



## Goudhurst & Kildown CEP School Pupil Premium Strategy Statement 2017/2018

### Rationale

Goudhurst & Kildown CEP School is determined to ensure that all children achieve and are given the highest standards of teaching and learning through delivering Quality First Teaching (QFT). Additionally, that focussed support and pastoral care outside of QFT is given to children that require it so that they are achieving their full potential. There is no expectation that all Pupil Premium children will receive identical support; some children will need more than others and each child is individual with individual circumstances. The school considers how to allocate pupil premium money on an annual basis following rigorous data analysis and careful consideration of the needs of the children within this group and this is reviewed termly.

### How well are we doing at raising attainment for disadvantaged pupils at Goudhurst & Kildown CEP School?

As a school we understand we need to focus on early intervention, particularly in EYFS and KS1 to ensure pupils make at least as much progress as their peers, with the focus very much on disadvantaged pupils making accelerated progress. Our main challenge is in supporting pupils who are disadvantaged and also SEN to meet Age Related Expectations in line with their peers, therefore this remains the most significant barrier to future attainment that we believe it is vital for us to focus on. We are also keen to improve the attendance of our disadvantaged pupils as although this is 'good' compared to national attendance figures, within our school we would like this to further improve.

1. Summary Information					
<b>Academic Year</b>	2017/2018	<b>Total PP budget</b>	£30,780	<b>Date of most recent PP review</b>	July 2017
<b>Total number of pupils</b>	Year R – 6: 211	<b>Number of pupils eligible for PP</b>	20	<b>Date for next internal review</b>	December 2017

2. Barriers to future attainment for pupils eligible for PP funding	
A	Social, emotional and behavioural difficulties which have a detrimental effect on academic progress
B	Gaps between the achievement of disadvantaged pupils and that of other pupils
C	Lack of wider world experiences
D	Lack of educational aspiration
E	Attendance

3. Desired outcomes	
A	That the child comes to school feeling happy, safe and confident. They develop a passion for learning and become reflective, independent life- long learners.
B	That children with low starting points at the beginning of school and within each year make accelerated progress to bring them to the level at which they should be working. Also those higher achieving pupils eligible for PP funding continue to make good progress from their starting points.
C	Increased attendance rates for pupils eligible for PP funding.

4. Planned Expenditure				
• Quality of teaching for all				
Desired outcome	Chosen action / approach	What is the evidence and rational for this approach?	How will you ensure it is implemented well?	When will you review implementation?
B. To improve progress in reading, writing and maths	Pupil Premium Conferencing (PCC)	Children need the opportunity of having 1:1 sessions with their class teacher to talk about their progress and targets and take ownership for their own success. As a result of PCC, teachers will implement, plan, timetable specific strategies/interventions to support pupils.	Pupil Progress meetings with SLT. Termly monitoring of PCC meeting records. Pupil attainment. Pupils wellbeing and involvement.	Termly

Talk4writing approach across all key stages.	Talk4Writing is based on the principles of how children learn. It enables children to imitate the language they need for a particular topic orally before reading and analysing it and then writing their own version. It has been trialed successfully in Y2 and is an approach that is thoroughly enjoyed by both genders and children of all abilities.	Book Moderation Lesson observation (SLT and Peer) Pupil Voice Pupil Progress meetings with SLT. Pupil attainment. Pupils wellbeing and involvement.	Termly
Inspire Maths	Inspire Maths is a scheme based on the method used in Singapore. Knowledge and understanding is built through the concrete, pictorial and abstract approaches. It has been used successfully in Y2 and Y6 in the previous academic year.	Book Moderation Lesson observation (SLT and Peer) Pupil Voice Pupil Progress meetings with SLT. Pupil attainment. Pupils wellbeing and involvement.	Termly
Language for Learning Training	We have recognised that more children need additional opportunities to develop language. This training will provide additional strategies and resources to support children in developing language.	Evidence of strategies being used in lessons (planning and delivery). Pupil Voice Pupil Progress meetings with SLT. Pupil attainment. Pupils wellbeing and involvement.	Termly
Additional support in phonics/spelling	Children will be given Phonics/Spelling books to	Evidence of strategies and rules being used in	Termly

