



## Charlton C.E. Primary School

### Pupil Premium 2016/2017

#### What is Pupil Premium?

The Pupil Premium is additional funding given to publicly funded schools in England in order to raise the attainment of disadvantaged pupils and to close the gap between these pupils and their peers.

The Pupil Premium was introduced in April 2011 and is additional funding that the government gives to schools for each pupil on roll where they are deemed to be disadvantaged. The Pupil Premium is allocated to those who are currently entitled to FSM (Free School Meals), those who have been eligible for FSM at any point in the last six years (also known as Ever 6 FSM). It is also allocated to children who are, or who have been, looked after by the local authority and for those children whose parents are currently serving in the armed forces. The Pupil Premium funding must be spent on pupils to support their education, but it is for the school to determine and be accountable for how it is spent.

#### 2016/2017 Pupil Premium Funding:

- £1,320 for pupils in reception year to year 6 for each child registered as eligible for free school meals at any point in the last 6 years.
- £1,900 for Looked-after children (LAC) defined in the Children Act 1989 as one who is in the care of, or provided with accommodation by, an English local authority.
- £1,900 for children who have ceased to be looked after by a local authority in England and Wales because of adoption, a special guardianship order, a child arrangements order or a residence order.
- £300 for pupils in year groups reception to year 11 recorded as Ever 6 Service Child or in receipt of a child pension from the Ministry of Defence

#### How do I find out if I am eligible?

Any parent can apply for free school meals via Kent County Council or their child's school. This is a quick and simple process and you can complete the Local Authority form online : <https://www.cloudforedu.org.uk/ofsm/kent/>.

Alternatively, please pop in to see Mrs. Macleod, in the school, office, who will help you make an application, which is quick, simple and discreet. Children in Reception, Year 1 and Year 2 are automatically entitled to Free School Meals, but don't let this stop you applying for Pupil Premium as there are so many ways your child can benefit.

A letter explaining who is eligible was sent to parents in September.

### **How will my child benefit?**

As a school, we seek to provide every child with the best possible learning experiences. We have high aspirations for our children and are determined to give each child an equal chance of success. Using Pupil Premium, we are able to provide a range of additional support with the aim of improving their progress and attainment such as additional targeted support. We also believe that enrichment experiences are essential and, through Pupil Premium, we are able to support families by providing free access to Breakfast and After School Club, music tuition, all fee-paying clubs run by outside agencies, financial assistance with school trips and uniform. We also strongly recommend that any child entitled to Pupil Premium takes the opportunity to enjoy free school meals.

### **Information to be published to parents**

Schools are now required to publish their 'Pupil Premium Strategy'. This should include:

#### *1. In the previous academic year 2015/2016*

- how the pupil premium was spent
- the impact that the pupil premium had on pupils

#### *2. The current academic year 2016/2017*

- the amount of pupil premium funding received
- details of the main barriers to educational achievement
- how the allocation will be spent to address these barriers and why these approaches were taken
- how the school will measure the impact of the pupil premium
- the date of the next pupil premium strategy review

## 1.Previous academic year 2015/2016

### How the pupil premium was spent

#### Pupil Premium Funding Allocation 2015/2016

The Pupil Premium (PP) allocation for 2015/2016 was calculated as follows:

- PP - Free School Meals (FSM) £1,320 per pupil from April 2015
- PP - Looked After Children (LAC) £1,900 per pupil from April 2015
- PP - Service Children £300 per pupil from April 2015

As at the January 2015 School Census:

FSM	38 pupils
LAC	0 pupils
Service Children	0 pupils

#### Pupil Premium at Charlton C.E. Primary School 1/4/15 - 31/3/16

	FSM	LAC	Service Children
Number of children	38	0	0
Amount per child	£1,320	£0.00	£0.00
Total	£50,160	£0.00	£0.00

#### Year Groups/ Gender Groups (Jan 2015)

	Yr R	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6	TOTAL
Girls	2	3	3	1	7	1	3	20
Boys	1	1	1	3	2	4	6	18
TOTAL	3	4	4	4	9	5	9	38

