

Snodland CEP School Pupil Premium Strategy and Review

Summary Information

School	Snodland CEP School				
Academic year	2018-2019	Total PP Budget	£133320	Date of most recent PP review	November 2018
Total number of pupils (January census)	379	Number of pupils eligible for PP funding	101 (of which 1 is a Service Children)	Date of next internal review of this strategy	April 2019

Current Attainment and Progress at the end of KS2

	Pupils eligible for PP in school	Pupils not eligible for PP (national)
% achieving the expected standard in reading, writing and maths	64%	64%
% achieving the expected standard in reading	68%	75%
% achieving the expected standard in writing	80%	78%
% achieving the expected standard in maths	84%	76%
Progress in reading	-3.49	
Progress in writing	-0.44	
Progress in maths	+0.61	

Barriers to future attainment for pupils eligible for PP

In-school barriers	
A	Due to low literacy and maths levels on entry into school, non PP children outperform PP children in the prime and specific areas in FS and therefore the overall % of PP children achieving a GLD at the end of FS is lower than non PP children.
B	The gap between PP boys and non PP boys increases by the end of key stage one in reading, writing and maths.
C	Non PP children outperform PP children at the end of every key stage in reading at the expected level and at greater depth.
External barriers	
D	20% of our children have experienced social, emotional or behavioural difficulties and their families have needed support from external bodies such as Social Services, Early Help, External Counselling Services or the School Attendance and Absence Team.

Desired Outcomes

Success Criteria

A	Diminish the difference between PP and non PP children achieving the expected level in the prime and specific areas in FS.	Pupils eligible for PP in Foundation Stage make rapid progress by the end of the year so that all pupils eligible for PP meet age related expectations.
B	Diminish the difference between PP boys and non PP boys in reading, writing and maths at the expected level at the end of KS1.	Pupils eligible for PP at the end of KS1 make rapid progress in reading, writing and maths by the end of the year so that all pupils eligible for PP meet age related expectations.

C	Diminish the difference between PP and non PP children in reading at the end of every key stage.	Pupils eligible for PP at the end of KS1 and KS2 make rapid progress in reading by the end of the year so that all pupils eligible for PP meet age related expectations.
D	Children's well-being in school will be catered for and have a positive impact on their learning.	Pupils eligible for PP at the end of every Key Stage will achieve in all areas of the curriculum in line with Non PP children.

Planned Expenditure

Quality of Teaching for all

Desired Outcome	Action	Rationale and evidence for this choice	How will we ensure it is implemented well?	Staff lead	Review of implementation
A - Diminish the difference between PP and non PP children achieving the expected level in the prime and specific areas in FS.	1. Purchase Tapestry and train staff to use effectively to track children's progress in FS	Our two main feeder Pre-Schools are currently using this means of recording and communication. The parental engagement for them is high and the aim is that using the same programme will result in a smooth transition for the children and maintain the high-level of parental engagement.	<ul style="list-style-type: none"> • There will be regular observations taking place from a variety of staff members (SLT and Governors) • Peer observations • CPD 	FS Leader	Jan 2019
	2. Purchase Ten Town for use in daily Maths session to improve number knowledge	This programme has been identified as a strength within schools because it is very interactive. The children are able to learn numbers using characters and ditties. Studies show they were a winner in the Maths category for the Excellence in Early Years Awards 2017 organised by Teach Early Years magazine.	<ul style="list-style-type: none"> • Observations • CPD • Assessment Data 	FS Leader	April 2019
	3. Purchase and train staff to use Language Link in order to identify and manage language difficulties in FS	Speech and Language is an area of focus based on prior attainment. This programme allows early identification and a structured support plan to be put in place to diminish the difference quicker. Research shows that over half of children entering Primary School do so with delayed Speech and Language Skills when they enter school.	<ul style="list-style-type: none"> • Observations • CPD • Assessment Data 	AEN TA	Jan 2019

