



Charlton King Infants' School

Pupil Premium Strategy

Governor Committee Responsible:	Provision	Governor Lead:	Rebecca Pritchard
Staff Lead	Joanne Jones		
Status	Statutory	Review Cycle	Annual
Last Review	October 2018	Next Review Date	October 2019

Designation	Name	Date	Signature
Chair of Governors	Henning Schmidt		
Head Teacher	Katie James		

Overview

The Pupil Premium Grant (PPG) was introduced in April 2011. The funding, received as an addition sum to the general annual grant (calculated using the total number of children on roll), is based on school census figures for the following children:

2017-18 (14 pupils)	Funding per child	Sum received by CKIS
Those eligible for free school meals (FSM) at any point in the past six years.	£1 320	X10 = £13 200
Those who have been adopted, or have a special guardianship, residence or child arrangements order in place.	£1 900	X3 =£5 700
Those recorded as a service child or in receipt of a child pension from the Ministry of Defence.	£300	X1 = £300
	Total received by CKIS	£19 200
2018-9 (14 pupils)	Funding per child	Sum due to be received by CKIS
Those eligible for free school meals (FSM) at any point in the past six years.	£1320	10X = £13 200
Those who have been adopted, or have a special guardianship, residence or child arrangements order in place.	£2 300	X3 =£6 900
Those recorded as a service child or in receipt of a child pension from the Ministry of Defence.	£300	X1 = £300
	Total due to be received by CKIS	£20 400

Eligibility for Free School Meals

Families who are in receipt of one or more of the following are entitled to free school meals and by registering, unlock vital funding that the school can use to support their child:

- Income Support
- Income-based Jobseeker's Allowance
- Income-related Employment and Support Allowance
- Support under Part VI of the Immigration and Asylum Act 1999
- The guaranteed element of Pension Credit
- Child Tax Credit (provided you're not also entitled to Working Tax Credit and have an annual gross income of no more than £16,190)
- Working Tax Credit run-on, paid for 4 weeks after you stop qualifying for Working Tax Credit
- Universal Credit

Applying for Free School Meals

Parents/carers can register for free school meals by completing a short online form using the web address: <http://www.gloucestershire.gov.uk/education-and-learning/school-transport-and-free-school-meals/apply-for-free-school-meals/> or by visiting the school office for support with a paper

copy. The school administration team are happy to support parents to access the online application and telephone helpline where needed.

Aims

The Department for Education (DfE) states clearly that the PPG must be used to **raise the attainment of disadvantaged pupils of all abilities and to close the gaps between them and their peers**. The DfE also states that the PPG may be spent in the following ways:

- for the purposes of the school i.e. for the educational benefit of pupils registered at that school
- for the benefit of pupils registered at other maintained schools or academies on community facilities e.g. services whose provision furthers any charitable purpose for the benefit of pupils at the school or their families, or people who live or work in the locality in which the school is situated.

The grant does not have to be completely spent by schools in the financial year it is paid; some or all of it may be carried forward to future financial years.

Our Commitment

- The PPG will be clearly identifiable within our annual budget plan.
- The Head teacher, in consultation with governors and staff, will decide how the PPG is spent.
- The Head teacher and senior leaders will decide what additional provision will be made for individual and groups of children eligible for the PPG in order to raise their attainment and close the gaps between them and their peers.
- The Head teacher, in partnership with senior leaders and those responsible for additional provision linked to the PPG, will track the impact of all additional provision.
- We will seek to further develop this provision so that the attainment and progress of all children eligible for PPG continues to improve and is exemplary over time.
- The Head teacher and link governors will monitor, evaluate and review the success of the impact of the PPG.
- The Head teacher will report annually to the Governing Body on the impact of additional provision linked to the PPG on the aims stated in this strategy statement.
- We will continue to publish online our strategy for how we will use and monitor the impact of the PPG.

Summary

We believe that the PPG will play an important part in the educational development of the individual pupils who are entitled to it.

We will ensure that these pupils are treated equally and as favourably as others and that the additional funding is used well to address the challenges they face.

We will use the additional funding to promote the achievement and progress of all entitled pupils. Through wise use of this additional funding we are fully committed to ensuring that the individual needs of each entitled child are met.

Ultimately, as a result of the additional funding, children who are eligible for PPG will make better progress and achieve higher standards and the gap between them and their peers will be diminished.