#### Children on the Special Educational Needs Register (Jan 2015)

	SEN Support	Additional Support	Statement
Number of children	2	5	1

## Spending 2015/2017

	£
Maths and English Focus Groups	15680
Additional Pupil Premium Int	3113
TA Boosters	750
TA Intervention e.g ind reading	5615
DHT Yr 6 SATs support	1315
Afternoon support	12839
Lexia	798
Accelerated Reader	108
Play therapy	1401
Early Bird	690
After school club	1594
Music tuition	3090
Big Foot Drama	420
Milk	218
Swimming	373
Uniform	344
Swattenden	1120
Trips	692
<b>TOTAL</b>	<b>50160</b>

## Impact of Pupil Premium Spending 2015/2016

### (KS1 Results 2016)

#### KS1 2016 - All Pupils and FSM Ever Attainment

(Data from School Summary Sheet (Primary) Autumn Term 2016 (figures with no decimal places are DfE published))

	SCHOOL		KENT		NATIONAL	
	All	FSM	All	FSM	All	FSM
Reading % Expected Standard +	76.7	50.0	78.2	63.6	74.0	N/A
Writing % Expected Standard +	76.7	50.0	71.3	55.0	65.5	N/A
Maths % Expected Standard +	76.7	50.0	77.5	63.1	72.6	N/A
Reading % Greater Depth	26.7	0.0	24.6	12.2	23.6	N/A
Writing % Greater Depth	20.0	25.0	15.1	6.3	13.3	N/A
Maths % Greater Depth	6.7	0.0	18.5	8.4	17.8	N/A

#### Context.

There were 4 Pupil Premium children in Yr 2 (2015/2016). Each child equates to 25%.

50% (2 children) Pupil Premium only

25% (1 child) SEN.

25% (1 child) SEN and EAL

#### Attainment

50% (2 children) met the expected standard in reading, writing and maths.

#### Progress -internal data

100% of PP made the expected 4 steps progress in writing.

75% of PP made the expected 4 steps+ progress in maths and reading.

This compares with 84% of non-PP children who made 4+ in all three subjects.

### (KS2 Results 2016)

#### KS2 2016 - All Pupils and FSM Ever Attainment

(Data from School Summary Sheet (Primary) Autumn Term 2016 (figures with no decimal places are DfE published))

	SCHOOL		KENT		NATIONAL	
	All	FSM	All	FSM	All	FSM
R/W/M % Expected Standard +	60	50	58	41.2	53	No data available
R/W/M % Higher Standard	0	0	6	1.5	5	
Reading % Expected Standard +	73	66.7	69	54.7	66	
Reading % High Score (110+)	20.0	16.7	21	10.4	19	
Writing % Expected Standard +	86.7	83.3	80	67.5	74	
Writing % Greater Depth	10.0	16.7	15	6.1	15	
GPS % Expected Standard+	73.3	83.3	72	57.2	72	
GPS % High Score (110+)	20	No data	22	11.4	23	
Maths % Expected Standard +	63.3	66.7	71	57.1	70	
Maths % High Score (110+)	6.7	0	17	7.5	17	
Reading Average Scaled Score	102.7	102	103	100.3	103	
GPS Average Scaled Score	103.8	102.7	104	101.0	104	
Maths Average Scaled Score	101.8	102.5	103	100.6	103	

Data changed because one reading paper re-marked and found to be at the higher standard. Please note - national data is taken from statistical first release and may be subject to change

#### Context.

There were 6 Pupil Premium children in Yr 6 based on the January 2015 Census data. Each child is 16.7%. SEN =16.7%.

#### Attainment

Pupil Premium children at Charlton achieved above Kent FSM children in terms of meeting the expected standard in all subjects: reading, writing, maths and GPS. At the time of writing, national data was unavailable.

#### Progress -internal data

One child became eligible for PP after the January Census making a total of 7 PP.

National progress data was unavailable at the time of writing. Based on internal tracking:

86% of PP made the required 4 steps+ progress in reading, writing and maths. This compares with non-PP : reading: 57%, writing: 83% and maths:70% 4 steps + progress.

