

# Chantry Community Primary School



## Pupil Premium Forecast

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2016 - 2017



### **Pupil Premium 2016-17 Forecast**

**Pupil Premium Allocation for 2016-17 = £68,660**

### **Barriers to education for our FSM children**

47 out of 181 children are on our Pupil Premium register (Reception class has not been included in this section). This equates to 26% of our intake.

Of these:

<b>68%</b>	Have at some point in their education or are now in single parent families
<b>21%</b>	Have experienced Domestic Violence at some time in their lives (that we are aware of)
<b>21%</b>	Have parents or someone in the house with physical or mental health difficulties, or severe injury/illness
<b>34%</b>	Have 3 or more children in the family
<b>11%</b>	Have been or are in the care system - fostered, adopted, Special Guardianship Order, cared for by another member of the family other than their parents (that we are aware of)
<b>4%</b>	On the SEND register

Barriers for our Pupil Premium children are wide ranging. A high proportion of our children are either in single parent families or larger families (3 or more children), with 19% of our Pupil Premium children being from a large family with a single parent as primary carer.

In these families there is less adult time to share around, or more children to share it between even where parents are committed to providing support. Energy and patience levels when you are “doing it all” can flag as you have no one to share it with, and some parents in this category find behaviour difficult at home needing support from school or outside agencies. It can be difficult to spend quality time with each child, providing them with the reading and homework support they need to make good progress, or listening to worries or challenges within their day. This impacts on academic progress and wellbeing. Many children develop anger towards the primary carer as they are the ones they spend most time with. Following a split the children can feel unsafe, confused, hurt, abandoned and like they are to blame which further impacts on behaviour and academic progress. The emotional upheaval for the adult also impacts on their ability to cope with some day to day elements, further impacting on the child.

Domestic violence has a major impact where often it is the victim who retains care of the children but is blamed for the perpetrator leaving. Children are likely to have witnessed violent language and physical aggression which can manifest in acting out these behaviours with peers and adults within school; heightened levels of anxiety, distractible behaviours, hypervigilance, and complete withdrawal, or attention seeking and “victim” behaviours. Diagnosis of Post-Traumatic Stress Disorder has been recorded for some of our children, and elements of it are

noticeable in others. Social relationships are damaged due to aggression, or being unable to interact appropriately, acting “needy” or controlling. The stress chemicals, inability to feel safe and concentrate, and strong emotions that accompany domestic violence prevent a child from accessing the curriculum and making good progress to the best of their ability.

The mental or physical health of a parent or another person living with the child creates significant barriers, even if it only occurs with the short term. Within our vulnerable group we have children living with those with depression or illnesses which affect energy. This causes them to come into school late or to be absent meaning a lack of routine and missing out on elements of learning. Social factors arise due to not being able to play with their friends before school, friends making new relationships due to their best friend being absent so often, and sadness in a child whose parent isn’t able to interact with them consistently due to their illness. In some families mental health issues cause difficulties with emotional extremes and children have witnessed aggressive outbursts, self-harming or damage to property. This causes considerable stress and has led to some of our children becoming self-harmers from an early age, or escaping into a fantasy world where they are unable to face reality when their sense of self is fragile or in times of stress.

Some children have stepped into the caring role at home giving them responsibility before they are equipped for it and no one to support them when they are experiencing challenge. Social factors are impacted due to the need to be at home and know that their parent is ok rather than at clubs or out with friends. This can cause isolation as they are not involved in shared experiences with their peers. This can occur even in the short term. One of our young children whose parent suffered an injury towards the end of the school year descended quickly into negative behaviours not seen before, became distractible and unable to learn and felt that she had “no family to cuddle her”. This was very difficult for her to manage.

Looked After Children are vulnerable to all of the above factors and also often suffer from having been separated from their parents completely, being moved around regularly and therefore unable to build relationships, and from traumas from a range of experiences.

Although a small percentage of our Pupil Premium children have a special educational need or disability, each factor adds a further barrier to achievement and to them achieving their potential.

It is because of these factors that we place high emphasis on supporting these vulnerable members of our school community, working to ensure that they develop life chances similar to those not highlighted in this way. We do this in a number of ways at Chantry, such as:

- Targeted invitations to clubs (lunchtime or after school). This may include sports to develop a sense of belonging; academic based clubs to support development or provide input that parents or carers find difficult to give at home; nurture clubs to build life skills, emotional resilience or a sense of joy that is missing elsewhere due to difficulties faced; or creative clubs to build a sense of achievement for a child who is currently struggling in more academic areas.
- For children experiencing emotional difficulties we work with a counsellor to work 1:1 and in small groups to support children in becoming healthier emotionally, developing better coping skills and progress academically giving them greater life chances in the long term.

