



## **PUPIL PREMIUM AT CHIEVELEY SCHOOL April 2018– April 2019**

**The Pupil Premium is the government's name for a sum of extra money that's paid to schools to help with costs. It can help to pay for important things, like school trips, uniforms and PE kit, music lessons, and additional help with subjects like English and Maths. It's there to help support children from lower income families, so the government uses information about children that are entitled to free school meals to work out where, and how much, to pay.**

### **Rationale**

The Pupil Premium Grant is allocated to children from low-income families who are, or have been, eligible for free school meals (FSM), children of service personnel and children who have been looked-after (LAC). The grant is made available to support students who have received Free School Meals at some point in the previous six years. In addition, funding for students who have been in local authority care for more than six months, is provided in a grant managed by the Virtual School. Students adopted from care also qualify for the Pupil Premium Grant.

The aim of the Pupil Premium is to identify and implement strategies in order to increase social mobility and reduce the attainment gap between the highest and lowest achieving pupils nationally.

### **Aim**

To ensure that the Pupil Premium Grant is targeted at the pupils it is intended for, and significantly improve the achievement and life chances of disadvantaged pupils attending Chieveley.

This will be achieved by:

- Providing educational support which raises the achievement of these pupils so that it is in line with their peers and national expectations.
- Providing emotional and social support where appropriate.
- Addressing any inequalities in opportunity faced by these pupils.

### **Implementation**

- The budget for the Pupil Premium will be a clearly defined budget and will be allocated appropriately to meet the needs of disadvantaged students at the school.
- It is recognised that not all students classified as FSM/Ever 6 will be disadvantaged or not making the expected rate of progress and that many students not classified as FSM/Ever 6 will be disadvantaged. Therefore it will be appropriate to ensure that all disadvantaged students have the opportunity to benefit from Pupil Premium funding.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals.

- The school will assess the needs of students in determining whether they need additional support to ensure that they are making expected progress, that their social and emotional needs are met and that they have equal opportunities.
- The progress of individual students who are supported through the Pupil Premium will be tracked and monitored and interventions put in place as required.
- The effectiveness of strategies to raise the achievement, improve the progress and provide emotional and social support will be evaluated and these will be amended as appropriate.
- The school is accountable for the achievement and progress of Pupil Premium students and the educational outcomes of these will be reported in the context of how the school has used the Pupil Premium Grant to raise achievement.

Strategies used to support disadvantaged students

All teaching staff are aware of Pupil Premium and disadvantaged students. Teachers are required to track their progress and ensure that there are intervention strategies to support these pupils in achieving their targets.

In addition a number of whole school strategies and resources are used to support these students, including:

- Vulnerable children are identified in tracking meetings and strategies to help with their progress are discussed and implemented.
- The SEN/ELSA team meet every six weeks to discuss vulnerable children and how we can best support them.
- Extra staffing ensures one-to-one and small group support where needed
- We have a 'tilt' approach to our vulnerable children e.g. we approach children who receive PPG first when considering who will join certain activities such as the choir, sports opportunities and extra EHA sessions
- We ensure children on PPG are always included in extra activities e.g. joining an extra club or getting a signed book at an author event.
- We provide and Emotional Health Academy worker to work with children as needed and to work with services children in 1:1 and small group or family sessions.

| Pupil Premium Numbers |   |
|-----------------------|---|
| Service children      | 7 |
| FSM/Ever 6            | 2 |
| Adopted from Care     | 2 |

### Current Outcomes for Children:

All school working at Age Related Expectations in March 18: Reading: 80% Writing: 78% Maths: 85%

PPG children working at Age Related Expectations in March 18: Reading: 64% Writing: 72% Maths: 81%

| <b>Income</b>                               | <b>£</b> |
|---------------------------------------------|----------|
| Brought forward                             | 2728     |
| Funding allocated                           | 11200    |
| Total Funding 2017/18                       | 13928    |
| <b>Expenditure</b>                          |          |
| Training                                    | 885      |
| Residential and offsite trip                | 610      |
| Music lessons and instrument hire and clubs | 96       |
| IPads                                       | 776      |
| ELSA Support                                | 275      |
| Emotional Health Academy                    | 1540     |
| TA staffing                                 | 6105     |
| Teaching                                    | 500      |
| Lunches                                     | 11       |
| Total:                                      | 10789    |
| Carried forward to 2018/19                  | 3130     |