**Pupil Premium Attainment and Progress Overview T6 2016 compared  
with non- Pupil Premium.  
INTERNAL TRACKING DATA**

<b>READING</b> (Figures are percentages except for column 2)													
Y R	PP Inclass.	PP O	T R N	SEN	EAL	PP ARE+	Non-PP ARE+	GAP	T5 - T6 Gap	PP 4 steps+ progress	NON-PP 4 steps+ progress	GAP	T5-T6 Gap
1	5	75	0	20	0	80	64	+16		80	80	=	
2	4	50	50	50	25	50	84	-34	↑	75	92	-17	
3	6	50	17	50	17	33	70	-37	↑	50	68	-18	
4	5	60	20	20	20	60	54	+6	↑	80	50	+30	↑
5	9	33	44	33	11	89	59	+30	↑	89	67	+22	↑
6	7	57	43	29	14	57	74	-17		86	57	+29	↑

<b>WRITING</b> (Figures are percentages except for column 2)													
Y R	Number of pp in class	PP O	T R N	SEN	EAL	PP ARE+	Non-PP ARE+	GAP	T5-T6 Gap	PP 4 steps+ progress	NON-PP 4 steps+ progress	GAP	T5-T6 Gap
1	5	75	0	20	0	80	68	+12		100	84	+16	
2	4	50	50	50	25	50	84	-34	↑	100	96	+4	↑
3	6	50	17	50	17	50	65	-15	↑	83	68	+15	↑
4	5	60	20	20	20	60	67	-7	↑	60	67	-7	↑
5	9	33	44	33	11	100	55	+45	↑	100	57	+43	↑
6	7	57	43	29	14	71	91	-20	↑	86	83	+3	↑

<b>MATHS</b> (Figures are percentages except for column 2)													
Y R	Number of pp in class	PP O	T R N	SEN	EAL	PP ARE+	Non-PP ARE+	GAP	T5-T6	PP 4 steps+ progress	NON-PP 4 steps+ progress	GAP	T5-T6 Gap
1	5	75	0	20	0	80	68	+12		100	76	+24	↑
2	4	50	50	50	25	50	84	-34		75	84	-9	
3	6	50	17	50	17	50	74	-24	↑	67	73	-6	
4	5	60	20	20	20	60	63	-3	↑	60	67	-7	↑
5	9	33	44	33	11	100	59	+41	↑	100	67	+33	↑
6	7	57	43	29	14	57	65	-8	=	86	70	+16	↑

Please note - each PP child is a higher % than a non-PP child owing to much smaller gps. E.g. Each Yr 2 PP child = 25%. Each Yr 1 Non PP = 3.7%  
(Upwards arrow shows gap has narrowed since T5, T4 for Yr 6)

## Summary - internal tracking of attainment and progress

### Year 1 Summary

- Pupil Premium pupils outperformed non-PP in all 3 subjects: reading by 16%, writing by 12% and maths by 12%.
- Pupil Premium children and non-PP made exactly the same progress in reading - 80% at 4+ steps.
- Pupil Premium children made better progress than non-PP in writing and maths with 100% of Pupil Premium children making 4+ steps progress in these two subjects.

### Year 2 Summary

- Attainment: Pupil Premium children were below non-PP children in all 3 subjects (Context: 4 PP children, 2 were also SEN = 50% PP/SEN).
- Attainment in reading: the gap closed from Term 2 (-44%) to Term 6 (-34%)
- Attainment in writing: the gap closed from Term 2 (-40%) to Term 6 (-34%)
- Pupil Premium children made less progress than non-PP in reading and maths and more progress in writing.

### Year 3 Summary

- Attainment: Pupil Premium children were below non-PP children in all 3 subjects (Context: 6 PP children, 3 were also SEN = 50% PP/SEN) although the upward arrow shows the gap is closing.
- Pupil Premium children made less progress than non-PP in reading and maths but better progress in writing.

### Year 4 Summary

- Reading attainment: Pupil Premium children out-performed non-PP in reading by 6%. The gap in attainment is closing in maths and writing.
- Pupil Premium children have made better gains in progress than non-PP children in reading and writing. The gap is closing in maths.

