

# **Charles Kingsley's CE Primary School**

## **Parent Information**

**2016 - 2017**

*Founded in 1853 and today we continue to live the  
educational vision of one man.*



***Working Together  
Learning Together  
Achieving Together***

# Welcome

Welcome to Charles Kingsley's CE (VA) Primary School. We hope you enjoy looking around our school and are impressed by what you see.

Charles Kingsley's School is a Church of England Primary School for children from four to eleven years of age. The original building, Eversley School, was founded in 1853, largely due to the efforts of Charles Kingsley, the author of "The Water Babies". He came to the village of Eversley in 1843 as a curate at St Mary's Church and was concerned that no labourer in the village could read or write. The school was soon acknowledged as one of the best in the area and children were allowed to attend from neighbouring parishes on payment of 2d per week.

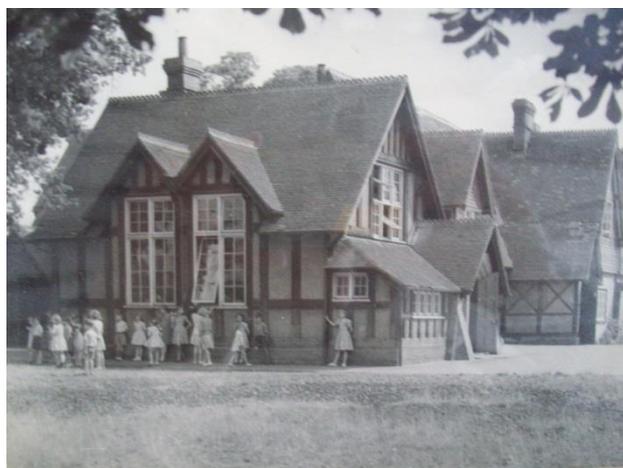
The school now has Church of England Aided status, which means it is owned by the Diocese but is given financial and educational support by Hampshire Local Authority. This allows the school to function within the authority while remaining faithful to its original Church of England Foundation.

The school building has been improved considerably over the years, with new classrooms, refurbished Computing Area, new Kitchen, Offices and Reception Area.

The school works hard to achieve excellent standards of teaching and curriculum provision for all the pupils, and is able to celebrate many achievements. Our focus is "striving for excellence". The result of this has been excellent OFSTED and SIAS Inspections.

The school is characterised by the strong partnership between pupils, staff, parents and Governors. Through the hard work and passion of all those involved in the school, we have been able to create and maintain excellent standards. The ethos of the school is to encourage and nurture the strengths and talents of all and to create a positive and successful spirit.

We really look forward to sharing this with you.



# Aims of Our School

Our vision statement articulates our overarching aim to be a learning community:

***"Working together, Learning Together, Achieving together."***

Our aims are summarised by our Values Model. The whole staff and Governing Body were involved in creating this in which we considered our learners' futures and how their experiences in school would contribute to our four essential learning outcomes:

- Personal Excellence
- Lifelong Learning
- Values for Life
- Global Futures

## **Our Core School Values:**

### **Christian Foundation**



This is a church school and our Christian values pervade all that we do. Through our curriculum (both planned and unplanned) we promote the values of love, joy, peace, patience, kindness, goodness, faithfulness, gentleness and self-control. We have very close bonds with our local church and enjoy a mutually supportive relationship which serves both our pupils and the local community. We believe that learning and growing in a caring Christian environment will strengthen the values, principles and personal beliefs of our pupils, equipping them for living life in the 21<sup>st</sup>

Century. In establishing their own journey towards a personal faith, we will equip our pupils with the courage and strength to defend their beliefs whilst showing tolerance and respect for others. We understand and do not underestimate the challenges awaiting our pupils growing up in a secular and unsettled society. Through a curriculum rich in discussion and a passion for enquiring minds we aim to develop a readiness to challenge all that would constrain the human spirit, for example, poverty of aspiration, lack of self-confidence and belief, moral neutrality or indifference, force, fanaticism, aggression, greed, injustice, narrowness of vision, self-interest, sexism, racism and other forms of discrimination.

### **Identity**

At this school we believe that our children should have the courage to be themselves and the self-respect and understanding to undertake the responsibilities of custodianship of their own futures. No child will leave this school without understanding how they are special and with a sense of pride in their gifts. Through a personalised curriculum which is focused on each individual we aim to ensure that our pupils have the opportunity to understand what it is that makes them unique in the world, who and why they are. We aim to ensure that our pupils develop respect for both themselves and their bodies and will choose to live their lives in a way which preserves and values their distinctive nature.



## **Community**



At Charles Kingsley's CE Primary School we believe that developing the skills, voice and courage to become an active and participating member of society is a vital part of a successful and fulfilling life in wider society. By giving authentic purpose to the voice of our pupils, children are given the opportunity to play a genuine part in making a difference on a local, national and global level. We aim to ensure that our pupils understand and respect the rich diversity of a secular, multi-cultural society and understand how our lives have greater purpose through contributing towards the wider good.

