

Pupil Premium Spending Plan 2019/20

Number of pupils on roll	886
Number of pupils eligible for PPG funding (including Children Looked After)	391
Amount of PPG received	£1320 (£1900 for CLA)
Projected amount of PPG funding	£516, 210

Main barriers to learning

- Pupils well-being and emotional health are being impacted negatively by the housing and financial difficulties of families.
- Numerous household moves mean that pupils often have long distances to travel to school. Due to the temporary nature of housing parents are often reluctant to move school as well. Long journeys to school impact on pupil punctuality and attendance.
- Financial constraints can mean that sometimes parents cannot afford to bring their children to school as they cannot afford to travel on public transport which impacts on pupil attendance.
- Many disadvantaged pupils come from families with limited or no experience of higher education and therefore aspiration can be low.
- Overcrowding at home due to the lack of affordable housing impacts on pupils' ability to complete home learning, and to get a good night's sleep.
- Financial constraints prevent families from engaging in family outings and activities that spark imagination and develop language.
- Parents' mental health can have a significant impact on children's emotional well-being.

Objectives of spend

- To narrow the gap in attainment of pupils entitled to the pupil premium grant.
- To provide a range of therapeutic and family interventions that impact positively on the well-being and emotional health of disadvantaged pupils.
- To employ a range of academic and enrichment interventions that improve the attainment of disadvantaged pupils.
- To employ mentoring and individual interventions that impact positively on the engagement of disadvantaged pupils.

To employ year group leaders to secure, at least good teaching and improved outcomes for disadvantaged pupils.

Strategy / Intervention	Desired outcomes and success criteria	Review dates	Evaluation Tools / Reviewed by	Cost
<p>Year group leaders take lead responsibility for progress of PP pupils within their year groups.</p> <p>Senior leaders work with year group leaders to ensure the quality of teaching is good or better in all zones.</p>	<p>Well trained and skilful leaders, at all levels, who can identify and closely track disadvantaged pupils. Ensure that disadvantaged pupils are receiving quality first teaching and that attainment gap at ARE and above are closed.</p>	<p>Nov 2019 Dec 2019 Feb 2020 April 2020 June 2020</p>	<p>DHT, AHT and Principal - reporting to trust and governors</p>	<p>£80 000</p>
	<p>Reception</p> <ul style="list-style-type: none"> • Secure good or better teaching across Reception • Curriculum to provide stimulating and rich learning experiences. • Develop communication and language skills. Ensure SALT resources are effectively deployed. • Strengthen links with parents to raise aspiration and to support learning. • Close tracking of maths and literacy where disadvantaged male pupils significantly underperformed 2018-19 • 70%+ of disadvantaged pupils achieve GLD <p>Year 1</p>	<p>Dec 19 Mar 20 Jul 20</p>	<p>DHT, AHT and Principal - reporting to trust and governors.</p> <p>Test data and teacher assessment</p> <p>Learning walks</p> <p>Work scrutiny</p> <p>Pupil questionnaires</p>	<p>£245 100</p>

Strategy / Intervention	Desired outcomes and success criteria	Review dates	Evaluation Tools / Reviewed by	Cost
	<ul style="list-style-type: none"> • Secure good or better teaching across Year 1 • Strengthen interactions and communications with parents – including reading and phonics workshops, regular book looks and focus on attendance • Daily reading to an adult • Promote a range of texts and vocab to develop language • Curriculum to provide rich and stimulating learning experiences • Improve reading and phonics provision. • Closely track disadvantaged pupils progress in phonics – disadvantaged girls and boys underperformed (56%) 2018-19 • 80% + disadvantaged pupils successfully complete phonics screening • At least 75% of Pupil Premium children are working at age related expectation in reading, writing and maths. <p>Year 2</p> <ul style="list-style-type: none"> • Secure good or better teaching across Year 2 • Curriculum to provide stimulating and rich learning experiences. • Narrow the attainment gap in reading and writing through targeted interventions • Regular moderation of learning across both sites to ensure consistency of provision. • Strengthened outcomes for disadvantaged pupils, both female and male disadvantaged pupils underperformed at the end of KS1 2018-19 • 60% of disadvantaged pupils achieve EXS or above in reading, writing and maths. 			

Strategy / Intervention	Desired outcomes and success criteria	Review dates	Evaluation Tools / Reviewed by	Cost
	<p>Year 3</p> <ul style="list-style-type: none"> • Secure good or better teaching consistently across Year 3 • Disadvantage pupils below ARE in reading will have read with an adult 3xs a week. • YGLs to meet half-termly to review progress of disadvantaged pupils. • Parents of pupils working sig below ARE (not SEN) meet with class teachers to identify barriers to learning. • Curriculum to provide rich and stimulating learning experiences. • Narrowing of the significant gaps in reading, writing and maths between disadvantaged and non-disadvantaged pupils. <p>Year 4</p> <ul style="list-style-type: none"> • Secure good or better teaching across Year 4 • PPG pupils below ARE, or at risk of not making at least expected progress, placed in interventions. • Disadvantage pupils meet with class teacher once a week to review learning and identify misconceptions. • Curriculum to provide rich and stimulating learning experiences • By July 2020, 60% of disadvantaged pupils will be working at age related, or above in reading, writing and maths. <p>Year 5</p> <ul style="list-style-type: none"> • Secure good or better teaching across Year 5 (82% of cohort disadvantaged) • Disadvantaged pupils working below ARE identified in YGL action plan and gaps in learning have been identified. 			