Pupil Premium Strategy

Summary Information			
School	Charlton Kings Infants' School		
Academic Year	2017-18	Total PPG	14
Total Number on Roll	270	Free School Meals	7
		Ever 6	3
		Service Children	1
		Looked After Children	-
		Adopted from Care	3

Attainment and Progress (2017-18)		
	CKIS Pupils Eligible for PPG	CKIS Pupils Not Eligible for PPG
% achieving GLD at the end of YR (9 pupils)	45% (4/9)	84%
% achieving Year 1 phonics check	33% (1/3 pupils)	81%
% achieving Year 2 phonics check	0% (1/1: absent)	91%
% achieving the standard in reading at the end of Y2	50% (1/2 pupils)	86.5%
% achieving the standard in writing at the end of Y2	0% (0/2 pupils)	73%
% achieving the standard in maths at the end of Y2	50% (1/2 pupils)	75.3%
% achieving greater depth in reading at the end of Y2	0% (0/2 pupils)	42.7%
% achieving greater depth in writing at the end of Y2	0% (0/2 pupils)	15.7%
% achieving greater depth in maths at the end of Y2	0% (0/2 pupils)	38.2%

Review of 2017-18 expenditure and impact:

Desired Outcome	Action	Impact Did we meet the success criteria?	Evaluation What lessons have we learned?
Improved outcomes for all PPG children and gap diminished between PPG pupils and those not receiving grant.	<p>Phonics/spelling intervention groups and individual reading opportunities.</p> <p>Small group teaching (reading, writing, maths – all TAs and class teachers)</p>	<p>1/3 of Y1 pupils achieved the standard in Phonic Screening Check. Y2 pupil was absent during phonics screening period.</p> <p>Of the five children who did not achieve GLD in YR, 3 only missed out on a couple of areas. The remaining two pupils have more complex needs and are on the SEND register.</p>	<p>Early identification and intervention for PPG pupils who are 'at risk' of not making at least expected progress continues to be a priority for next academic year; Pupil Progress Meetings continue to be an effective means of closely monitoring these pupils. Re-fine teaching and learning and tracking of phonics 2018-19.</p>
PPG children are actively engaged in their learning and demonstrate resilience and perseverance as learners	<p>ELSA and Time to Talk (nurture and social skills) sessions introduced and attended by 8/9 YR pupils and all three KS1 pupils.</p> <p>Forest School activities for Y2 pupils.</p> <p>Mini marines for Y2 pupils.</p>	<p>All pupils positive about school and engaging in children increasingly engaged in home learning opportunities (eg produced home learning project for Castles topic, participating in school events etc).</p>	<p>Further explore opportunities to develop learning behaviours both within school and through extended services.</p>
Families feel very well supported and empowered to make changes that will improve life at home.	<p>Breakfast Club for Y1 child to support improved attendance.</p> <p>Family Fitness/Move More sessions for Y1 child and family.</p> <p>After-school club paid for identified Y1 pupils to facilitate engagement in gym club, Ju Jutsu.</p>	<p>Attendance of YR child improved at mid-year point.</p> <p>Parents/family members of Y1 child attended Family Fitness sessions and actively engaged in them.</p> <p>All Parents attended reviews and parents evenings.</p> <p>Increased physical and social confidence of pupils and improved</p>	<p>Investigate further use of Sports premium alongside PPG to support family involvement and engagement.</p>

	<p>Holiday clubs paid for identified children to support developing social skills and active play.</p> <p>Swimming lessons paid for one child and LAMDA lessons paid for one child to improve confidence and well-being.</p> <p>TAFs held regularly to support families.</p>	<p>levels of involvement and well-being noted.</p>	
<p>Children are highly motivated and engaged with their learning.</p>	<p>Gym club fees paid for 2/3 Y1 pupils</p> <p>Breakfast Club for YR and Breakfast Club and After-School Club Y1 pupil</p> <p>Payment for visits and trips for all 14 pupils</p>	<p>Pupils positive about school and engaging in learning.</p> <p>Regular attendance benefited improved well-being and involvement.</p>	<p>Further development of 'Growth mindset' as a whole school approach.</p>
<p>All members of staff are highly skilled and well equipped to meet the needs of all children.</p>	<p>Whole staff training in 'Mastery in maths'.</p> <p>School involvement in maths TRG</p> <p>Further development of 'Growth mindset'.</p>	<p>50% of pupils achieved Expected Standard in maths at the end of KS1.</p>	<p>Ongoing training needed to promote Quality First Teaching. Pupil Progress Meetings to monitor progress and attainment of all pupils.</p>
<p>The needs of all children eligible for PPG are met and reviewed regularly.</p>	<p>Support and provision is included within Provision maps for all children and some children with additional needs</p>	<p>Yes – needs identified and progress reviewed.</p> <p>Where progress has been unsatisfactory, support/intervention provided.</p>	<p>Pupil premium strategy will remain a focus for SLT and Inclusion Team.</p>

