

Pupil premium strategy statement

Charlton Kings Infants' school 2019-2021



Metric	Data
School name	Charlton Kings Infants' School
Pupils in school	269
Proportion of disadvantaged pupils	5.9% (16/269)
Pupil premium allocation this academic year	£22,082 (rising to £22,237 from 1 st April 2020)
Academic year or years covered by statement	2019-2021
Publish date	January 2020
Review date	January 2021
Statement authorised by	FGB
Pupil premium lead	Mrs Joanne Jones
Governor lead	Mrs Rebecca Pritchard

Disadvantaged pupil performance overview for academic year 2018-19

Measure	Attainment
Meeting expected standard at KS1	33% (1/3) in Reading, Writing, Maths, Science
Achieving Greater Depth standard at KS1	33% (1/3) in Reading, Writing, Maths, Science
Passing Phonics Screening Check (PSC) in Y1	66.7% (6/9)
Passing PSC re-take in Y2	100% (2/2)

Strategy aims for disadvantaged pupils

Barriers to learning these priorities address	Ensuring staff use evidence-based whole-class teaching interventions
Projected spending	£22,500

Measure	Activity
<p>Priority 1: To ensure that attainment in reading is in line with that of non-PPG pupils (85% at Expected standard, 40% at Greater Depth)</p>	<ul style="list-style-type: none"> • Embed new phonics scheme and ensure all staff have received training to deliver the phonics scheme effectively. • Review seven aspects of Reading: <ul style="list-style-type: none"> Prioritisation of Reading across the Curriculum Establishing a love of reading Robust reading programme and progress Ensuring books match sounds learnt High quality phonics from the start Effectiveness of interventions to ensure pupils 'catch up' quickly High quality training to promote early reading experts and identify key strategic and operational actions needed to accelerate progress of all children, with a specific focus on 'vulnerable learners' (see Reading Action Plan) through regular Pupil Progress Meetings. • Implement agreed non-negotiable scaffolds to support learning and application of phonics, spelling, reading and subject specific vocabulary across every year group. • Further develop teaching and learning during 'Guided Reading' learning opportunities and ensure learning environments are 'rich' reading environments. • Ensure all staff understand Specific Learning Difficulties related to Literacy (through training and coaching support from Educational Psychologist) and implement strategies to support children with identified learning needs during daily provision and practice. Review impact of these interventions (including use of pupil conferencing). • Ensure early identification and intervention (using interventions with proven impact) in addition to Quality First Teaching to improve reading ability and enjoyment for children 'at risk' of underachievement. Priorities for intervention as follows: <ol style="list-style-type: none"> 1. Communication & Language – developing language and vocabulary. 2. Phonics 3. Reading

<p>Priority 2: To promote positive learning behaviours so that PPG pupils believe they can achieve and are aspirational in their ambitions</p> <p>Attendance of PPG (specifically FSM) pupils to be in line with attendance of non PPG pupils.</p> <p>PPG children make expected progress in their development of 'RESPECT' learning behaviours.</p>	<ul style="list-style-type: none"> • Continue to identify pupils where attendance/late arrival to school is a concern and address immediately with appropriate support. • Train all staff in understanding young children's brain development and the impact upon development and learning. • Review behaviour policy and procedures to ensure these are based on meta-cognition and resolution focused strategies. • Embed school 'RESPECT' learning behaviours and ensure all policies alongside teaching and learning strategies promote mental health and well-being of all. • Ensure early identification and intervention of children who demonstrate vulnerability linked to mental health and well-being. • Continue to provide a wide range of opportunities for pupils to 'share their voice' and assume positions of responsibility throughout the school (eg lunchtime monitors, eco warriors, school council) • Provide support for parents/carers to enable them to care for their children in a way which encourages positive mindsets at home and in school and positive relationships.
<p>Priority 3: To ensure that attainment in maths is in line with that of non-PPG pupils (80% at Expected standard, 30% at Greater Depth)</p>	<ul style="list-style-type: none"> • Embed and develop Maths Magic/fluency sessions and ensure all staff have received training to deliver mastery maths teaching effectively. • Identify key strategic and operational actions needed to accelerate progress of all children, with a specific focus on 'vulnerable learners' through regular Pupil Progress Meetings. • Implement agreed non-negotiable scaffolds and apparatus to support learning and application of mathematical knowledge and understanding across all areas of maths curriculum in every year group. • Further develop Continuous Provision teaching and learning opportunities and ensure learning environments are 'rich' number and mathematical environments. • Ensure all staff understand Specific Learning Difficulties related to Numeracy (through training and coaching support from Educational Psychologist) and implement strategies to support children with identified learning needs during daily provision and practice.

