

2018/19 Pupil premium strategy statement – Brenchley & Matfield Primary School

Pupil Premium is additional funding given to publicly funded schools in England to raise the attainment of disadvantaged pupils and close the gap between them and their peers. Schools have discretion as to how to spend this funding. Monies are given based on the number of children currently in receipt of Free School Meals (FSM) or have been in receipt of this in the past 6 years (Ever 6). Funding can also be given to schools to support Looked After Children (LAC). Schools must ensure that these monies are used to support these children and their families in their education and overall progress and wellbeing – both emotional and physical - whilst in primary education.

Here at Brenchley and Matfield Primary School, money is spent on a variety of educational provisions and interventions – both in-house and via external agencies - in group or one to one support. We have offered assistance for extracurricular activities and helped families with residential and day school visits. We support families with access to external agencies so that all aspects of the pupil's attendance and wellbeing is considered and supported. Monies are allocated to the school in 4 payments from July to June but based on census figures from the previous January. Spending is recorded in an academic year (September to August) so that a cross-over in spend is noted.

1. Summary information					
School	Brenchley & Matfield CE Primary School				
Academic Year	2018-2019	Total PP budget (based on Jan 2018 census)	£17,160	Date of most recent PP Review	Sept 2018
Total number of pupils	170	Number of pupils eligible for PP (in school from Sept 2018)	10	Date for next internal review of this strategy	Jan 2019

2. Current attainment			
2017 / 2018 Data Based on KS2 SATS (2 Pupils, both SEND),	PP Pupils	Non PP Pupils	Non PP Pupils (national average)
Reading	100%	83%	Not yet confirmed
Writing	50%	89%	Combined (RWM)
Maths	50%	78%	Figure = 64%
KS1 Data SATS (1 pupils)			At Sept 2018
Reading	100%	88%	Figures for
Writing	100%	88%	KS1 not yet
Maths	0%	81%	available
3. Previous attainment			
2016 / 2017 Data Based on KS2 SATS (5 Pupils, of which 2 are SEND)	PP Pupils	Non PP Pupils	Non PP Pupils (national average)
Reading	80%	87%	72%
Writing	80%	90%	76%
Maths	40%	83%	75%
KS1 Data (SATS) (3 pupils, of which 2 are SEND)			
Reading	67%	77%	76%
Writing	33%	73%	68%
Maths	33%	83%	75%

4. Barriers to future attainment (for pupils eligible for PP)		
In-school barriers (<i>issues to be addressed in school, such as poor literacy skills</i>)		
A.	60% (6/10) of our PP pupils also have SEND (Special Educational Needs or Disability) needs in Literacy and Maths. Many of these SEND pupils are working below ARE (Age Related Expectations)	
B.	Maths attainment for all Pupils (Non SEND) is low this year when compared to Writing & Reading.	
C.	Whilst comparable numbers of PP (Non SEND) pupils attain ARE for Reading & Writing, they lag behind non PP pupils at Greater Depth in Reading and Writing.	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
E.	Overall school funding has reduced putting further stress on school resources.	
F.	School's ability to identify PP pupils on entry to reception is hampered, unless the family is known to the school. Identifying families who would benefit from additional support allows us to signpost external agencies such as Early Help. 60% of our PP pupils are in receipt of Early Help or support from other external agencies to help them access education.	
G.	A growing portion of our families fall outside of the PP criteria but face the same challenges and/or barriers as those with PP support.	
H.	Overall attendance for PP pupils is 93.5% which is below the whole school's target of 96% and below the average attendance of non PP Pupils of 96.8%	
5. Desired outcomes (<i>desired outcomes and how they will be measured</i>)		Success criteria
A.	Standards and expectations for all pupils (KS1 & KS2) are equal in Reading, Writing and Maths	All PP Pupils (non SEND) achieve the same as their non PP counterparts. Monitored through regular pupil progress meetings, regular teacher assessment and year end SATs.
B.	Attainment for Reading & Writing for PP Pupils is comparable with non PP pupils.	PP Pupils (non SEND) achieve Age Related Expected outcomes with a portion working at Greater Depth at KS2 SATs.
C.	Raise Maths Attainment for PP Pupils	PP pupils (non SEND) achieve ARE outcomes and results are comparable with national results for all pupils.
D.	Increased engagement of pupils and families in pupil learning through CT support and other external agencies	Increased wellbeing of PP pupils as monitored and tracked by weekly staff meetings and pupil progress meetings
E.	Increase attendance for all PP pupils	Attendance for vulnerable groups increases to 95% overall with increased family engagement in pupil learning.