	4. Additional adult employed to support in FS to offer targeted support to identified individuals to diminish the difference.	Evidence from the Education Endowment Foundation (EEF) suggests that TAs can have a positive impact on academic achievement. where TAs support individual pupils or small groups, which on average show moderate positive benefits.	<ul style="list-style-type: none"> • Children identified and targeted support given • Monitor the impact of the support through observations 	FS Leader	Feb 2019
	5. Forest School to be introduced for children in FS	Studies from the Education Endowment Foundation (EEF) show adventure learning interventions consistently show positive benefits on academic learning. On average, pupils who participate in adventure learning interventions make approximately four additional months' progress.	<ul style="list-style-type: none"> • Staff trained in leading and supporting the running of the intervention • Observations 	English Leader Forest School Leader	April 2019
B - Diminish the difference between PP boys and non PP boys in reading, writing and maths at the expected level at the end of KS1.	1. Mathletics purchased for all children across the school to access.	An interactive resource for children to access. Research concluded that schools who use Mathletics performed significantly better in progress and attainment at the end of KS2.	<ul style="list-style-type: none"> • Monitor usage across the school • Monitor results across the school 	Maths Leader	June 2019
	2. Maths CPD sessions for one teacher in each year group to develop year group specific curriculum knowledge	To improve subject knowledge for all teachers and to ensure the delivery of the new curriculum is outstanding.	<ul style="list-style-type: none"> • Observations • Book Looks • Assessments 	Maths Leader CPD Leader	June 2019
	3. Parent support sessions to provide a greater understanding of the methods taught in school and ways to support at home.	Feedback from parents/carers was that they would like further guidance on supporting their child at home but they required a greater understanding of the curriculum and expectations in the class.	<ul style="list-style-type: none"> • Observations • Assessments 	Maths Leader	April 2019

	4. Become part of the Maths Hub	To for part of a teaching specialist group to help further enhance teaching for mastery across the school	<ul style="list-style-type: none"> • Observations • Assessments 	Maths Leader	June 2019
C - Diminish the difference between PP and non PP children in reading at the end of every key stage.	1. Reading Recovery Teacher	Research from the International Literacy Centre shows that Reading Recovery achieves good results that are swift and long lasting. There is substantial evidence evaluating Reading Recovery's effectiveness with the lowest-attaining pupils in a wide range of educational contexts.	<ul style="list-style-type: none"> • Observations • Assessments 	English Leader	April 2019
	2. Beanstalk	Beanstalk's one-to-one literacy support is proven to help improve the reading attainment, self-confidence and enjoyment of reading of children who are struggling or reluctant readers.	<ul style="list-style-type: none"> • Assessment • Observations 	English Leader CPD Leader	April 2019
	3. Building Reading Stamina (BRS) training	This programme is used in conjunction with the Reading Recovery scheme to allow staff to deliver focused reading support within the classroom setting.	<ul style="list-style-type: none"> • Observations • Assessments 	English Leader Reading Recovery Teacher	July 2019
	4. Reading CPD sessions for staff in school to develop knowledge and understanding on how to further support children in reading	To improve subject knowledge for all teachers and to ensure the delivery of the new curriculum is outstanding.	<ul style="list-style-type: none"> • Observations • Assessments 	English Leader	April 2019
Total Budgeted Cost: £					