	<ul style="list-style-type: none"> • Ensure early identification and intervention (using interventions with proven impact) in addition to Quality First Teaching to improve fluency of number and enjoyment of mathematics for children ‘at risk’ of underachievement. Priorities for intervention as follows: • Number recognition and understanding of the value of numbers. • Accuracy when counting forwards and backwards • Fluency in four operations <p><i>Interventions are tailored to individuals’ needs.</i></p> <ul style="list-style-type: none"> • Track progress and attainment in mathematics using school mathematics progression document. Identify ‘vulnerable’ learners and provide targeted intervention as appropriate in addition to QFT: Number Box, Plus 1, Power of 2 Review impact of these interventions (including use of pupil conferencing). • Provide extended parent consultation meetings for parents of PPG children to support development of mathematics and discuss progress/support across all areas of development and learning. • Ensure parents/carers of PPG children are aware of parent workshops and how to register to attend.
Barriers to learning these priorities address	<ul style="list-style-type: none"> • Attendance. • Poor SEMH – self-esteem/resilience/self-regulation. • Access to a rich broad and balanced curriculum through the power of reading – improving life chances. • Access to a rich broad and balanced curriculum through the power of number – improving life chances. • Ensuring interventions used at CKIS are informed by action research and proven impact. • Engagement of parents and local community.
Projected spending	£12,500

Teaching priorities for current academic year

Aim	Target	Target date
Attainment in Reading	Achieve significantly above national average attainment 85% at Expected Standard +	Sept 21
Attainment in Writing	Achieve above national average attainment 75% at Expected Standard +	Sept 21
Attainment in Mathematics	Achieve above national average attainment 80% at Expected Standard +	Sept 21
Phonics	Achieve above national average expected standard in PSC 95%	Sept 21
Other	Improve attendance of disadvantaged pupils (specifically FSM) in line with non FSM pupils	Sept 21

Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of Y1

Targeted academic support & wider strategies for current academic year

Measure	Activity
Priority 1: To ensure that attainment in reading is in line with that of non-PPG pupils (85% at Expected standard, 40% at Greater Depth)	<ul style="list-style-type: none"> Track progress and attainment in phonics and reading using school tracking systems. Identify 'vulnerable' learners and provide targeted intervention as appropriate in addition to QFT: Dancing Bears, Bear Necessities, Apples & Pears, PAT. Provide extended parent consultation meetings for parents of PPG children to support development of reading and discuss progress/support across all areas of development and learning.
Priority 2: To promote positive learning behaviours so that PPG pupils believe they can achieve and are	<ul style="list-style-type: none"> Continue to monitor attendance of PPG pupils (alongside all pupils) and work with parents to ensure 'Early Help' and support in order to secure regular attendance (eg enable access to in-school support such as Clubs, wraparound

<p>aspirational in their ambitions</p> <p>Attendance of PPG (specifically FSM) pupils to be in line with attendance of non PPG pupils.</p> <p>PPG children make expected progress in their development of 'RESPECT' learning behaviours.</p>	<p>care and external multi-agency support as appropriate).</p> <ul style="list-style-type: none"> • Continue to train and deploy staff to deliver additional Co-Joe, Mini Leaders, ELSA, Circle of Friends, Fizzy, Talk Boost interventions. • Ensure any barriers to involvement and engagement in school life are removed (ie provide support with uniform, access to trips as appropriate).
<p>Priority 3: To ensure that attainment in maths is in line with that of non-PPG pupils (80% at Expected standard, 30% at Greater Depth)</p>	<ul style="list-style-type: none"> • Track progress and attainment in mathematics using school progression document. Identify 'vulnerable' learners and provide targeted intervention as appropriate in addition to QFT: Number Box, Plus 1, Power of 2 • Provide extended parent consultation meetings for parents of PPG children to support development of mathematics and discuss progress/support across all areas of development and learning.
<p>Projected spending</p>	<p>£10,000</p>

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Time and cover to enable staff professional development	<p>Strong staff stability.</p> <p>Training budget increased this academic year.</p> <p>Use of INSET days and additional cover being provided by senior leaders.</p> <p>Distribution and timetabling of management release time.</p>
Targeted support	Training of staff and timetabling of interventions to ensure that these are effective	<p>Reduced number of agreed interventions.</p> <p>Distributed responsibility and leadership of interventions.</p> <p>Overview of interventions managed by class teacher and year group lead.</p>

		Interventions based on EEF findings and in addition to/not replacing QFT.
Wider strategies	Engaging the families facing most challenges	Strong relationships build on mutual trust between parents/staff and multi-agency professionals Effective partnership working

Review: last year's aims and outcomes

Aim	Outcome
Progress in Reading and Writing	Attendance impacting attainment of some PPG children.
Progress in Mathematics	Attendance impacting attainment of some PPG children.
Phonics	66% of PPG children in Y1 achieved expected standard in PSC. 100% of PPG children who re-took PSC in Y2 achieved the standard.
Other: Attendance	Poor attendance impacting attainment of some PPG children. Attendance improvement for identified individuals in latter part of the year following ongoing work with parents and implementation of Attendance Improvement meetings to achieve this.
Other: Aspiration and Involvement	Voluntary Contribution paid to enable enrichment activities such as educational visits, music lessons, etc to take place. Several pupils engaged in extra-curricular activities such as MFL classes, gymnastics, Jujitsu which accelerated confidence and social skills for these pupils. Regular meetings between staff and parents/carers to discuss provision made for PPG pupils and how this would benefit children. Parents informed regarding their children's identified needs and how CKIS support them to achieve their full potential.
Other: Positive mental health and well-being of pupils and families	ELSA, Commando Joes learning activities (and training) and Forest schools provision contributed to support

	<p>vulnerable pupils with identified emotional and social needs.</p> <p>Breakfast and After-School Club provided for identified pupils improved attendance and reduced incidences of late arrival at school. After school attendance improved children's ability to attend identified extra-curricular activities.</p>
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