



## Chalkhill Primary School

### Plan for expenditure of Pupil Premium Funding 2019 – 2020

Chalkhill is an inner city two-form entry primary school serving an area with a significant level of socio-economic deprivation, including families with barriers to learning, low-income, low-levels of employment, overcrowding, housing shortages, high crime-rates, low-levels of literacy and numeracy and limited experiences outside the local area.

Mobility is much higher than the national average with pupils arriving at different points in the year, many with no prior experience of education. On entry to the Nursery, the large majority of children are well below age related expectations.

The school vision, aims and ethos, outline the drive and ambition of staff and the community to ensure each child has every opportunity to thrive and succeed in the 21st century.

Our aim is to provide our children with rich, inspiring and evolving curriculum opportunities which build confidence, tolerance, resilience, communication, respect and readiness to contribute to society.

Our school environment has been improved significantly over a number of years to reflect our high expectations for our community and to provide wider curriculum opportunities.

#### Background to Pupil Premium Funding

The pupil premium is a government initiative that targets extra money at pupils from deprived backgrounds. Research shows that pupils from deprived backgrounds underachieve compared to their non-deprived peers. The premium is provided to enable these pupils to be supported to reach their potential. The Government has used pupils entitled to free school meals (FSM), looked after children and service children as indicators of deprivation, and have provided a fixed amount of money for schools per pupil based on the number of pupils registered for FSM over a rolling six year period. This fixed amount of money is expected to increase every year for the course of this current Parliament. At Chalkhill we will be using the indicator of those eligible for FSM as well as identified vulnerable groups as our target children to 'close the gap' regarding attainment.

SUMMARY INFORMATION		
School	Chalkhill Primary	
Academic Year	2019- 2020	Date of most recent PPG review: Autumn Term 2019
Total PPG budget £149,160	Number of pupils 113 (25.5%)	Date for review of this plan Summer Term 2020

We have high aspirations and ambitions for our children and we believe that there are no limits to what our children can achieve and that no child should be left behind. Pupils from disadvantaged backgrounds benefit fully from school wide opportunities to develop the cultural and social capital needed to support transition to their next stage of education, training or employment.

Although the proportion of our pupils classified as disadvantaged and eligible for Pupil Premium funding is higher than the national, this does not represent the true levels of deprivation. For example, we know of families being evicted and placed in emergency accommodation and others living together in one room within a shared house, yet for a variety of reasons, not being eligible for pupil premium and not classed as 'disadvantaged'. We reserve the right to allocate Pupil Premium funding to support any pupil or groups of pupils the school legitimately identify as being disadvantaged. Each intervention will be inclusive of children receiving the Pupil Premium funding.

In June 2019, The Education Endowment Fund (EEF) published a new guide on the Pupil Premium. The report recommends that schools take a tiered approach to Pupil Premium spending.

1. Teaching should be the top priority, including professional development, training and support for early career teachers and recruitment and retention.
2. Targeted support for struggling pupils
3. Strategies that relate to non-academic factors, including improving attendance, behaviour and social and emotional support.

### Barriers to Future Attainment

- Pupils enter school with poor communication and language skills in comparison to other pupils. This can result in slow reading progress in subsequent years
- Poor oracy/ literacy skills and lack of reading opportunities outside school
- The number of children with social, emotional and behavioural issues
- Limited access to social, cultural and sporting activities which can impact on maths and English outcomes.
- Mobility - the school has high mobility, with many children arriving from overseas, often with no English and little/no prior formal education. Many children arrive late in the year and in the key stage.

### Objectives of Pupil Premium Spending

All our work through the PPG will be aimed at accelerating progress.

- To improve the progress of children eligible for the Pupil Premium Grant in English and maths
- To improve the attainment of children eligible for the PPG in English and maths
- To enable the pupils to develop holistically – academically, socially and emotionally
- To give the pupils opportunities to excel through a diverse, balanced and exciting curriculum
- To develop social and cultural capital

1. Teaching	<p>Quality First Teaching - ongoing CPD for all teachers, Middle leaders work with SIP, AHTs - NPQSL</p> <p>Part time teacher (0.4) support development of literacy skills of children in KS1 -</p> <p>Part time teacher (0.4) support development of literacy skills of children in LKS2 -</p> <p>Part time teacher (0.4) support development of literacy skills of children in UKS2 - Next year focus will be on PPG pupils writing at greater depth in KS2</p> <p>Booster groups weekly for children in Year 6</p> <p>Quality English, Maths, IT and music learning resources</p> <p>Regular Pupil Progress meetings reviewing individual children's attainment and progress (Evidence from EEF on importance of personalised feedback - +8months )</p>
-------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p>2.Targeted support for struggling pupils</p>	<p>Numbers Count Teacher including Reading Recovery  Additional teaching assistant (0.7) to provide small group intervention support targeted at those children who are underperforming or making slow progress in maths and literacy  Additional trained TA to support development of fine and gross motor skills and to carry out OT therapy plans  Additional trained adult to support language and social / emotional needs in EYFS  EAL support provided to develop language skills, build vocabulary and support transition of new joiners to the school (The EEF highlights the benefit of oral language interventions).  SEND support for children with a focus on the provision of earlier intervention to develop basic literacy and numeracy skills  Curriculum workshops to increase understanding of the curriculum and provide strategies for supporting children at home.  Parent meetings for targeted children to provide more personalised support</p> <p>(EEF – Parental engagement +3 months)</p>
<p>3.Strategies that relate to non-academic factors, including improving attendance, behaviour and social and emotional support.</p>	<p>Place 2 Be  Parent Support Advisor  KID FIT – fitness, teamwork and self- esteem programme to promote healthy lifestyles and well-being and tackle obesity  Choir  Music tuition  Equine Facilitated Learning  Horse riding  After school clubs including football, netball, cooking, art, science  Breakfast Club  Access to educational opportunities, including international trips, theatre and enrichment</p> <p>(EEF identifies positive gains in progress for Arts participation (+2) and outdoor learning (+4), and sports participation as having positive effects on pupil outcome)</p>