### Year 5 Summary

- Attainment: Pupil Premium children outperformed non-PP in all three subjects; in reading by 30%, in writing by 45% and in maths by 41%.
- Progress: Pupil Premium children made better gains in progress than non-PP children; in reading by 22%, writing by 43% and reading by 33%.

### Year 6 Summary

- Attainment: The percentage of PP children meeting expected standards was below non-PP although the gap is closing in writing.
- Progress: Year 6 Pupil Premium children made better gains in progress in all three subject than non-PP; in reading by 29%, writing by 3% and maths by 16%.



## Pupil Premium Strategy: Current academic year 2016/2017

### Amount of Pupil Premium Funding received 2016/2017

Pupil Premium Funding Allocation

1<sup>st</sup> April 2016 - 31<sup>st</sup> March 2017

**£46,200**

Funding for: 35 children (FSM -£1,320 per child)

	Yr R	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6	TOTAL
Girls	0	3	4	5	1	7	4	24
Boys	1	1	1	1	4	1	2	11
TOTAL	1	4	5	6	5	8	6	35

Funding based on above figures (January 2016 School Census).

### **PP Children on the SEN Register January 2016**

	SEN Support	Additional Support	EHCP
Number of children	6	6	1

### **Main barriers to educational achievement**

- Pupils who are in receipt of Pupil Premium and who are also on the SEN register.
- Pupils who are in receipt of Pupil Premium and who are also on the EAL register.
- Access to extra-curricular activities: educational visits, music lessons, participation in sports competitions.
- Attendance
- Access to IT equipment e.g. computers/tablets for online homework or research
- Parental engagement with the school especially attendance at Parents' Evenings and support with completion of homework.
- Behaviour, social and emotional well-being - children with specific needs which affect their learning. Including family issues.
- Access to books.

## How the allocation will be spent.

### *Intended spending 2016/2017*

- Support improved overall standards in teaching and learning because quality 1<sup>st</sup> teaching is a major factor in raising attainment for all children, particularly the most vulnerable
  - TA Support - Maths and English Focus Groups. Foundation subject support.
  - TA support for PP/EAL/SEN
  - TA in-house training e.g. questioning, LTC, maths, ICT for use in PP interventions
  - FLO support for vulnerable families
  - Parents sessions
  - Morning 'Booster' classes
  - PiXL
  - PiXL Edge
  - DHT to teach Year 6 maths every Friday morning
  - DHT SATs support
  - Additional targeted PP Intervention (afternoons) using Gap Analysis
  - Individual reading
  - Lexia
  - Accelerated reader
  - Speech and language therapy (in-school provider)
  - Access to out of school hours provision e.g. Early Bird/After School Club
  - Access to clubs run by outside providers
  - Accessible holiday sports activities
  - Music tuition
  - Play therapy (in-school provider)
  - Project Salus
  - Swimming
  - Milk
  - Financial support with educational visits e.g. Marlowe Theatre/Swattenden Residential\*
  - Financial support with uniform\*
- (Financial support = 50% reduction or 100% in specific circumstances).*

## Why these approaches were taken

Area of spend	Why these approaches were taken
TA Support - Maths and English Focus Groups	Support within lessons to support small focus groups to improve understanding in reading, writing and maths.
TA support for PP+ EAL/SEN	1:1 and/or small group interventions planned to cater for individual needs i.e. spelling, reading, handwriting TA support with EAL/SEN to improve learning outcomes. Pupils who are on SEN/EAL register and in receipt of Pupil Premium have their individual targets reviewed regularly and aspirational targets are set for their progress.
TA in-house training e.g. questioning, LTC, maths, ICT for use in PP interventions	In-house training to contribute to improved learning outcomes with groups of pupils.
FLO support for vulnerable families	FLOs support with coffee mornings, being available for informal chats in order to improve parental involvement. FLOS organise Parenting Classes and can sign post to helpful organisations.
Parent Information Sessions	Yr R teacher runs phonics and maths sessions to support parents with their child's learning. Other parents' sessions planned e.g. reciprocal reading to support parents with helping their child's learning and improving parental involvement.
Morning 'Booster' classes	Additional support to improve learning outcomes. Gaps in learning are closed. Consolidation of learning completed in class.
PiXL	Personal Learning Checklists are used to identify and close gaps in learning.
PiXL Edge	A programme linking PSHE, Sports and other activities, recorded by the children, leading to improved: leadership, organisation, resilience, initiative and communication skills. Also- improved self-confidence and self-belief.