**As we have relatively small numbers of children receiving grants, some figures are not clearly labelled to ensure anonymity.**

| Area of Expenditure                          | Action                                                                                                                         | Support                                                                                                 | Learning Area                                                       | Outcomes                                                   |
|----------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------|------------------------------------------------------------|
| Residential and Offsite Trips<br>£610        | No child was excluded from school trips due to lack of funds                                                                   | The cost of trips were covered for those children eligible                                              | Emotional and social, also curriculum support for further learning. | 100% PPG children attended both day and residential trips. |
| Music lessons and instrument hire, clubs £96 | 10% of children were supported with music lessons and dance lessons                                                            | The cost of the lessons and the hire of instruments                                                     | Social, emotional and curriculum support.                           | 10% children able to perform at a school event.            |
| IPads £776                                   | iPads available for disadvantaged children to help with in class support work and for those who need to do homework in school. | We in fact had the opportunity to buy our leased iPads for £776 which are available in every classroom. | Curriculum, social.                                                 | 100% children have access to this facility.                |

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| Emotional Health Academy<br>£1,540 | <p>The Emotional Health Worker has provided support to 10 pupils in the form of 1:1 support. The Emotional Health Worker has also engaged in consultation with 9 parents and in some cases provided support including signposting and self-help resources.</p> <p>100% of PPG children have had some support from the EHA worker as needed sometimes on an ad hoc basis as recommended by the HT.</p> | The length of intervention varied from 1 – 16 sessions with an average intervention length of 7 sessions. | Pupils were supported with a range of difficulties including anxiety (30%), emotional vulnerabilities related to family circumstances (50%) and behaviour difficulties (20%). | <p>30% of pupils are still currently receiving support from the Emotional Health Worker. o 60% of cases were reported as satisfactory at the end of intervention. This referred to the pupils/parents who reported that intervention from the Emotional Health Worker had benefited their emotional needs. 10% of cases were signposted to other services for additional support.</p> <p>100% of PPG children have had some support from the EHA worker as needed</p> |
|                                    | Services Children                                                                                                                                                                                                                                                                                                                                                                                     | Regular 1:1, group or family sessions for services children                                               | Social and emotional support, especially when a parent is away                                                                                                                | Parents reported that the sessions have been helpful.                                                                                                                                                                                                                                                                                                                                                                                                                 |
|                                    | Children in vulnerable families                                                                                                                                                                                                                                                                                                                                                                       | Support offered through sessions with parents and then with individuals or small groups.                  | Social and emotional support.                                                                                                                                                 | Parents have reported that this support has been helpful.                                                                                                                                                                                                                                                                                                                                                                                                             |

|                           |                                                                                                                                                                                                                          |                                                                         |                                                                                                                                                               |                                                                                                                              |
|---------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|
|                           | Regular consultation and discussions have been held with the SENCO and Head teacher on an ad hoc basis and the Emotional Health Worker has supported and facilitated staff meetings in relation to behaviour management. | Training/consultation                                                   | Supporting children with emotional and behaviour issues was delivered based on the needs of children in the school.                                           | Staff reported that the training was helpful and further new strategies have been built on this training.                    |
| ELSA Support Package £275 | Training and guidance for ELSA team                                                                                                                                                                                      | Training                                                                | Helped ELSAs provide further support to disadvantaged and vulnerable children –e motional and social support.                                                 | All PPG children have been assessed when deciding on provision of ELSA programmes. 45% of children have followed programmes. |
| TA staffing £6105         | Children provided with 1:1 and groups support                                                                                                                                                                            | Ind and small group work                                                | Literacy and maths support                                                                                                                                    | 100% PPG children benefitted from this support                                                                               |
| TA staffing £500          | Individual child mentoring                                                                                                                                                                                               | Daily observation or check up with children re how they are getting on. | Emotional and social support- TAs allocated to disadvantaged or vulnerable children needing ongoing support of a friendly adult taking care of their welfare. | 100% PPG children benefitted from this support                                                                               |
| Teaching £500             | SEN support                                                                                                                                                                                                              | Weekly sessions                                                         | Feurstein/academic support                                                                                                                                    | 45% of PPG fall into this category and have been supported.                                                                  |
| Lunches £11               | Hot lunches provided                                                                                                                                                                                                     | Social                                                                  | Ensuring children receiving a hot meal each day.                                                                                                              | All children in school receiving a hot meal if required.                                                                     |

**Action Plan:**

- Carryover money to be used to buy books for the library to ensure no child is disadvantaged because of lack reading materials at home and to encourage all children to be able to read across a range which is less available in a class library.
- Continue ELSA and Emotional Health Academy support.
- Feuerstein approaches to interventions to ensure children have the tools for meta-cognition to further their learning potential.
- Continue to support trips, swimming lessons, clubs, music lessons and hot school meals for those in need.
- Continue to provide ongoing TA and teacher support for those needing 1:1 and small group support, in or outside the classroom.
- PPG – emotional support in lead up to assessments