	<p>have a My Plan or My Plan +.</p> <p>Staff review progress of pupils with HT/SLT in pupil progress meetings.</p> <p>Staff complete vulnerability matrix to record areas of need and inform planning to meet need.</p> <p>Governors aware of responsibilities regarding PPG pupils and monitor provision.</p>	<p>50% of pupils achieved Expected Standard in maths and reading at the end of KS1.</p>	
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Barriers to Future Attainment & Progress

A	Gaps in basic skills, including phonics, reading, writing and maths
B	Social, emotional and mental health, including early language acquisition
C	Parental engagement and parenting support
D	Attendance

Desired Outcomes

	Impact Measures	Success Criteria
A	<ul style="list-style-type: none"> ▪ Improved outcomes for all PPG children. (Measured through: Data analysis & pupil progress meetings, regular learning folder/ book looks, lesson observations, planning scrutiny). ▪ Enrichment of the curriculum through specific resources, trips, visitors and workshops. (Measured through: pupil voice interviews, learning walks, school council feedback). 	<ul style="list-style-type: none"> ▪ Children make at least good, and often outstanding progress from their individual starting points. ▪ The attainment gap between the PPG and non-PPG group will diminish. ▪ Children will identify a positive impact of curriculum enrichment.
B	<ul style="list-style-type: none"> ▪ Improved outcomes for PPG children with identified social, emotional, mental health and/or language needs through identified extra-curricular provision and PSHE activities. (Measured through: pupil voice interviews, intervention group observation, data analysis and pupil progress meetings). 	<ul style="list-style-type: none"> ▪ Children make at least good, and often outstanding progress from their individual starting points. ▪ The attainment gap between the PPG and non-PPG group will diminish. ▪ Children will identify a positive impact of curriculum enrichment on their learning.

<p>C</p>	<ul style="list-style-type: none"> Improved attendance at parent workshops & events (Measured through: attendance registers). Improved professional relationship with targeted families (Measured through: family visibility/learning walks, feedback from targeted families, Early Help – TAF process). Improved engagement in home learning opportunities. 	<ul style="list-style-type: none"> Children make at least good, and often outstanding progress from their individual starting points. The attainment gap between the PPG and non-PPG group will diminish. Families feel even better supported and communication is effective.
<p>D</p>	<ul style="list-style-type: none"> Improved attendance of PPG children (Measured through: termly attendance monitoring). Reduced number of Persistent Absentees (PA) who are in PPG group (Measured through: termly attendance monitoring). 	<ul style="list-style-type: none"> Children’s attendance improves and reaches the school’s target of 100%. The number of PAs reduces overall.

Planned Expenditure for 2018-19 / Targeted Support				
Desired Outcome	Action & Cost	Rationale	Monitoring	Review Date
<p>Improved outcomes for all PPG children:</p> <ul style="list-style-type: none"> Improved % achieving the Y1 & Y2 phonics check. 	<p>Small group phonics and spelling interventions (TP intervention)</p> <p>£2500</p>	<p>Lower attainment and/or slower progress identified.</p>	<p>Phonics tracking and intervention tracking – informing PPMs each term and ongoing teaching and learning.</p> <p>(class teachers + SLT)</p>	<p>Impact reviewed at the end of a precision teaching cycle and through termly pupil progress meetings.</p>
<ul style="list-style-type: none"> Gap diminished (particularly in reading & writing) between the PPG and non PPG groups. 	<p>Small group teaching (reading, writing, maths – all TPs and class teachers) (core subjects – Teacher and TPs through mastery approach to teaching and learning.</p> <p>Maths intervention (Plus 1 /Power of 2) and English (Dancing Bears, Apples and Pears) intervention groups.</p> <p>£9850</p>	<p>Lower attainment and/or slower progress identified particularly in reading and writing.</p>	<p>SLT, year group and English/maths/ inclusion team monitoring – learning walks book looks, pupil voice and mentoring.</p>	<p>Termly review during pupil progress meetings and discussion during weekly team planning meetings.</p>
<ul style="list-style-type: none"> PPG children are actively engaged in 	<p>ELSA sessions in YR and Y1</p>	<p>Lower attainment</p>	<p>Intervention tracking – informing PPMs each term and</p>	<p>Impact reviewed at the end of an</p>

