steps for individual children.</p>	MP CM	(See salaries)
	<p>Class Dojo behaviour and rewards system to be used to reinforce positive behaviour. Sports coaches to facilitate appropriate games and activities during lunch times/after school.</p> <p>Money used to support the enrichment of children's learning e.g. school trips. Providing uniform Play leaders/buddies to support children during break and lunch times. Forest School</p>	<p>Positive learning behaviour leads to increased well-being, progress and attainment.</p> <p>Class Dojo behaviour rewards system to continue to promote positive behaviour.</p> <p>Play leaders/buddies enable a more structured break and lunch time to reduce any incidents.</p>	<p>Monitoring the effectiveness of strategies through documentation and lesson observations.</p> <p>Ensure staff and pupils are fully aware of the behaviour policy. Monitor.</p> <p>Collaborative moderations and meetings support the consistency of teaching and assessment across the trust.</p> <p>Club registers will be monitored to ensure that PP children are attending where appropriate.</p>	KB CM BW MP BF	<p>Visits £4350 Swimming £2600 Gymnastics £2202 Uniform £300 Forest School £3000</p>

	<p>Interventions for reading Busters book club After school interventions across the school.</p>	<p>Through a range of courses and meetings with other professionals, we have selected a range of resources which have been effective in other schools. Resources such as BRP and accelerated reader have been used before by those in our academy trust.</p>	<p>Courses selected using evidence of effectiveness. Using staff meetings Feedback embedded in feedback/ marking policy Lesson monitoring Parental feed back Collaborative moderations and meetings support the constancy of our teaching in our cooperative trust.</p>	<p>CM BF MP BW Engli sh co- ordin ators</p>	<p>Salaries - £3250 Places for after school care - £20,000 Resources/equipme nt = £10,000</p>
	<p>Funding to be allocated to subsidise trips and holiday clubs in the school year.</p>	<p>Funding will support low income families to ensure their children can take part in enrichment opportunities.</p>	<p>Review of trips and how their successes engage the children in class. Review of how to support children effectively during holiday clubs.</p>	<p>CM BF MP BW All</p>	<p>(SLT salary included in Salaries) Educational visits (See visits costing)</p>
	<p>Incentives to gain higher percentages of attendance. Attendance Ted Certificates and rewards. Attendance raffle 326 /Breakfast club offered free to all PP pupils to support attendance</p>	<p>Children with high attendances will be rewarded for the efforts. Those with lower attendances will be given incentives to increase this.</p>	<p>Action plan created at the end of the year by the attendance officer to gauge the success of what has been put in place.</p>	<p>CM BF MP BW</p>	<p>(See breakfast club salaries)</p>
	<p>Homework/Year 6 SATs busters club</p>	<p>The EEF identified homework as one of the 10 most effective Pupil Premium strategies for primary schools. (+2 months progress and low cost).</p>	<p>Class teachers to track who is completing regularly. Send letters to those who are not- invite to homework club and holiday SATs club instead.</p>	<p>LC SW SLT</p>	<p>£5500 (SLT salary included)</p>

	On site school counsellor /wellbeing manager. Train staff in wellbeing.	Structured conversation/coaching tools strive to develop resilience within children and parents. Parents will know how they can make a difference to their child's learning and be better equipped to support them more effectively at home.	Parental feedback Subject leader reports. AFA end of year review and evaluation carried out by Phase Leaders and School Champion. AFA Focus Parent Group	CM BF MP BW KB	£7500 - Counselling £3000 – other professionals
Total budgeted cost					£176,202

6. Review of expenditure				
Previous Academic Year		2018-19		
PPG Budget		£169,215 and unspent balance forward from 17/18 of £15,291. Total budget £184,506		
Total spend		£170,929		
i. Teaching				
Action	Intended outcome	Estimated impact:	Lessons learned (and whether you will continue with this approach)	Cost
Reduce the gap	Pupil premium children will leave KS2 with similar outcomes to their non disadvantaged peers	Reading – Gap has narrowed. Writing – Gap has narrowed. SPAG – Gap has narrowed. Maths – Significant gap which needs addressing.	Staff analysing data and submitting it termly was too much. We will continue to see staff termly for pupil progress meetings, but reduce the amount of data submission. Pupil progress meetings are effective and identify each vulnerable group. Interventions are identified for the pupil premium children.	£118,640 Salaries £2,936 Club salaries

