



Pupil Premium Strategy Statement

Chilmington Green Academy 2019-2020



| 1. Summary information | | | | | |
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| School | Chilmington Green Academy | | | | |
| Academic Year | 2019/2020 | Total PP budget | £31,018.75 | Date of most recent PP Review | July 2019 |
| Total number of pupils | 75 | Number of pupils eligible for PP | 16 | Date for next internal review of this | Jan 2020 |

| 2. Attainment End of Year 2018-2019 | | |
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| | <i>Pupils eligible for PP (school)</i> | <i>Pupils not eligible for PP (national average)</i> |
| % KS2 pupils achieving expected or above in reading, writing & maths | | |
| Reading Expected + | N/A | N/A |
| Writing Expected + | N/A | N/A |
| GPS Expected + | N/A | N/A |
| Maths Expected + | N/A | N/A |
| Combined R/W/M | N/A | N/A |
| % KS1 pupils achieving expected or above | | |
| Reading + | 0% | 66.7% |
| Writing + | 0% | 66.7% |
| Maths + | 0% | 77.7% |
| % EYFS pupils achieving GLD | 100% (3 pupils) | 75.9% |
| % Year 1 pupils passing the Phonics Screening | 50% (2 pupils) | 75% |

| 3. Barriers to future attainment (for pupils eligible for PP) | | |
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| In-school barriers | | |
| A. | First Quality teaching has been good across the school but high mobility of children joining the school after Easter for Year 2 has affected the results. The children not reaching age appropriate at End of KS1 have been highlighted and need accelerated progress in Year 3. | |
| B. | To increase the number of Pupil Premium pupils achieving Greater Depth in each year group, including in statutory assessments, reducing the difference between Pupil Premium pupils and non-Pupil Premium pupils. | |
| C. | First Quality teaching has been good across the school but high mobility of children joining the school for Year 1 has affected the Phonic screening results. The children not reaching the Phonic screening score have been highlighted and need accelerated progress in Phonic interventions in Year 2. | |
| External barriers | | |
| D. | Low attendance reduces pupils' school hours and causes them to fall behind on average. There is a whole school gap in attendance between Pupil Premium pupils and other pupils in the school. All groups are below the national average for attendance. The percentage of persistent absentees is much higher than national and pupil premium pupils make up a larger proportion of this figure. | |
| E. | Well-being of pupils due to family circumstances identified as a trend across the school. Key families that are hard to reach due to challenging home circumstances. This affects focus and attention as well as emotional well-being of Pupil Premium pupils. 38% (11 pupils out of 29) of vulnerable pupils are receiving | |
| 4. Desired outcomes | | Success criteria |
| A. | That the children who did not reach age appropriate at end of EYFS have been highlighted and early intervention in Year 1 (T 1 and T2) for reading , writing and maths. | By the end of the school year there is no gap between the proportion of Pupil Premium pupils achieving GLD and other pupils. Pupils are not disadvantaged by not reading at home (mostly pupils with pupil premium funding). |
| B. | Though the relentless drive of the school's Greater Depth strategy and investment by all staff gaps in learning / barriers to learning are diminished. To be an embedded part of the school leadership team's 9- 3 approach. | The percentage of Pupil Premium pupils achieving Greater Depth across the school, including in statutory assessments, is in line with that of non-Pupil Premium pupils. |
| B. | Teachers focus on Pupil Premium pupils that are below to identify any barriers to developing Reading, writing and maths skills and provision put in place to accelerate progress. | The % of ALL pupils age expected , end of Year 1 ,increases and the proportion of pupils at end of Year2 achieve age expected in writing so in line with National. More Pupil Premium pupils reaching the expected standard or making rapid catch up progress so that the gap is narrowed or closes between PP pupils and others |
| C. | The teaching of Phonics in Year 1 is consistent and first quality. Teachers focus on Pupil Premium pupils that are below to identify any barriers to developing Phonic skills and provision put in place to accelerate progress. | The % of ALL pupils age expected at end of year increases and the proportion of pupils at end of Year 1 Phonics achieve the score in line with National. More Pupil Premium pupils reaching the expected standard or making rapid catch up progress so that the gap is narrowed or closes between Pupil Premium pupils. |

