

STATEMENT FOR PUPIL PREMIUM – Chalton Lower School

The Pupil Premium is additional funding that the school will receive from the Department for Education (DfE) for students on free school meals (FSM). The pupil premium is used to provide additional support and assist in raising achievement for those students that need it most, for example meeting all or part of the cost of educational trips or materials for children on FSMs. We have also provided targeted extra support to raise attainment in some subjects for students who qualify for pupil premium. Parents are encouraged to register their child as eligible for FSMs, if applicable, as this will mean that the school receives its maximum entitlement and also students on FSMs can access additional support and resources.

Proposal for 2020-2021 Pupil Premium

Chalton Lower School will receive £9415 this academic year [September 2020-August 2021]. The Government believes that the Pupil Premium, which is additional to main school funding, is the best way to address the current underlying inequalities between children eligible for free school meals (FSM) and their peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most.

The Pupil Premium is allocated to children from low-income families who are currently known to be eligible for FSM in both mainstream and non-mainstream settings and children who have been looked after continuously for more than six months.

Number of pupils on roll [September 2020]	63
Number of pupils in receipt of Pupil Premium[in current year]	5
Total amount of Pupil Premium received for 2019-2020 [based on January 2019 census] 7 pupils	£9415

Nature of Support

- Maintaining support from previous year.
- Increased hours for Teaching Assistants to provide 1-1 with children
- Supporting children in literacy and numeracy with a focus on core basic skills.
- Ensuring children make good progress against the Age Related Expectations
- Continued Assertive Mentoring Programme to support pupils in their next steps in learning
- Providing additional support in reading and reading comprehension.
- Providing musical opportunities for years 1, 2, 3 and 4.
- Supporting school trips and providing school uniform

Measuring Impact 2018-2019 – We are not able to provide any statistics for 2019-2020 as the Assessments were cancelled by the government due to COVID-19

At the end of year 4, all pupils on Pupil Premium achieved good progress against the Age Related Expectations. Progress for the individual pupils is tracked rigorously against the Age Related Expectations each half term as part of our assessment procedures. The staff will determine the appropriate interventions to support the pupils with their learning.

	Pupil Premium		Non Pupil Premium	
	Working towards	Expected of above	Working towards	Expected of above
Reading year 1	%	100%	9%	91%
Writing	%	100%	18%	82%
Maths	%	100%	18%	82%
Reading year 2	%	%	%	%
Writing				%
Maths	%	%	%	%
Reading year 3	%	100%	10%	90%
Writing	50%	50%	20%	80%
Maths	50%	50%	10%	90%
Reading year 4	%	100%	%	100%
Writing	100%	%	%	100%
Maths	%	100%	%	100%

The budget for 2018-2019 was spent on supporting pupils on school trips and residentials, providing equipment and uniform, group music lessons and supporting pupils in lessons through the use of teaching assistant time.

Strategy for 2020-2021

Barriers to learning

Over the year, the staff will identify the gaps in learning for all pupils including those with Pupil Premium posed by the lockdown of schools during the pandemic of summer 2020. These gaps will be addressed through 1-1 and small group work with a member of staff.

	In-school barriers
A	Oral and language skills in Early Years Foundation Stage and Key Stage 1 are lower for pupils eligible for PPG than for other pupils. This slows reading and writing progress
B	Some pupils who are eligible for PPG who have not been identified as having SEND are making less progress than other pupils.
C	High % of pupils who are in receipt of PPG are also on the SEN register
	External barriers
D	Some pupils eligible for PPG have less parental support at home to support with the completion of homework and regular reading.

E	Attendance rates of identified children eligible for PPG needs to be monitored and problems addressed as this reduces their school hours which impacts on their learning.	
	Outcomes	
	Desired outcomes and how they will be measured	Success Criteria
A	Improve oral language skills for pupils eligible for PPG in Early Years Foundation stage, measured through the EYFS Learning Goals and in Key Stage 1 measured using the national curriculum and the year 1 phonics assessment	Pupils eligible for PPG in Reception and KS1 make rapid progress by the end of the year so that pupils eligible for PPG meet age related expectation in the year 1 Phonic Screening Check and the end of KS1 expectations
B	Pupils who are eligible for PPG who have not been identified as having SEND make the expected progress comparative to their peers. This will be monitored through half termly data analysis and pupil progress meetings.	Pupils eligible for PPG who are not identified as having SEND are making as much progress as their peers.
C	Pupils who are eligible for PPG and are on the SEND register make the required progress from their starting points.	Pupils eligible for PPG and are on the SEND register make the expected/accelerated rate of progress as a result of interventions.
D	Increase in the completion of homework tasks and regular reading at home. This will be measured through class teachers monitoring of homework and reading progress. Extra support will be given to those who do not complete the tasks.	Children who are eligible for PPG and not heard read at home will be heard more frequently in school, thus making appropriate progress.
E	Increased attendance for identified children eligible for PPG	Reduce the number of absences and attendance rate improves

Planned expenditure for 2020-2021

Area of need	Provision	Rationale	Cost	Implementation and review
Cost of supporting trips out of school for year	To ensure that all pupils are able to attend residential and other school trips	We want to include all pupils. This is a valuable learning experience that also prepares them for their next stage in education.	£520	All pupils last year were able to attend the residential and school trips

Music for classes	To engage pupils in different forms of learning to enrich the curriculum	We believe that all the pupils benefit from engaging in different forms of learning.	£1022	To look at the progress of the pupils half termly
Uniform	To provide uniform	We provide uniform and equipment to support the pupils.	£200	To address situation as it arises
Ipads	To purchase apps for the ipads	To offer alternative ways in which to learn and to engage them using technology. To increase their usage with the purchase of new apps	£200	To look at the progress of the pupils half termly
Cost of TA support for pupils	TA's to work alongside pupils, to provide Gap Analysis work to narrow the gap	To support pupils in 1-1 and small group work where they can have an individual approach and supportive session. To target work specific to their needs.	£7473	To look at the progress of the pupils half termly. To review work addressed.
Additional reading	Covered by TA's	To ensure all pupils are reading well and are making progress at the same rate as other pupils		To track the reading half termly and address objectives not being met.
			£6600	

We will review the strategy again in February and July 2021.

A governor will be identified at the September 2020 meeting for PP.