Strategy / Intervention	Desired outcomes and success criteria	Review dates	Evaluation Tools / Reviewed by	Cost
	<ul style="list-style-type: none"> Strengthen communication with parents, reading and maths workshops Curriculum to provide rich and stimulating learning experiences 80% of cohort to be at age related expectation or above by July 2020. <p>Year 6</p> <ul style="list-style-type: none"> Secure good or better teaching across Year 6 (80% of cohort disadvantaged) Curriculum to provide rich and stimulating learning experiences Disadvantaged pupils identified in all interventions. Teachers clear about where the gaps in learning are and pupil progress monitored every 3 weeks. 80% of disadvantaged pupils to be at the expected level or above by May 2020. 			
Learning Support Assistants	Small group teaching and interventions have positive impact on attainment and progress of disadvantaged pupils. Disadvantaged pupils make accelerated progress. Attainment gap closes with non - disadvantaged peers.		Interventions impact data / teacher assessment data AHT / DHT / Principal	£22 000
Part time learning support assistant in year 5 / 6	Small group teaching and interventions have positive impact on attainment and progress of disadvantaged pupils. Disadvantaged pupils make accelerated progress. Attainment gap closes with non - disadvantaged peers.	Dec 19 Mar 20 Jul 20	Interventions impact data / teacher assessment data AHTs / DHT / Principal	£22 000
Training for support staff	Support staff will have the relevant skills to provide therapeutic and academic interventions which will have a positive impact on pupil emotional well-being and academic success.	Dec 19 Mar 20 Jul 20	Training evaluations / interventions impact data SLT	£5 050
Resources	Purchase of high quality resources enables interventions and enrichment activities to run successfully. This includes an investment in reading books and maths equipment.	Dec 19 Mar 20 Jul 20	Interventions impact data SLT	£5 050

Strategy / Intervention	Desired outcomes and success criteria	Review dates	Evaluation Tools / Reviewed by	Cost
Aspire Class, nurture and learning behaviour support.	Pupils who find the mainstream classroom difficult to manage will have access to Aspire Class. Pupils accessing Aspire Class will have positive experience of school and will develop positive learning behaviours.	Dec 19 Mar 20 Jul 20	SEND passport data / teacher assessment data / attendance data / behaviour incidents analysis AHT Inclusion / DHT / Principal	£20 000
Total:				£399 200

To provide a range of therapeutic and family interventions that impact positively on the well-being and emotional health of disadvantaged pupils.

Strategy / Intervention	Desired outcomes and success criteria	Review dates	Evaluation Tools / Reviewed by	Cost
Family support	Families identified receive support from Inclusion team to address barriers to pupil ability to access learning. Inclusion team support families to access support from outside agencies. Pupils of targeted families make expected or progress. Attendance of disadvantaged pupils to be at least 95.8% on both sites. Attendance at Canterbury hub will have been closely monitored.	Dec 19 Mar 20 Jul 20	Family support worker report / Early Help impact reports / attendance data Family support worker / SLT	£42 000
Total:				£42 000

To employ mental health and individual interventions that impact positively on the engagement of disadvantaged pupils.

Strategy / Intervention	Desired outcomes and success criteria	Review dates	Evaluation Tools / Reviewed by	Cost
Therapeutic interventions / Place2Be	Individual pupils targeted for drawing and talking, nurture group, mentoring or social skills group to address emotional difficulties. Pupils targeted are able to manage their emotional difficulties within a mainstream environment. Pupils are able to engage successfully with learning and make progress.	Dec 19 Mar 20 Jul 20	Entry and exit profiles / interventions impact data. DHTs for Inclusion	£ 43 010
Mentoring - Behaviour mentor and sports coaches are working with pupils that are at risk of exclusion and / or are not accessing the curriculum due to poor attitudes to learning.	Reduction in fixed term exclusions, improved attendance and attainment.	Dec 19 Mar 20 Jul 20	Interventions impact data DHTs for Inclusion Reduce number of fixed time exclusions	£22 000
Total:				£65 010

To employ a range of academic and enrichment interventions that improve the attainment of disadvantaged pupils, particularly the more able.

Strategy / Intervention	Desired outcomes and success criteria	Review dates	Evaluation Tools / Reviewed by	Cost
After school and holiday clubs	Pupils enjoy a range of enrichment and learning activities which impact positively on their engagement with learning and attendance.	Dec 19 Mar 20 Jul 20	Pupil voice questionnaires AHT for Inclusion / DHT	£5 000
Financial support for disadvantaged pupils	Financial support for disadvantaged pupils allocated to address a range of different needs. Previous allocations have been included funding of trips, clubs provided by outside providers, activities to	Dec 19 Mar 20 Jul 20	Attendance data / teacher assessment data	£5 000

to address individual needs	impact on self-esteem and support with transport during times of family crisis.		AHT for Inclusion / DHT / Principal	
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Total: £10 000

Total: £516 210