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| D. | Whole school attendance is in line with National and increased attendance of Pupil Premium pupils. | The attendance gap closes between the proportion of pupil premium and other pupils and that the proportion of persistent absentees drops (mostly pupils eligible for Pupil Premium funding) |
| E. | Improve the social and emotional skills of Pupil Premium pupils across the school. | Records will show fewer behaviour incidents or referral to Early Help / Social Services. Staff and pupils focus on learning rather than behaviour and pupils make strong progress. Greater engagement from hard to reach families to support pupils' learning and improve outcomes. Employment of a PSA to support parents. |

Allocation of Pupil Premium Funding for 2019-2020

Use of the Pupil Premium Grant

The DFE have given schools freedom to decide how to use this funding, based upon their knowledge of individual pupil needs. Schools are required to report on:

- The amount of funding they receive.
- How the Pupil Premium has been spent & the impact of this on attainment?
- Details of how the current year's funding will be allocated.

Chilmington Green Primary School is a smaller than average-sized primary school which is continually growing and due to move to its new permanent site in Sept 2021. The academy started in September 2018 under the leadership of The Stour Academy Trust and was based at Finberry school. The school is currently 1 form entry up to Year 2 and mixed classes in KS 2. Building works commenced January 2019 with a view to becoming a 2-form entry school by September 2021.

21% of the school are in receipt of Pupil Premium funding. Within this group 19.7% also have an identified special education need. Through a rapid and holistic approach to the identification of barriers we work together to implement strategies to ensure differences are rapidly diminished. In this endeavour we call upon the wealth of resources within our school, within The Stour Academy Trust, as well as working with external professionals for advice and support in their specific areas of expertise.

At Chilmington Green Academy we are committed to providing good Teaching and Learning. Phase Leaders provide a good level of support, to develop teaching and learning across the school and Lead Practitioners provide bespoke training and ongoing professional development to improve subject knowledge and practice in Early Years, English, Maths and the Curriculum. We "bring learning to life" through a broad and balanced curriculum, with opportunities that extend beyond the classroom, to build cultural capital. Our teachers are accountable for pupils' attainment, progress and outcomes.

(Teacher Standards). Our pastoral care and rigorous monitoring and tracking of all pupils helps us to identify any pupils who are at risk of not making sufficient progress and have helped us to plan and implement good intervention strategies. The funding is used to train staff to deliver skilled interventions where children make accelerated progress to age appropriate skills. We have an embedded and robust monitoring system based on a cycle of termly tracking to ensure that all pupils achieve at least expected progress. Pupils identified as not making expected progress are rapidly identified and strategies put in place to address under performance. Where it is identified that a class/group is achieving well then a percentage of children are identified as a focus group for above expected progress, with an emphasis on Pupil Premium.

The school has focused on developing teachers' skills in assessment and methods of teaching that effectively meet the needs of groups and individuals for next step learning. One of the most effective strategies has been the use of 'self-differentiation' where teachers provide opportunities for pupils to challenge themselves and attempt higher level tasks, rather than 'straight-jacketing' pupils into defined ability groups.

1. The cycle begins with on-going teacher assessment built into class teaching. Teachers assess with pupils and, along with developmental marking, support pupils to improve their work.
2. The next step of the termly cycle is the moderation of work within teams, for example, all year 3 teachers, with a trained facilitator. The moderation meetings encompass professional discussions between teachers and have developed teachers' skills in accurately levelling work. The agreed levels are then entered onto the school's tracking system providing assurance and confidence in the data to be analysed.
3. Following the entry of data on to the tracking system, teachers have 1:1 'accountability meetings' with the SLT and SENCO. At the meetings a senior member of staff, with the individual teacher, will identify under-achieving pupils (who are not SEN), with a focus on FSM pupils. Short-term targets are set to address underachievement and close the gap between peers.
4. These 'short term targets', or expressions of concern, are shared at Pupil Progress Meetings, again in teams and again with a trained facilitator.
5. Key information is then fed into the Termly Strategy Report, which is then discussed at a termly SLT Strategy meeting, chaired by the CEO.