CPD for staff delivering interventions	Improve the provision (quality interventions) we use to support pupil premium children.	Certain interventions have improved which have helped the children develop their fine and gross motor skills. This in turn has helped support their ability to write at greater lengths and be more resilient – by not giving up when writing.	<p>We are able to meet the needs of the children’s physical needs, however more emphasis will need to be placed on the academic interventions such as pre-teaching, precision teaching, number interventions and reading interventions.</p> <p>We will continue to improve the quality of interventions.</p> <p>Afterschool care have focused on reading intervention and this will continue.</p>	
--	---	--	---	--

ii. Targeted academic support

Action	Intended outcome	Estimated impact:	Lessons learned (and whether you will continue with this approach)	Cost
---------------	-------------------------	--------------------------	--	-------------

<p>Pupils eligible for PP will have the same participation rates as all pupils for activities provided in school</p>	<p>Class Dojo behaviour and rewards system to be used to reinforce positive behaviour.</p> <p>Sports coach to facilitate appropriate games and activities during break times and lunch times.</p> <p>Play leaders/sports crew to support children during break and lunch times.</p> <p>A wide variety of after school clubs will be on offer.</p>	<p>Positive learning behaviour has lead to increased well-being, progress and attainment.</p> <p>Class Dojo behaviour rewards system have promoted and encouraged positive behaviour.</p> <p>Play leaders and sports crew have provided more structured break and lunch time and reduce any incidents.</p>	<p>The sports coach (Julia) have succeeded in providing appropriate games and activities during break and lunch times. Lunchtimes in particular are most popular with the children and well supported.</p> <p>The play leaders have been effective in keeping small groups of children engaged and this has improved their self confidence and wellbeing.</p> <p>The after school clubs have increased and attendance of these shows that there has been an increase in the % of pupil premium attending these from 33% to 47%. This must continue next year and the school plan to widen these opportunities with further teaching assistants operating in zones across the playground and the field to allow for more scope.</p> <p>Dojo continues to be an effective reward system focussing on positive behaviours.</p> <p>Children continue to thrive during their gymnastic sessions and are winning national competitions.</p>	<p>£2202</p> <p>Gymnastics</p>
--	---	--	---	--------------------------------

Improved SEMH	<p>To have an on-site counselling services for children</p> <p>To provide 1:1 pastoral support by the pastoral team for parents and families so that individual pupils develop socially, emotionally and academically.</p>	<p>Counselling service provided once a week support. Children on the PPG register were able to access this provision and it had a positive effect on their well-being.</p> <p>The pastoral team have worked well with our most vulnerable families and there has been an increase in the children's attendance.</p>	<p>The counselling service has been beneficial to the children's well-being however there is a need to have the counsellor in more than once a week. Ideally the provision is to continue and the time in school will be increased.</p> <p>Working with PPG families to improve their attendance as well as supporting them to develop socially, emotionally and academically, has proved to decrease their anxiety and improve their mental health of both the children and their families.</p>	<p>£7210 Counselling</p> <p>£2924 Other professional services</p>
---------------	--	---	--	---

iii. Wider strategies

Action	Intended outcome	Estimated impact:	Lessons learned (and whether you will continue with this approach)	Cost
<p>Money used to support the enrichment of children's learning</p> <p>Uniform</p>	<p>PP children to gain the same life experiences as non-disadvantage peers.</p>	<p>All PP children were offered support to help towards, or fully pay for, learning opportunities such as trips etc. Children's writing improved as a consequence.</p> <p>PP children were able to meet the National Curriculum standard to swim 25 meters.</p> <p>All PP children who wanted after school care were able to access the 326 club for free.</p>	<p>Families have responded well to this approach/support. Where possible, families were also offered to make contributions towards events, but was made clear we would support financially.</p> <p>Writing has proven to be improved once the children have experienced and event rather than learning from books/multi media.</p> <p>All of this support is to continue next year.</p>	<p>£6,589 – visits</p> <p>£2569 – Swimming</p> <p>£18,240 – ASC/lunches</p> <p>£149 uniform</p>

<p>Improve attendance rates for pupils eligible for PP</p>	<p>To develop incentives to gain higher percentages of attendance.</p> <p>To relaunch/revamp attendance Ted and Certificates/rewards</p> <p>.</p>	<p>Children with high attendances will be rewarded for the efforts. Those with lower attendances will be given incentives to increase this.</p>	<p>Incentives seem to be a temporary fix. We need to investigate the longer effects and strategies to use to maintain a high attendance.</p> <p>Vouchers were used every assembly aiming at PPG children – consequences were we rewarded non ppg as well for their improved attendance.</p> <p>Next year we will be looking into giving each subject lead funding to help develop attainment in their area. Year group leads will look at using funding to improve attendance.</p>	<p>£9470</p> <p>Resources and Equipment</p>
--	---	---	--	---