<p>their learning and demonstrate resilience and perseverance as learners</p>	<p>Counselling training for ELSA TP £1136</p>	<p>and/or slower progress identified, particularly for PPG group.</p>	<p>ongoing teaching and learning. (class teachers + SLT)</p>	<p>intervention cycle and through termly pupil progress meetings. Termly monitoring of Leuven scales of involvement and well-being</p>
	<p>Engagement of LA educational psychologist to advise on provision for pupils. £500</p>	<p>Lower attainment and/or slower progress, particularly for PPG pupils.</p>	<p>Monitored termly (class teacher, SLT)</p>	
	<p>1-1 nurture and support for identified pupils. £3250</p>			
	<p>SLT weekly mentoring for identified pupils. £1800</p>			
	<p>KS1 pupils engage in Forest School and Commando Joe's sessions with groups/classes.</p>			
<p>Families feel very well supported and empowered to make changes that will improve life at home.</p>	<p>Parental workshops and events (eg curriculum and Family Fitness, healthy eating etc) throughout the year planned to engage all parents.</p> <p>Parents actively involved in reviewing their child's progress through termly meetings. Early identification and referral for any additional needs identified.</p>	<p>Many children with lower attendance are also in the PPG group.</p>	<p>Monitored termly (HT, SLT, class teachers)</p>	<p>Parent consultations and pupil assessments.</p>

Attendance for PPG is in line with the school expectation for 100% attendance. Any issues regarding persistent absence for PPG children is swiftly addressed.	Attendance monitoring systems. Parents/carers informed of absences below 95% NIL	Attendance for a small number of PPG children has been a cause for concern in previous years.	Monitored termly (HT and attendance administrator)	Termly attendance monitoring reviews.
Total Budgeted Cost				£19,036

Planned Expenditure for 2018-19/Other Approaches				
Desired Outcome	Action	Rationale	Monitoring	Review Date
Children are highly motivated and engaged with their learning.	<p>Curriculum enrichment, breakfast club, after school clubs (including those delivered by external providers), trips, visitors and workshops – a proportion to come from PPG.</p> <p>All PPG entitled to receive free school milk.</p> <p>Support with uniform and equipment as appropriate.</p> <p>£560 school trips and activities £3250 breakfast club/After school clubs/Holiday clubs/music lessons £315 milk £100 uniform and equipment £4225</p>	<p>When lessons are exciting and engaging, children are motivated and eager to learn. Trips, visitors and workshops can provide a unique experience that children may not experience elsewhere.</p>	<p>All workshops, trips and visitors are subject to a full risk assessment (class teacher) and are checked by the HT. The curriculum provision map is monitored by the leadership team and Maths, English, Inclusion teams through lesson observations, learning walks and book scrutiny.</p>	<p>Termly monitoring through staff meetings, pupil progress meetings, subject leader self-evaluation. Pupil feedback gathered through learning walks and pupil voice interviews.</p>

All members of staff are highly skilled and well equipped to meet the needs of all children.	We invest a significant proportion of our school budget to training. A small proportion of the PPG will support this.	Up-skilling teachers and teaching assistants is a priority and identified in our School Improvement Plan.	Termly monitoring by the CPD leader .	Our training plan is reviewed regularly and matches the need identified in the School Improvement Plan and staff appraisal forms.
The needs of all children eligible for PPG are met and reviewed regularly.	Monthly HT and SLT reviews. NIL	Regular meetings and discussion will ensure that the actions (including expenditure) are being tackled positively.	HT SBM Governing Body	Monthly reviews to coincide with meeting. A formal, annual review (with governors) will take place with governors.
Total Budgeted Cost				£23,261

Overall predicted budget = £20,400

Overall Budgeted Expenditure = £23,261