The meeting aims to identify strengths and areas for development. This may encompass short-term strategies, for example, the movement of resources to address issues rapidly, or longer whole school/key stage/foundation stage strategies that are fed into the School's Development Plan. Developing a child's well-being and academic progress go hand in hand. The funding is used to provide a well-being team of skilled and experienced professionals who work with disadvantaged families whose social, emotional, mental health conditions can create barriers to school engagement and learning. A Parent Support Advisor, Trust Safeguarding Lead and Nurture team work closely together to support vulnerable families.

Strategies

Interventions

Where there are gaps in the achievement of any children, in particular between Pupil Premium and non-Pupil Premium children, these are identified rapidly and an appropriate intervention may be put into place in addition to, but never instead of, quality first teaching. Pupil Premium funding is used to provide the interventions needed to accelerate progress and diminish the gap. The adults that deliver this training have been well trained (see training and leadership) so that are skilled at delivering interventions effectively and children accelerate to age appropriate.

| Task | Detail | Cost | Impact |
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| Precision Teaching | Bespoke one to one support delivered by trained staff. Aim = to diminish gaps by meeting needs as bespoke to each pupil where they are experiencing difficulty with acquiring or maintaining key skills. Aimed at pupils of all ages this is a 10 minute daily intervention led by Teaching Assistants. | £15,000 | Through careful identification of gaps and misconceptions precision teaching has enable children to overcome barriers to learning both within the precision teaching session as well as during the class lesson. TA training in precision teaching has ensured that this intervention is carried out effectively. |
| Incredible Years Programme | A developmentally based intervention delivered by trained staff. Aim = to diminish barriers by preventing/ reducing behavioural and emotional problems. Aimed primarily at children from Reception to Year 3 this is a weekly intervention of 30 minutes led by our Nurture Lead and the class teacher. | Included in the above | The Incredible Years Programme strengthens children's emotional literacy and emotion regulation. It has supported meaningful friendships within the classrooms. Within each of the classes that this programme has been run the children have been scaffolded to develop their mental health and growth in learning. This has then fed into their academic success. |
| Switch on | A 10 week reading intervention delivered on a one to one basis by trained staff. Aim = accelerated reading progress. Aimed at Key Stage One (Years 1 and 2) and Year | Included in the above | TAs who needed additional training where paired up with an experienced Switch On TA to model effective sessions. Teachers were given additional training in order for |

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| | 3 pupils primarily; though also used with children with significant need in Years 4 and 5 as well. This intervention is led by Teaching Assistants or Class Teachers for 30 minutes a day. | | them to understand the intervention. Switch On was tracked and monitored by SLT who met with each teacher to identify priority children. Successful children made accelerated progress in their book bands and were moved off Switch On, into a focus group of regular reading with an adult to ensure they did not drop back. For those children who were not making required progress in Switch On, the intervention focus was adapted and precision phonic teaching was delivered. |
| Inference | A group intervention delivered by trained staff. Aim = developing understanding of text. Aimed at Key Stage 2 pupils (Years 3 to 6) this intervention is led by Teaching Assistants for 40 minutes a day. | Included in the above | TA training has ensured that adults understand how to effectively deliver this intervention. A written structure of the lesson has been provided to these adults to provide consistent delivery. Class teachers in KS2 have used their summative and formative assessment to identify children for intervention and these were carried out up to just before the end of Term 4 due to lockdown, with children able to discuss texts more confidently and apply the first read skills to texts taught back in whole class reading sessions. Successful children were able to use these skills to overcome barriers when reading more challenging texts. |
| Speech and Language Link | An intervention delivered through groups and on a one to one basis by | £1650 | Every child in Reception is assessed using the Speech and Language link |