Targeted Support					
A - Diminish the difference between PP and non PP children achieving the expected level in the prime and specific areas in FS.	1. Talk Boost intervention led by AEN TA to support children with language delay	This is proven to improve children's language and communication by an average of 18 months after a ten-week intervention.	<ul style="list-style-type: none"> • Observations • Assessments 	SENCO	June 2019
B - Diminish the difference between PP boys and non PP boys in reading, writing and maths at the expected level at the end of KS1.	1. Reading Recovery teacher employed to improve reading for identified children by the end of KS1	Reading has been identified as an area of focus due to recent assessment results. Research studies show that this is an effective way to improve attainment and confidence.	<ul style="list-style-type: none"> • CPD • Observations • Assessment 	English Leader	July 2019
	2. TA employed to carry out specific testing (e.g. BPVS, Dyslexia, Dyscalculia) with identified children to ensure barriers to children's learning are identified and specific interventions put in place.	Barriers are identified within school and then specific tests are required to identify actions to put in place to diminish the difference for the children.	<ul style="list-style-type: none"> • Observations • Assessment Data • Referrals where necessary 	AEN TA	Jan 2019
	3. Reading Gladiators intervention in place for identified children in Years 2 - 6 to move children to the expected standard and greater depth in reading.	Reading has been identified as an area of focus due to recent assessment results. After recommendation from a school in the collaboration who identified this is an effective way to enhance outcomes for the more able children.	<ul style="list-style-type: none"> • Observations • Assessment Data 	CPD Leader English Leader	April 2019
	4. Early Morning Booster sessions in Year 5 and 6 for children not working at age-related expectations in Reading.	From previous experience it has been identified that the 'Early Morning Booster' has a positive impact on children. It supports their daily learning and does not impact on their daily lessons.	<ul style="list-style-type: none"> • Observations • Assessment Data 		July 2019

	5. Forest School to be introduced for identified children and year groups across the school and outdoor learning to be promoted within the curriculum.	Studies from the Education Endowment Foundation (EEF) show adventure learning interventions consistently show positive benefits on academic learning. On average, pupils who participate in adventure learning interventions make approximately four additional months' progress.	<ul style="list-style-type: none"> • Staff trained in leading and supporting the running of the intervention • Observations 	English Leader Forest School Leader	July 2019
	6. Enrichment opportunities for identified children	It is important to offer children opportunities that they may not necessarily get the chance to access to help further enhance their experiences and interests	<ul style="list-style-type: none"> • Observations • Log of opportunities given 	Educational Visits Coordinator	July 2019
C - Diminish the difference between PP and non PP children in reading at the end of every key stage.	1. Additional resources purchased to support interventions – e.g reading comprehension boxes and Toe by Toe.	To further diminish the difference between PP and Non PP children in writing through targeted support.	<ul style="list-style-type: none"> • Observations • Assessment 	English Leader	July 2019
Total Budgeted Cost: £					
Other approaches					
A - Diminish the difference between PP and non PP children achieving the expected level in the prime and specific areas in FS.	1. Continue to develop the role of PP Leader in supporting the new PP governor in order to monitor the impact of interventions on attainment and progress of PP children	A PP leader and PP Governor will ensure the rigorous scrutiny of school practice. They will be able to work collaboratively to monitor the impact of any intervention put in place for PP children across the school.	<ul style="list-style-type: none"> • Observations • Regular meetings • Assessment data 	HT DHT	July 2019
B - Diminish the difference between PP boys and non PP boys in reading, writing and maths at the expected	1. Continue to develop the role of PP Leader in supporting the new PP governor in order to monitor the impact of interventions on attainment and progress of PP children	A PP leader and PP Governor will ensure the rigorous scrutiny of school practice. They will be able to work collaboratively to monitor the impact of any intervention put in place for PP children across the school.	<ul style="list-style-type: none"> • Observations • Regular meetings • Assessment data 	HT DHT	July 2019

