

Pupil Premium Strategy 2018-19

Chaloner Primary School



Pupil Premium Funding (PPF) is now well established. This strategy gives governors and parents an overview of how the funding is spent in our school and the educational outcomes for those children who are eligible. Pupils are eligible for PP funding if they are entitled to free school meals or have been entitled in the past (known as 'FSM ever'), are a Looked After Child, are adopted, or have a parent who is in the armed forces.

Information for the Current School Year, 2018-19

Please note, that although this strategy covers the school year 2018-19, funding is allocated on a monthly basis from the LA. Also some LAPP funding is retained centrally by the LA. This allocation is based on September 2018 figures.

Pupil Premium Income (April 2018 – March 2019)			
	Number of pupils	Unit	Total
Free School Meal Ever 6	96 (41.2% of pupils)	£1,320	126,720
Adopted from Care	3	£2300	6,900
Looked After Pupil Premium	2	£2300	4,600
Service Family	7	£300	2,100
Total Funding			£140,320.00

Barriers to Educational Achievement:

Following pupil premium reviewer training, we have identified the following barriers to educational achievement for the disadvantaged children in our school:

- Issues within the family. This may include disorganised lifestyle; factors associated with parental break-up/ new relationships; low priority towards education; social services involvement; housing conditions. This factor can also impact negatively on their emotional wellbeing and mental health.
- Parental engagement and low support from home academically.
- Low attendance/ frequent late marks.
- Low cognition or specific special educational needs.
- Low self-confidence, self-esteem; low aspirations.
- Low social and communication skills, impacting in academic areas such as reading.
- Low speech and language skills.
- Low listening and attention skills.
- Poor nutrition.
- Not accessing extra-curricular or wider activities in and outside of school.

How we are Spending Pupil Premium Funding in 2018-19 to Overcome Barriers

Aim	Specific Initiative	Expenditure
To improve parental engagement and increase their understanding and confidence in supporting learning.	Invest in 'Marvellous Me' an APP which informs parents daily of achievements in class.	£399
	Develop the website to be more user-friendly. Also include curriculum support for parents.	£2500
	Provide termly 'Family Learning Days' for parents.	£2000
	Invest in reading scheme books to send home and provide training for parents in how to hear children read.	£6000
	Provide CPG books for all Y6 children for SATs revision at home.	£285
	Total	£11,184
To improve communication and language skills.	Small group intervention developing social communication skills and self-confidence. (Happy to be Me)	£9,009
	Blast intervention programme run by TAs.	£3000
	Total	£12,009
To ensure eligible pupils make expected academic progress and/or attain expected standards	Additional TA time to support smaller group working across the school.   +3	£20,000
	Additional TA time to provide 1-1 support for individual needs.	£8000
	Additional teacher small group support in year 6   +4	19 PP children £20,407
	Additional mentoring and feedback sessional support for PP children   +8	£21,000
	Additional teacher investment to make class sizes smaller.	£19,145
	Use assessments to identify barriers and TA support 1-1 for children low cognition but not SEND.	£10,000
	Total	£98,552
To ensure children develop character and social and emotional resilience	Provide counselling support for relevant children.   +4	£12,800
	'Being Girls' school club with a TA, raising self esteem	£800
	Total	£20,800
Provide support for families where appropriate	Ensure all aspects of the wider curriculum are accessed e.g. educational and residential visits support.	£5000

	Parent cookery classes through extended schools.	£4000
	Subsidise breakfast club for vulnerable families.	£2,500
	Use attendance officer to support families with attendance and late marks when necessary.	£1,765
	Audit clubs for PP attendance and subsidise the cost.	£2000
	Total	£15,265
Provide more personalised curriculum support for identified pupils.	Reading intervention programme for relevant children plus others. ¹ 	£3,500
Ensure that more able pupil premium children reach a high potential	1:1 Tuition for identified children 	£1,000
	Total	£4,500
	Total Expenditure	£162,310

The impact of the pupil premium funding is measured termly through pupil progress meetings and/or appraisals, when the cohort of children in each class is analysed by the senior leaders and the class teacher. We have also used the Education Endowment Foundation's (EEF) teaching and learning toolkit where possible to assess the potential effectiveness of certain strategies and the cost-benefit graphics can be seen in the table. Strategies with high academic returns are of course prioritised but one area that we are developing this year, for which evidence suggests lower academic returns, is an additional teaching assistant for some in-class support. This however takes account of EEF's best practice research that effective use of a "clearly specified approach which teaching assistants have been trained to deliver" can lead to accelerated academic improvements and "to improvements in pupils' attitudes".²

¹ Includes Project X reading.

² <https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/teaching-assistants/>