DHT to teach Year 6 maths every Friday morning	Improved learning outcomes in maths (greater proportion reaching AREs)
DHT SATs support	Improved learning outcomes. Greater proportion reaching ARE. Smaller class size for Yr 6 teacher - increased ability to target support.
Additional targeted PP Intervention (afternoons) using Gap Analysis	Personalised learning - use of Gap Analysis to close gaps in maths. Additional support with reading/writing - based on targets give to TAs by class teacher. Consolidation of learning completed in class. Improved learning outcomes.
Individual reading	Support for children who do not receive support with reading at home. Access to language and books. Improved reading outcomes.
Lexia	Improved reading outcomes. Access to IT.
Accelerated reader	Improved reading outcomes. Access to books and engaging IT.
Speech and language therapy (in-school provider)	Support on a needs basis, identified by SENCO, with SALT. Improved confidence and outcomes.
Access to out of school hours provision e.g. Early Bird/After School Club	Early Bird Club - to promote good attendance and punctuality. To ensure child has had breakfast. Pupils enjoy spending time with their peers prior to lessons beginning to help them be ready for learning. After School Club - support for parents who may work, help with homework/reading. Access to crafts, IT and sports activities. Enjoy spending time with peers - improved well-being.

Access to clubs run by outside providers	Social skills are developed through participation in a club. Pupils enjoy the experience of being at school and are keen to stay later to participate in chosen activities. Talents in non-academic subjects are nurtured and celebrated and self-confidence is improved.
Accessible holiday sports activities	Access to sporting activities and time to spend with peers during the school holidays -improved confidence, social skills, well-being and a chance to develop sport skills.
Music tuition	Chance to learn a musical instrument and nurture a love of music. Celebrate achievements - improved confidence and well-being. A chance to develop a talent in a non-academic subject.
Play therapy (in-school provider)	On a needs basis recommended by the Headteacher. Support those children with behaviour/social/emotional/family difficulties. Improved well-being.
Project Salus	Improved well-being.
Financial support with educational visits e.g. Marlowe Theatre/Swattenden Residential*	Pupils are able to participate fully in school trips and residential trips. Learning is supported by trips that are carefully planned to enhance the school's curriculum. Social skills, independence, perseverance and team-work are developed through participation in group activities and over-night stays on residential.
Financial support with uniform*	Children are disadvantaged socially by having a clean, smart uniform. Improved confidence.

*\*(Financial support = 50% reduction or 100% in specific circumstances)*

## **How the school will measure the impact of the Pupil Premium.**

The progress and attainment of Pupil Premium children is tracked termly by the DHT. Each child is tracked individually. Each class's data is then compared to 'non-PP' and 'All children' and gaps are measured.

This data is used termly at Pupil Progress Meetings to inform the next steps in planning for interventions and Focus Groups. When planning for Focus Groups, the school will look at pupils from across the school.

There are some pupils, who are not eligible for Pupil Premium, who will benefit from these groups if their needs are similar.

Pupil Progress Meetings are attended by the Headteacher, Deputy Headteacher, SENCO, class teacher and TA. The well-being of children in receipt of Pupil Premium is also discussed during the Pupil Progress Meetings and additional support is planned for if needed.

The Pupil Premium data overview is on the Governors' Meeting agenda every term.

An annual report is made to Governors which measures the spending and impact of Pupil Premium in relation to Kent and National Data after the KS1 and 2 SATs.

### **Date of the next Pupil Premium Strategy Review**

Pupil Premium children are tracked and monitored termly.

The date of the next full Pupil Premium Strategy Review:

July 2017