

Lower Halstow & Newington CEP Federation Pupil Premium Strategy Statement

1) Summary Information					
School	Lower Halstow				
Academic Year	2016 - 2017	Total PP Budget	£26,260	Last PP Review	2015 - 2016
Total Number of Pupils	151	Number of PP Children	23 (15%)	Next PP Review	2016 - 2017

2) Current Attainment		
	Pupils Eligible for PP in School	Pupils not Eligible for PP (National)
% Achieving Expected in Test Outcome in Reading, Writing & Maths		
% Achieving Expected in Test Outcome in Reading	KS1 – 100%, KS2 – 100%	KS2 – 58.8%
% Achieving Expected in Test Outcome in Writing	KS1 – 100%, KS2 – 100%	KS2 – 88.2%
% Achieving Expected in Test Outcome in Maths	KS1 – 100%, KS2 – 100%	KS2 – 76.5%

3) Barriers to Future Attainment (for pupils eligible for PP)	
In – school Barriers (issues to be addressed in school, such as poor oral language skills)	
A	Speech & Language issues
B	Pupil mobility
C	Small staff numbers
External Barriers (issues which also require action outside of school, such as low attendance rates)	
D	Poor attendance Pupils transported from distance

4) Desired Outcomes and how they will be measured		Success Criteria
A.	Raising Standards of Pupil Achievement	PP children who are not SEN are within 10% of the National in each subject and combined at KS1 and KS2 outcomes
B.	Raising Attendance Rate	PP children achieve 95%+ attendance
C.	Opportunities for Enrichment activities	PP children attend After School clubs and enrichment activities offered by the school

5) Planned Expenditure					
Academic Year		2016 - 2017			
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies					
i. Quality of teaching for all					
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
Raising attainment through test outcomes	Introduce regular test situations to improve resilience Accelerated Reader	Children are achieving within the classroom but this is not reflected in test outcomes	Support from TA's as readers during test s and within the classroom environment to increase understanding and improve vocabulary	Class Teacher	At Termly Pupil Progress Meetings (PPM) (6 x a year)
The curriculum is matched closely to the needs of the children	Support from Teaching & Learning Adviser	To ensure that children are accessing the curriculum at their level	Monitoring of planning, delivery of the lesson and differentiation	HoS T & L Adviser	Following Termly Book scrutinies, lesson observations and PPM
				Total	£14,620
ii. 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
Improvement in reading outcomes	Use of Accelerated Reader 1:1 reading support Guided reading	Low attainment in reading and lack of interest in reading	Use of TA's to support quizzes. Regular check on pupils achieving set target	HoS	Termly
Raise rates of Attendance	Use of Family Liaison Officer to support families	Poor rates of punctuality and attendance	Weekly checks on pupil attendance data	FLO Attendance Secretary	Weekly

	FLO/School Secretary (Attendance) informing parent/carers				
				Total	£9640
iii. 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	When will you review implementation
Attendance at School visits, residential, swimming lessons and enrichment activities	Support the payment for these activities	Children may miss out on experiential and inspiring activities	Targeting families and offering support	HoS FLO	Termly
				Total	£2000
				Total budgeted cost	£26260

6) Review of Expenditure - £40,709				
Previous Academic Year	2015 - 2016			
i. Quality of teaching for all				
Desired outcome	Chosen action / approach	Estimated Impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Children to make expected progress in reading	Teacher Support in small groups 1:1 & Small group interventions with TA	KS1 – 70% achieved expected outcomes against 79% whole cohort KS2 – 40% PP (40% SEN) achieved expected outcomes against non PP 59%	KS1 – Outcomes for pupil premium pupils exceeded non pupil premium children KS2 - Outcomes for pupil premium pupils as expected Need to develop more resilience through frequent test practice	£28,000
Children to make expected progress in writing	Teacher Support in small groups 1:1 & Small group interventions with TA	KS1 – 50% achieved expected outcomes against 71% whole cohort KS2 – 50% (40% SEN) achieved expected outcomes against non PP 82%	KS1 – Outcomes for pupil premium pupils exceeded non pupil premium children KS2 - Outcomes for pupil premium pupils as expected	
Children to make expected progress in maths	Teacher Support in small groups 1:1 & Small group interventions with TA	KS1 – 50% achieved expected outcomes against 71% whole cohort KS2 – 10% (40% SEN) achieved expected outcomes against non PP 41%	KS1 – Outcomes for pupil premium pupils lower than non-pupil premium children KS2 - Outcomes for pupil premium pupils were well expected Need to develop more resilience through frequent test practice More precise targeted intervention	
ii. Targeted support				
Desired outcome	Chosen action / approach	Estimated Impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Reduction of play & lunchtime incidents	Play Leader activities PALS support	The number of playground incidents involving disputes has greatly reduced to ½ incidents at the most and not every day	The approach has continued and broadened to include Friendship Buddies	£1858
iii. Other approaches				
Desired outcome	Chosen action /	Estimated Impact: Did you meet the success	Lessons learned (and whether you will	Cost

	approach	criteria? Include impact on pupils not eligible for PP, if appropriate.	continue with this approach)	
Children arrive at school ready to learn	Early identification of support for children and families	Number of Referrals to Early Help have increased and impact has supported children in making progress. Pupil well-being highlighted and addressed	Vast majority of Families respond positively to support and children have made progress	£8000
Attendance at School visits, residential, swimming lessons and enrichment activities	Support the payment for these activities	Children may miss out on experiential and inspiring activities	Targeting families and offering support	£2851

7) Additional detail

In this section you can annex or refer to additional information which you have used to support the sections above.

Paying for School Residential

Religious trips to Gurdwara

Trip to Kent Schools Cricket Day

Visit of Community Chef

Grace Darling Day

Swale Sports Events