



# Staplehurst School

## Pupil Premium Statement 2017 -2018



‘In successful schools, there is a very strong commitment, shared by staff and governors, to doing everything possible to remove any barriers that might hinder a pupil’s development. These schools are highly ambitious, respond to what they know to be good practice and ensure that their vision for improvement is clear. In the best schools, the overall package of support for eligible pupils is comprehensive, well-integrated and responsive to their changing needs.’ Ofsted 2014

### Summary Information

<b>School:</b>	<b>Staplehurst</b>				
<b>Academic Year:</b>	<b>2017-2018</b>	<b>Total PP budget:</b>	<b>£109,400</b>	<b>Date of most recent review:</b>	<b>March 2017</b>
<b>Total number of Pupils:</b>	<b>428</b>	<b>Total Number of eligible PP pupils:</b>	<b>73 children (17%)</b>	<b>Date of next internal review of this strategy:</b>	<b>September 2018</b>

The Department for Education provides schools with Pupil Premium (PP) funding for disadvantaged pupils, for example:

- Those who are looked after by the Local Authority (LAC).
- Those who have been eligible for Free School Meals (FSM) at any point in the last six years.
- Those whose parents are currently serving in the armed forces.

This additional funding is used to assist these children because they often face unique challenges and struggle to keep up with their peers, both in primary and secondary school.

#### **ACCOUNTABILITY**

Staplehurst School uses this funding to direct expenditure to these pupils and our Governing Body and Senior Management team regularly monitor: the attainment of the pupils being funded, the progress they are making and the gap between disadvantaged pupils and their peers.

Ofsted inspections report on how the use of this funding impacts the attainment of PP pupils.

## **HOW WE USED THIS FUNDING (£84,720) DURING ACADEMIC YEAR 2016-2017**

<b>Literacy interventions – Reading comprehension, Writing and SPAG, Daily reading sentence building, lunchtime reading boosters</b>	<b>19.4%</b>
<b>Numeracy interventions – Focus groups, Numbers count, First class Number, Power of 2/Plus 1</b>	<b>13.2%</b>
<b>Social and emotional interventions – counselling, social skills groups, Lego therapy</b>	<b>3.1%</b>
<b>Speech and language – Language Link and Speech link (contribution to subscription), Story Club, Singing Club</b>	<b>1.6%</b>
<b>Fine and gross motor skills and sensory feedback interventions – BEAM, Sensory Circuits, Clever Fingers and Memory Magic</b>	<b>3.2%</b>
<b>Other teaching enrichment (contribution) – trips and curriculum enrichment</b>	<b>15.1%</b>
<b>Behaviour support – time out sessions, Reflection</b>	<b>3.6%</b>
<b>Well Being – Breakfast Club, Sports Clubs, Swimming, Uniform, Lunches and Milk</b>	<b>11.0%</b>
<b>Resources (contribution)</b>	<b>10.7%</b>
<b>Staff Training (contribution)</b>	<b>2.6%</b>
<b>Staff Costs (contribution)</b>	<b>6.5%</b>
<b>Supplementary intensive classroom support</b>	<b>10.0%</b>
	<b>100%</b>

## IMPACT OF PUPIL PREMIUM FUNDING 2017

### EYFS

There were 14 PP children in EYFS this year. On average, these children made 6.9 steps progress, compared to the 6.4 steps progress made by non PP children. 43% (6 out of 14) of the PP children achieved GLD at the end of the year, compared to 68% of the non PP children.

### KS1

Standards considerably higher than in 2016 and higher than schools with similar proportions of pupils with FSM, PP and SEN. However, FSM and PP pupils still achieved lower standards than Non FSM and Non PP pupils in all subjects. This was particularly so at Greater Depth Level and will continue to be addressed next year.

### Year 1 (Phonics test)

87.5% of children eligible for FSM achieved the Expected Standard. This was considerably higher than the Kent level of 69.5% and higher than the National level of 81.2%. It was slightly above our all pupil level of 86.4%.

### KS2

Despite the interventions, pupils eligible for FSM and PP still achieved lower standards than Non FSM and PP pupils in all subjects and lower than the comparative group locally. Again, this will be a focus next year.

## Barriers to attainment for Pupil Premium Children 2017-2018

In-School Barriers	A. Some PP Pupils have low levels of self-esteem, well-being and involvement in school life.	B. Some PP pupils attain lower standards compared to their Non-PP peers due to lower starting points in EYFS, poor behaviour for learning and lack of aspiration. Very few achieve greater depth in any of the core subjects.	C. Some PP pupils have a lack of additional 'rich and rounding' experiences/ opportunities that would support a higher level of emotional well-being, behaviour, understanding and aspiration.
External barriers	D. Some PP pupils have lower attendance rates than their non PP peers. Some also have problems with persistent lateness.	E. Some PP pupils have lower levels of parental support and engagement with their child's education and well-being.	

## DESIRED OUTCOMES FOR EXPENDITURE 2017-2018

Identified problem	Desired outcome
A. Some PP Pupils have low levels of self-esteem, well-being and involvement in school life.	<p>Increase the levels of self-esteem and raise expectations.</p> <p>Increase the number of PP children attending school clubs, either at lunch time or after school.</p>
B. Some PP pupils attain lower standards compared to their Non-PP peers due to lower starting points in EYFS, poor behaviour for learning and lack of aspiration. Very few achieve greater depth in any of the core subjects.	<p>Increase the number of PP children achieving Expected levels in all core subjects.</p> <p>Increase the number of PP children achieving Greater Depth in all core subjects.</p> <p>Children to be encouraged to take responsibility for their own learning and achievements.</p>
C. Some PP pupils have a lack of additional 'rich and rounding' experiences/ opportunities that would support a higher level of emotional well-being, behaviour, understanding and aspiration.	<p>Improve PP pupil's levels of emotional well-being, behaviour, understanding and aspiration by providing extended school experiences, trips, educational opportunities/workshops and additional lunchtime provision.</p> <p>PP children to show increased satisfaction and enjoyment in school life (ascertained from pupil surveys).</p>
D. Some PP pupils have lower attendance rates than their non PP peers. Some also have problems with persistent lateness.	<p>Increase the attendance of PP children so they have an at least 'good' level of attendance in school, with most attending at no less than 95%.</p> <p>Increase the attendance of PP children so they have an at least 'good' level of punctuality in school, with no more than three registered "lates" per term.</p>
E. Some PP pupils have lower levels of parental support and engagement with their child's education and well-being.	<p>Increase the attendance of PP parents at workshops and school events.</p> <p>PP parents increased involvement with the Inclusion Manager.</p> <p>All staff to have secure knowledge and understanding on how to support and communicate with vulnerable parents.</p> <p>PP children to arrive at school, ready for learning with necessary equipment/ completed homework.</p>

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