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| | <p>trained staff. Aim = diminishing gaps on entry by supporting speech and understanding of language. Aimed at Early Years pupils; though also used with older children with significant need. This intervention is led by Teaching Assistants for 15 minutes a day.</p> | | <p>programme at the beginning of the year. This highlights children who require referral to NHS Speech and Language Therapist. It also outlines children who require a speech or language intervention in school. The children who are identified as needing a referral are also seen by our in house speech and language therapist as there can be a very long wait time to be seen. This means that the appropriate interventions can be started immediately.</p> |
| <p>Bug Club and Times Table Rock stars, both as part of class provision, access at home and run as a lunch time club</p> | <p>The use of digital technology to support learning of Pupil Premium children so they are not disadvantaged by lack of support at home.</p> | <p>£1663</p> | <p>Bug Club has seen an increase in engagement during lockdown. Children are celebrated weekly for their reading on Bug Club on Weduc and in newsletters, which has led to an increase in the use of the system. Teachers are checking that books are updated weekly and have explained to adults at home how to engage with the quiz elements of the system so that children show as completing books. Children identified by class teachers for additional Bug Club time were given time a lunch to log in and this was rewarded with stickers on their home reading bookmarks to work towards earning a free book. Bug Club is also used in classreading time and particularly in KS1 has been used to encourage reluctant readers during guided reading sessions. Year 4 target pupils (PP)</p> |

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| | | | provided with bi-weekly lunchtime sessions to practice TTRS and were supported with learning and recalling key multiplication facts through individual TTRS Heat map analysis. Out of 8 pp children who took the unofficial MTC on TTRS 5 achieved the pass mark. Finberry were above national average and LEA average for the MTC TTRS. Pupils in Yr4 have responded positively to the use of TTRS and confidence in the area of times tables in high. |
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| Strategies | | | |
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| Training and leadership | | | |
| <p>In order to ensure that our staff have the skills, knowledge and understanding to provide the best possible education for all children, including the most disadvantaged, Pupil Premium funding is allocated towards Continuing Professional Development. Bespoke training is delivered, both in school and by Lead Practitioners and Trust leads, ongoing professional development based on the key priorities of the Academy Development Plan. Reading, writing, maths and Curriculum training has been based on the latest research and teachers and teaching assistants are now fully trained. Middle leaders and Senior leaders are trained so that they can effectively track PP children and ensure rapid intervention is provided when required to accelerate progress. External experts have trained and supported teachers in delivering interventions to meet the needs of vulnerable children in the areas of SEMH, Speech and Language, SEN and communication.</p> | | | |
| Task | Detail | Cost | Impact |
| Speech and Language External | A speech and Language Therapist (10 days across academic year) shared with Finberry due to the number of children at Chilmington. | £1650 | The speech and language therapist has undertaken full assessment on children from nursery to year 6. She has then devised personalised therapy programmes that she has discussed with the TA's who will be delivering the therapy. The speech |

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| | | | <p>and language therapist has noted the progress that individual children are making towards their targets. The speech and language therapist has also provided resources for the children on her case load to support their therapy at home over the summer holidays. The speech and language therapist's assessments have also helped to support applications for EHCP plans within the school. The speech and language therapist has provided multiple training videos linked to Autism throughout lock down to ensure that staff are familiar with up to date new methods and resources to support children on the spectrum. Some of these methods and resources are now being implemented within the school and being prepared for September.</p> |
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Strategies

Well-being and attendance

We passionately believe in the development of the 'whole child' and have built a team around the child to achieve this holistic approach. The team consists of the Head Teacher, class teacher, SENCO, Parent Support Advisor and Trust Safeguarding Lead. This team approach is the most effective way of addressing the social, emotional and mental health barriers that affect many of our vulnerable families. Therefore, a significant amount of the Pupil Premium funding is located towards helping remove these complex barriers that impact on family engagement with school, attendance and subsequently children's progress.

| Task | Detail | Cost | Impact |
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| Parent Support Advisor | PSA works closely with families at risk of falling below 80% attendance to remove barriers that affect their ability to get their children to school (family circumstances, mental health, social issues, poor experiences at school). To raise parental engagement and improve communication. | £7705 | The speech and language therapist has undertaken full assessment on children from nursery to year 6. She has then devised personalised therapy programmes that she has discussed with the TA's who will be delivering the therapy. The speech and language therapist has noted the progress that individual children are making towards their targets. The speech and language therapist has also provided resources for the children on her case load to support their therapy at home over the summer holidays. The speech and language therapist's assessments have also helped to support applications for EHCP plans within the school. The speech and language therapist has provided multiple training videos linked to Autism throughout lock down to ensure that staff are familiar with up to date new methods and resources to support children on the |

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