- Thrive and mentoring take place within the school. The class with the highest proportion of Pupil Premium children benefitted from sustained support from the Thrive practitioner over the course of the year to support emotional understanding and development.
- Lunchtime club has been set up and resourced to target emotional resilience, creativity, self-esteem and sense of fun and enjoyment in being a child.
- In academic year 2015 – 2016 some funding was spent on training our mentor to become a Beach School practitioner. A day out for some of our children whose parents had been unable to provide out of school activities for a variety of challenges was also funded by this. The change in outlook, confidence and the ability to interact positively with others was marked at the end of the day. It is hoped that more of these days will take place during academic year 2016 – 2017.
- Family Thrive will be offered to parents during the academic year, with funding coming from Pupil Premium for those parents in need of support with understanding and managing their child's behaviour.

Impact of the use of funding is measured in a variety of ways. Changes in behaviour may be monitored through logged incidents of children being kept in, Thrive assessment results, or BESL questionnaires at the beginning and end of support being provided. The counsellor also uses a measure of emotional and social development to see progress and areas of challenge that still need support. Data for academic progress and attainment is also analysed throughout the year by the senior leadership team (including the SENCO), in Pupil Progress meetings and through teacher assessments. This enables us to see where gaps remain or develop and further support needs to be targeted.

We are currently discussing more creative ways we can utilise funding to support our most vulnerable children in school, building on ideas gathered from good practice in other schools, pupil voice from Pupil Premium children (to be carried out September 2016 by SENCO), and from looking at the specific need and dynamics of the children within our school. Our next review of our pupil premium strategy will be at the end of Term 2, December 2016.

### **Learning in the curriculum Cost = £36,000**

At Chantry we recognise that Quality First Teaching supported by skilled Teaching Assistants who can support and impact on learning remains a whole school priority. We also recognise the value of 'early intervention'.

*We will use Pupil Premium to facilitate this by funding:*

An experienced HLTA focussing on 1-1 tuition, guided reading and maths intervention for identified year 6 pupils

Additional teaching assistants to provide early intervention.

Class based TA's to provide supported interventions for identified pupil premium children

Additional teacher to provide booster groups in English for identified Year 6 pupils.

Purchase and training for Lexia reading intervention.

Purchase and training for Accelerated Reader intervention.

Support at after school clubs to improve attainment in reading, attitude to learning and attendance.

Training for Teaching Assistants to deliver quality Interventions

Whole school CPD to increase teachers and Teaching Assistants skills and knowledge to meet the disadvantaged agenda including feedback and marking, questioning and growth mindset to build resilience.

Support for educational trips.

### **Leadership and management**

**Cost = £1,500**

To ensure that staff have appropriate CPD and are well equipped to carry out their roles. We will use Pupil Premium to fund:

CPD for developing the role of Lead Leaders to support TA appraisal and data analysis

East Sussex Conference for closing the gap for the disadvantaged

Appropriate CPD resources.

### **Social, Emotional, Behavioural**

**Cost = £20,000**

At Chantry we recognise the role schools have to play in providing appropriate support for pupils with mental health, attachment disorder and a number of emotional difficulties that require specialist help and provision. We will meet this agenda by funding:

The Thrive practitioner

A Play Therapist  
A Learning Mentor  
Range of lunch time activities.  
Lunch time club for KS1 and KS2.pupils.  
Play equipment for lunchtime clubs.  
Resources for Beach School provision

### **Enrichment beyond the curriculum**

**Cost = £1,500**

At Chantry we believe that all children should have the opportunity to a wider and enriching experience. We will fund:

Additional equipment for Reception, e.g. balance bikes  
Opportunity to engage in lunch time sports activities.  
Additional after school sports clubs  
School trips

### **Families/Community**

**Cost = £8,000**

At Chantry we value the role parents play in supporting their pupils in all aspects of their child's journey with us. We will use Pupil Premium funding to:

Support the cost of school P.E. kits  
Provide a Parent Support Advisor (Level 2)  
Support for parents evenings including an interpreter for the deaf  
A Parent Information Contact in school