6. Planned Expenditure – Academic Year 2018 - 2019

6a. Quality of teaching for all

Desired outcome(s)	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
All pupils achieve ARE for Reading & Writing with an increasing portion achieving greater depth	Class teacher to identify individual pupil needs (SEND / non SEND) and set inspirational time limited targets which will be reviewed regularly. This will be put in place with provision maps and pupil / classroom planning	Having clear aspirational targets for all pupils will raise overall expectations throughout the school	Termly pupil progress meetings for all pupils	Subject Leader (LK), Class Teacher and Headteacher	Termly £2,000
All PP pupils achieve ARE for English including, reading, writing and SPAG	Targeted boosters for those pupils (non SEND) who are not working at ARE so that attainment is raised. Use of Beanstalk readers, reading volunteers, one to one reading, comprehension focus. Spelling focus through planned interventions and support	Literacy has remained a key focus with a particular emphasis on inference and purposeful literacy skills – key building blocks for future learning.	Termly pupil progress meetings for all pupils	Subject Leader (LK), Class Teacher, Headteacher	Termly £75 £450 £1,000
All pupils achieve ARE for Maths with a portion working towards greater depth	Targeted boosters for those pupils (non SEND) who are not working at ARE so that attainment is raised	Maths is a key focus throughout the school with substantial spend over last 3 years on specific maths systems and resources. Additional pupil resources have been sourced for SEND pupils	Termly pupil progress meetings for all pupils	Subject Leader (BW), Class Teacher and Headteacher	Termly £700

		to enable them to access the curriculum			
All pupils can access the curriculum	Additional targeted development / training for TAs from a local 'Special School'. This has enabled the school to deliver specialist interventions and support SEND pupils	Some pupils have been unable to access the curriculum because of SEND. By seeking out specialist support we can deliver a curriculum that works for all our pupils.	Termly pupil progress meetings for all pupils	SEND Leader (LK / JM). Senco JM/EH. Class teacher and Headteacher	Termly £700
Enhance pupil learning and retention through diverse range of resources including outside of the classroom.	Cross curricular activities where all topics are a learning opportunity especially in RWM.	Taking the learning out of the classroom and ensuring that cross curricular learning is embedded through careful planning, monitoring and attainment.	Termly pupil progress meetings for all pupils. SLT and class teacher assessment mechanisms highlight any children for whom progress is an issue.	Class Teacher / SLT	Termly
Quality Teaching First (QTF)	All Class teachers are regularly assessed to ensure QTF with clear, measurable and aspirational targets. Non-teaching AHT in school for 1 year to embed and develop this.	High quality teaching ensures all pupils are accessing the curriculum in the classroom.	Non-teaching AHT with SLE status delivering planned CPD to all CTs.	SMT / AHT / HT	Termly £8,970
				Total budgeted costs	£13,895

6b. Targeted support					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Increased resilience of PP pupil so that their self-esteem and wellbeing is strengthened and developed	1.Targeted bespoke support by external agencies. 2. Targeted attendance to lunchtime and after school clubs. 3. Financial support to attend Breakfast club and afterschool clubs	Headteacher's motto of "Happy Children Learn". By supporting a child's wellbeing (including non-directed time) they are better placed to learn and thrive.	School regularly discuss with all pupils on feeling safe, happy and who are their trusted adults. This is done through surveys, circle time, PHSE. School has engaged "drama therapy" for targeted pupils.	Class Teacher / Headteacher	Weekly / Monthly £2,000 £300 £100
Increased attendance of all PP pupils to 95% so that pupils can regularly engage with the curriculum	Regular review of vulnerable groups' attendance and working closely with families to remove barriers to attendance. Increase uptake of Studybugs to further embed importance of attendance.	There is a direct correlation between attendance and attainment.	Regular reporting from Studybugs to SMT which will highlight all vulnerable groups. Involve external agency when targets are not met.	Headteacher With School Secretary	Termly £200
Total budgeted costs					£2,600
6c. Other approaches					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Desired outcome
Increased Parental involvement and engagement in pupil learning.	Support at Parents Evening meetings and facilitating on site engagement. Increase opportunities for families to take part	Parental support and engagement has a positive effect on children's learning. Any support we can provide parents has a positive impact on wellbeing,	Target particular groups of parents – workshops in reception, Years 1&2. Target any specific parents in KS2 who may benefit from attendance.	Headteacher / AHT / SENco	Termly £200

	in and celebrate pupils learning.	attainment and progress.			
All pupils can access extra-curricular activities.	Ensure no pupil is denied attendance at residential or other activities because of lack of funds	Ensuring no pupil is at a disadvantage and thus engaging with their peers at all school focused events.	Early identification of pupils and families who may need additional support. Regular communication and updates.	Headteacher / Finance Officer	Bi-annually
					£465
Total budgeted costs					£665

8. Additional detail

The school's ethos is inclusion for **all** our pupils. We work hard to ensure that PP pupils are not at a disadvantage when compared to non PP pupils in classroom learning, in extra-curricular activities, in attendance and in their wellbeing. We have directed some of our funding to support pupils' wellbeing and to help them and their families access education.

Where a large portion of our PP pupils also have SEND – we have re-directed staff development to specific SEND support and interventions working closely with special schools in the area to substantially increase our SEND delivery to all pupils.

The school has made a conscious decision to have a non-teaching AHT for this year to deliver high quality CPD to all staff and oversee curriculum delivery through-out the school. The AHT will also deliver targeted boosters ensuring that these pupils benefit from an outstanding teaching practitioner.