		complete at home to reinforce learning in school.	lessons. Pupil attainment.	
	Additional support in developing Mental Maths skills	Children will be given Mental Arithmetic books to complete at home to reinforce learning in school. These books are proven to raise children's attainment in maths and are based on ability.	Evidence of strategies and rules being used in lessons. Pupil attainment.	Termly
				Total budget cost: £7070
<b>5. Planned Expenditure</b>				
• Targeted Support				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rational for this approach?</b>	<b>How will you ensure it is implemented well?</b>	<b>When will you review implementation?</b>
B. To identify barriers for learning through formative assessment	Administer a range of assessment, including: Speech & Language Link Lucid Rapid Lucid Lass GL PASS YARC Phab2 External assessments – Educational Psychologist	Children's barriers to learning need to be identified through a range of assessments that focus on phonological skills, working, auditory & visual memory, speech and language development, numeracy, reading and comprehension skills.	Assessments are analysed and strategies and interventions are put in place to support the child. Monitoring of class Provision Maps and Intervention records.	Termly
B. To improve progress in reading, writing and maths	Small group tuition in all areas. Accelerated Reading Talk4writing approaches	Small, short term group interventions with highly qualified staff have shown to be effective.	Impact overseen by SENCO/PP lead. Pupil attainment. Pupils wellbeing and involvement.	Termly

	Springbok Class			
				Total budget cost: £1845 + small group support by highly qualified staff

6. Planned Expenditure				
• Other Approaches				
Desired outcome	Chosen action / approach	What is the evidence and rational for this approach?	How will you ensure it is implemented well?	When will you review implementation?
A. To further develop resilience through a focus on pupil well-being	Forest School (each child will benefit from 12 ½ day sessions per year).	It has been proven that children gain confidence and improve self-esteem which can impact on emotional and mental well-being as well building resilience and independence.	Observations Pupil voice Re-assessment of PASS. PPC	Annually
	Develop outdoor learning environments to promote creative playtimes.	Children of all ages need to be allowed to play creatively. Our new outdoor learning environment will provide children with opportunities to develop their creativity and imagination within the playground/outdoor environment.		
A. For pupils to come to school feeling happy, safe and confident.	Pupils have a healthy start to the day and are ready to learn.	Breakfast clubs are known to enable pupils to start the day in a healthy and calm manner.	Breakfast club is staffed by Premier Sports who are known to the school. Monitored by the Head Teacher and	Annually

			SLT.	
	<p>Supporting pupils with social, emotional and behavioural difficulties.</p> <ul style="list-style-type: none"> <li>• Looking after school pets.</li> <li>• Lego Therapy</li> <li>• Mindfulness</li> <li>• Metacognition</li> </ul>	<p>Providing targeted support for identified pupils through PASS assessment as well as observations within the whole school learning environment. All staff to undertake Mindfulness training to support their own wellbeing and be given the opportunity to undertake PawsB training to deliver it to children.</p>	<p>Re-assessment of PASS. PPC Observations Pupil attainment</p>	Annually
	To fund School uniform	Pupils are not discriminated due to financial hardship.	Voucher/direct purchasing through school.	Annually
B. Improve access to wider opportunities for disadvantaged children.	After School clubs Music Lessons	Pupils are not discriminated due to financial hardship. Providing wider opportunities for pupils beyond the school gives pupils rich inspirational experiences. They also allow pupils to develop social interaction and increase level of wellbeing and involvement.	<p>Children's wellbeing and involvement increases.</p> <p>Feedback and work produced demonstrates the impact on pupils.</p>	Annually
B. Access to educational visits for all including residential adventurous activity courses.	School trips within and around the county (i.e. Blackberry Farm, Herstmonceux, Scotney Castle) as well as trips to London (ie. Houses of Parliament). Residential trips to Swattenden (Y5) and			Annually

	France (Y6)			
C. To increase the rate of attendance for disadvantaged pupils.	To increase parental engagement and build a positive relationship with parents and the school.	Parents of disadvantaged children do not engage with the school in comparison to those who are not from a disadvantaged background. Parents are invited to parent workshops, parent forums training, e-safety training. Training to support access to school social media and blogs. Coffee mornings.	Monitor attendance at Parents evening and other events.	Annually
		Children are rewarded for 100% attendance and achieving 'Super Silver' per term (6 x a year). At the end of the year, they are awarded with bronze, silver, gold or platinum certificates and medals continuous attendance.	Class Teachers to monitor attendance on a daily basis. Attendance officer to monitor on a weekly basis and report to HT/SLT. HT/SLT to review attendance and ensure school processes work smoothly.	Termly
				Total budget cost: £21,865