



Pupil Premium Strategy 2018-9 Reviewed Autumn 2019

What is it?

The Pupil Premium Fund is an allocation of additional funding to support children who are, or have been entitled to free school meals, are ‘looked after’ children or children of armed forces personnel. These children are termed ‘disadvantaged’ children. All schools must report on how they use this money.

Does the school receive Pupil Premium for my child?

The school will receive funding if your child has been entitled to Free School Meals in the last six years or if they have been in Local Authority Care. If you receive a benefit such as Income support, Income-based jobseekers’ allowance, Income-related employment and support allowance, Child tax credit (some restrictions) or Universal credit you may be able to receive free school meals. See the school office for details or apply online at <http://www.kent.gov.uk/education-and-children/schools/free-school-meals>. It is worth applying for free meals even if your child does not eat them as the school will still get the funding. All children in Reception, Year 1 and Year 2 currently receive a free school meal under the Universal Free School Meal scheme. This school meal is not funded under Pupil Premium so if your child is in one of these classes, please apply online if you think are eligible so the school can receive the extra funding. If accepted, you may also then be able to get a discount on school trips.

At Canterbury Road

Number of pupils	210
Number of pupils eligible for PP	45
Amount received	£63,020

We believe that all children should achieve their best, regardless of their economic background and are committed to ensure that all children achieve well at Canterbury Road.

Some of the strategies we use to support children who are entitled to this funding include –

- ✓ Ensuring that all staff know which children are entitled to Pupil Premium so these pupils can be provided for
- ✓ Targeting disadvantaged pupils for interventions and boosters (as those described below)
- ✓ Expecting *all* children to attain at least the ‘expected’ standard at the end of each year and key stage (or ‘exceeding’ if this is appropriate to their ability)
- ✓ Expecting all children to make good progress regardless of Pupil Premium provision
- ✓ Analysing data termly to ensure any child falling behind has provision put into place so they catch up
- ✓ Ensuring that day to day teaching (called Quality First teaching) meets the needs of each pupil
- ✓ Checking that interventions/boosters are working and adjusting these as needed
- ✓ Ensuring that all staff have the knowledge and skills they need to support all children
- ✓ Ensuring that marking for improvement supports pupils to improve their work and so make progress and attain highly.
- ✓ Tracking attendance and following up low attendance regularly to support parents in ensuring that children attend regularly and on time
- ✓ Having an ethos where expectations are high and all children are valued and known
- ✓ Providing a rich and varied curriculum that is enjoyable, stimulating and supports learning in the broadest sense so that all children achieve.

How we decide how to spend the funding?

In order to maximise the funding for pupil achievement we consider –

- What specific needs or barriers to learning and achieving do these pupils have?
- What strategies are needed to meet these needs and overcome these barriers?
- How will we measure the success of these measures?
- What is the impact of these measures?

Main barriers to achievement

Not all children who are entitled to the Pupil Premium funding will necessarily require any additional interventions or measures. However, as a school, we are mindful that these barriers might be present -

- little nursery or pre-school experience which impacts on pupil readiness for school and academic, social and language skills
- additional needs which impacts on learning
- emotional/social/behavioural difficulties which impact on their ability to focus on learning

- speech and language difficulties including limited vocabulary which means children do not have the vocabulary, language skills or knowledge to express themselves and /or understand and access the curriculum fully
- less reading for pleasure at home and/or parental difficulty with reading
- some parents may have had a difficult time at school themselves and not be able or willing to support their child’s learning
- some pupils have narrow life experiences so do not have the breadth of knowledge or skills to bring to their learning.

How Pupil Premium is spent

We spend the money in four main ways -

1. strategies to boost progress and attainment. This includes in class and out of class support.
2. to provide staff training, specialist support and interventions to boost well being
3. to provide enrichment events and activities
4. to support parents so they can interact and work with the school to boost their child’s learning and well being

Strategies to boost progress and attainment			
Title	Details	Spend	Evaluation (to be completed September 2020)
Accelerated Reader	Structured reading scheme based on real books to boost enjoyment and home reading for free readers	£2759	
Reading TA	Delivers Better Reading Partnerships and other interventions and supports guided reading in class	£8500	
Beanstalk	1:1 volunteer reading service to boost enjoyment, confidence and attainment	£660	
Speech and Language Therapist	1 day monthly to assess, write programmes, review progress and train and advise staff	Part funded by PP £3000	
Speech and Language TA + Lego Therapy	Runs programmes with individuals and groups.	Part funded by PP £4038	
Boosters	Mixture of teacher and TA led. Based on progress in lesson and from termly data tracking.	£6500	
	Total	£25,457	

Pupil well being			
Title	Details	Spend	Evaluation (to be completed September 2020)
Project Salus	1:1 programme focussed on each child's well being needs	£4500	
Counsellor	Time to Talk weekly sessions	£2160	
ELSA teaching assistant	To support vulnerable children 1:1 on a 10 week programme	Part funded by PP £2500	
	Total	£9160	

Enrichment Events and Activities			
Title	Details	Spend	Evaluation (to be completed September 2020)
Royal Shakespeare Associate Programme	To provide enrichment and access to specialist teaching materials to improve cultural knowledge and English attainment	£2000	
School trips	To subsidise trips for disadvantaged pupils as needed to ensure range and all children can take part.	£2000	
Minibus (Part funded from PE grant)	To provide free travel for some trips to keep prices affordable and offer more trips.	£1500	
Events	Enrichment events in school such as 110 birthday, school productions etc.	£1500	
Guitar /lessons club	To part-fund specialist teacher to provide free lessons and club	£2000	
Clubs	To pay staff and resource range of free clubs e.g. Lego, Art etc.	Part funded from PP £2600	
	Total	£11,600	

Supporting parents			
Title	Details	Spend	Evaluation (to be completed September 2020)
Family Liaison Officer + small spend on resources	Organise or runs - adult maths and English classes, TA qualification classes, child and dad workshops, parent and toddler group, Story Sacks, anxious parent group, Craft, parenting classes, baby massage, family cookery, family first aid and drop in and 1:1 support etc. Manages all Early Help referrals. Attends appointments with parents to support etc.	£15,000	
Attendance officer	To manage Project 95 to boost attendance.	£1000	
Resourcing specialist equipment	Such as Irlen's overlays for use at home or tinted glasses.	£800	
	Total	£16,800	
	Grand total	£63,017	

How impact will be measured

Attainment and progress of individuals and disadvantaged pupils as a group are tracked termly. This tracking will show that there is a little disparity between disadvantaged and non-disadvantaged pupil's attainment. At the end of the year, there should be no gap between progress made for disadvantaged pupils (without additional needs) and their peers.

Similarly, there should be no gap between progress of disadvantaged pupils and their peers and both should be at least in line with national standards. Where needed, disadvantaged pupils will have made accelerated progress in order to catch up with peers.