level at the end of KS1.	2. Non-teaching outstanding practitioner and Assistant Head to support teachers to improve teaching and learning for all children	To have a dedicated member of staff monitoring the impact and delivery of the new curriculum on the children and offer support when required.	<ul style="list-style-type: none"> • Observations • Assessment Data 	Professional Mentor	April 2019
C - Diminish the difference between PP and non PP children in reading at the end of every key stage.	1. Continue to develop the role of PP Leader in supporting the new PP governor in order to monitor the impact of interventions on attainment and progress of PP children	A PP leader and PP Governor will ensure the rigorous scrutiny of school practice. They will be able to work collaboratively to monitor the impact of any intervention put in place for PP children across the school.	<ul style="list-style-type: none"> • Observations • Regular meetings • Assessment data 	HT DHT	July 2019
	2. Non-teaching outstanding practitioner and Assistant Head to support teachers to improve teaching and learning for all children	To have a dedicated member of staff monitoring the impact and delivery of the new curriculum on the children and offer support when required.	<ul style="list-style-type: none"> • Observations • Assessment Data 	Professional Mentor	April 2019
D - Children's well-being in school will be catered for and have a positive impact on their learning.	1. Full time Inclusion Manager employed to support vulnerable families across the school.	A dedicated member of staff for all families to liaise with regarding any potential support they may require. This will allow families to build a rapport with one member of staff and build trust with one source.	<ul style="list-style-type: none"> • Regular meetings with SENCO and Headteacher. 	SENCO	July 2019
	2. TA employed to carry out 1:1 emotion and wellbeing sessions with children across the school to ensure children are able to learn effectively	A study carried out by the DFE shows that children with high levels of behavioural, social and school wellbeing have higher levels of academic achievement and are more engaged concurrently and in later years.	<ul style="list-style-type: none"> • Assessments • Recording of meetings 	SENCO Inclusion manager	July 2019
	3. Daily Breakfast Club provided for PP children.	Previous data proves this is having a positive impact for a number of families across the school.	<ul style="list-style-type: none"> • Attendance Register 		July 2019

	4. CHATs counselling service provided	A study carried out by the DFE shows that children with high levels of behavioural, social and school wellbeing have higher levels of academic achievement and are more engaged concurrently and in later years.	<ul style="list-style-type: none"> • Regular monitoring of children over a period of time. • Impact on learning 	SENCO Inclusion Manager	Jan 2019
Total Budgeted Cost: £					

Total spend: £

1. Review of expenditure				
Previous Academic Year		2017-2018		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost

<p>Diminish the difference between PP and non PP children achieving the expected level in the prime and specific areas in FS.</p>	<ul style="list-style-type: none"> -Purchase Tapestry and train staff to use effectively to track children's progress in FS - Purchase Ten Town for use in daily Maths session to improve number knowledge -Purchase and train staff to use Language Link in order to identify and manage language difficulties in FS - Talk Boost intervention - Continue to develop the role of PP Leader and PP Governor in order to monitor the impact of interventions on attainment and progress of PP children 	<p>Mixed: Tapestry has allowed progress to be tracked more effectively but outcomes need to be acted on quicker.</p> <p>Mixed: Ten Town has had a positive impact on the children as a whole and the outcomes were good but it needs to be monitored closer to ensure those not on-track are identified quicker</p> <p>Good: An improvement was seen between the initial and final assessment for all children</p> <p>Good: A good intervention which enabled skills taught to be followed by all in class not just those identified</p> <p>Mixed: Both parties have a better understanding of the expectations for their roles but feel the monitoring of things needs to be tighter</p>	<p>This will need to be monitored more frequently to ensure interventions are put into place sooner to allow gaps to be diminished at a quicker rate</p> <p>Interventions for those not on track needs to be monitored closer to ensure the difference can be diminished quicker</p> <p>This is something that will be continuing next year</p> <p>This is something that will be continuing next year</p> <p>It is imperative that the focused group of children continue to be discussed and monitored</p>	
<p>Diminish the difference between PP boys and non PP boys in reading, writing and maths at the expected level at the end of KS1.</p>	<ul style="list-style-type: none"> -Mathletics purchased -Maths CPD sessions for one teacher in each year group - Reading Recovery teacher employed to improve reading for identified children - TA employed to carry out specific testing (e.g. BPVS, Dyslexia, Dyscalculia) with identified children -Reading Gladiators intervention for children in Year 2,4 and 6 - One to one tuition for identified children - Early Morning Booster sessions for identified children in Year 5 and 6 -Non-teaching outstanding practitioner to support teachers to improve teaching and learning for all children 	<p>Good: Results for the children at the end of Key Stage were above national in EXS+</p> <p>Good: The CPD sessions allowed members of staff to see the expectations for their year group to enable children to be suitably challenged</p> <p>Good: For those children identified they were able to make accelerated progress to help diminish the difference between them and peers</p> <p>Good: All children that have accessed specific testing allow relevant interventions to be put into place quickly to ensure needs can be met</p> <p>Mixed: The Gladiators worked well in Year 4 and 6 but was not so successful in Year 2 – it is imperative that the correct children for the scheme are identified to ensure maximum progress can be made</p> <p>Poor: The one to one tuition was something that was not very successful and was difficult for identified children to retain the information taught</p> <p>Mixed: For those children identified that attended it enabled some progress to be made.</p> <p>Good: Teaching across the school was good and if any area for development was highlighted, this was quickly rectified</p>	<p>This is something that will continue next year but outcomes for GDS children will be a focus</p> <p>This is something that will continue next year due to a change in year group for some staff and to also ensure that the high expectations for outcomes remains consistent</p> <p>This is something that will continue to run this year and the Reading Recovery teacher will help support CPD sessions across the school to pass on some of the skills she has learnt and implemented from her training</p> <p>This is something that will be continuing next year</p> <p>The scheme will be continuing next year and now the staff have a better understanding of it, the children will need to be carefully selected to ensure maximum impact is made. The scheme will also be introduced to other year groups and not just the high attaining children those that need to reach the expected level will access a different year group text</p> <p>This is not something that will be continuing due to the lack of progress being made this year</p> <p>This is something that will continue next year but the children and intervention will need to be a lot 'tighter' to ensure maximum progress can be achieved by all learners in the focus group Due to a few staff changes this is something that will continue to ensure consistency in terms of expectations and to continue to enhance our school curriculum for the children</p>	

ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost
Diminish the difference between PP and non PP children in writing at the end of every key stage.	<ul style="list-style-type: none"> -Talk 4 Writing training for all staff -Writing conferencing - Spellodrome purchased -Additional resources purchased to support interventions Continue to develop the role of PP Leader and PP Governor in order to monitor the impact of interventions on attainment and progress of PP children - Non-teaching outstanding practitioner to support teachers to improve teaching and learning for all children 	<p>Good: This has had a positive impact across the school. Staff and children have commented on the value of talking before writing to help improve the content</p> <p>Poor: This has not been as successful as first thought and the main reason being it requires a lot of time to be able to run the intervention successfully and something that was not able to be fully implemented</p> <p>Mixed: Both parties have a better understanding of the expectations for their roles but feel the monitoring of things needs to be tighter</p> <p>Good: Teaching across the school was good and if any area for development was highlighted, this was quickly rectified</p>	<p>Not all year groups will need to follow the full structure of Talk 4 Writing. Some areas, especially for UKS2, will take identified features out for example the text mapping</p> <p>The timing required for this intervention to be successful has limited the opportunities for the staff to be able to see sufficient progress. However, some of the skills learnt from the training have been adopted to help improve whole class sessions for the children</p> <p>It is imperative that the focused group of children continue to be discussed and monitored</p> <p>Due to a few staff changes this is something that will continue to ensure consistency in terms of expectations and to continue to enhance our school curriculum for the children</p>	
iii. Other approaches				
Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost
Children's well-being in school will be catered for and have a positive impact on their learning.	<ul style="list-style-type: none"> -Full-time Inclusion Manager employed to support vulnerable families across the school -TA employed to carry out 1:1 emotion and wellbeing sessions with children across the school -Daily Breakfast Club for PP children -CHATs counselling service provided 	<p>Good: This is something that is invaluable to the children and families across the school.</p> <p>Good: This is something that is invaluable to the children across the school. If required, immediate actions are put in to place to help support the children.</p> <p>Good: The gap for attendance is diminishing</p> <p>Good: This is an invaluable service for identified individuals in school</p>	<p>This is something that will continue to run next year</p> <p>This is something that will continue to run next year due to positive impact it has for the children in in school</p> <p>This is something that will continue to run next year and a range of different foods and games will be provided to try to further improve the numbers for the club</p> <p>This is something that will need to continue to ensure sufficient support is put in to place for identified individuals/families across the school.</p>	