## **Environment**

Our planet is a rich, extraordinary and finite resource and our pupils today are the custodians of its future. Their lives, actions and behaviours will define its prospects and will shape a legacy for those to follow. Through a curriculum which explores the wonders and fascination of the world around us we aim to inspire in our pupils, a sense of awe and wonderment in the gifts of the earth. Our children will develop a sense of responsibility and respect for those with whom we share this magnificent planet. We hope that they will seek to develop lifestyles which will exist in both sympathy and compassion for the fragility of nature's abundant gifts.



## **Cornerstone Value: Teamship**

To be successful in the world of work our pupils will need to be effective team-players ready to work, live and play alongside others with different talents, opinions and skills. Effective teamship will require both the skills of:

*Interdependence:* working alongside others with emotional intelligence, respectfully negotiating a path towards a common goal.

*Independence:* Acting reliably as an individual, being able to adopt responsibility for key aspects of a task which will contribute toward the common goal.

Through a curriculum which is explicitly designed to allow pupils to develop both of these key skills, we hope that our pupils today will be ready for the challenging and complex world of employment securing their future economic stability.

### **Cornerstone Value: Communication**

As successful citizens and employees of tomorrow, the future prospects of our pupils in their lives of work and play will be significantly enhanced by the capacity to communicate effectively. We hope to challenge our children to develop and explore their communication skills by engaging in an honest and open exchange with people from diverse backgrounds, beliefs and values. They will understand that effective communication can be immeasurably enriched by using a broad selection of communication tools including the diverse opportunities offered by the technological age and the expressive arts. Through a curriculum explicitly designed to promote and nourish the partnership of effective communication and powerful listening, we aim to develop the requisite skill with which to engage purposefully and confidently in the rich complexity of human interaction including the development of positive attitudes to the learning of other languages.

### **Cornerstone Value: Enquiring Minds**

Our pupils will leave this school with the confidence to challenge and question that which they don't understand. They will understand the value of questioning and thinking deeply in their lifelong pursuit of the truth about themselves and the world around them. They will learn how to engage in socratic dialogue, learning how to agree and disagree in a way which develops and nourishes rather than undermines. They will develop the resilience required to explore concepts in which no right or wrong may exist and appreciate the journey may well be more important than the outcome. Pupils will be exposed to a range of tools with which to support their thinking and will be taught explicitly about the hierarchical progression of thinking. The design of learning experiences in this school, which pervades all curriculum areas, will be structured carefully to deepen understanding and ensure long term retention and making connections with prior and current learning.

### **Cornerstone Value: Creativity**

Our children will learn the value of bringing ideas and previous learning together in unique and innovative ways. It is our aim that our children will have both the freedom to explore, the time to understand and the confidence to be different, free from constraint and pressure to conform. They will understand creativity as a unique journey to be respected both in themselves and others. Through considered and thoughtful curriculum design, creativity is encouraged and promoted throughout the pupil's learning experiences, not just within the creative arts.

# ***The School Day***

8.30am	Children and Families welcomed onto the playground
8.40am – 8.50am	Morning Activity time
8.50am – 10.10am	Learning Session
10.10am – 10.30am	Collective Worship
10.30am – 10.45am	Breaktime
10.45am – 12.05pm	Learning Session
12.05pm – 1.05pm	Lunchtime
1.05pm – 2.05pm	Learning Session
2.05pm – 2.15pm	Breaktime (for EYFS and Key Stage One Pupils)
2.15pm – 3.15pm	Learning Session
3.15 pm	End of School Day

Key Stage One Total Teaching Hours per week: 23hrs 20mins

Key Stage Two Total Teaching Hours per week: 24hrs

## **Lunchtime**

The lunchtime break is supervised by a team of Lunch Time Supervisors, managed by the Deputy Head. Children have lunch at school by either:

- Bringing a packed lunch from home
- School Lunch (free for all children in EYFS and Key Stage One, paid for in Key Stage Two)

Healthy, balanced meals are cooked on the premises and menus are available for parents and children to see. Please select where possible on a weekly basis. It helps us if payment is made on a termly basis or at least for a whole week at a time.

The school has a strong NO NUT policy and we ask if bringing packed lunches in from home they too provide a healthy and balanced meal. NO fizzy drinks.

## **Dropping off and collecting**

We want to care for your children and see that they are properly supervised whilst in school. Children can arrive in school from 8.30am and must be off site by 3.30pm unless special arrangements have been made with the Headteacher or your child is attending an extra curricular activity.

## **School Office**

The school office is open for parents from 8am – 9am and from 3.00pm – 3.45pm.

# ***What should my child wear to school?***

All pupils at Charles Kingsley's CE Primary School are expected to wear full school uniform. A good, clean, smart appearance is an asset to each pupil, and the school seeks parental support via the home school agreement in the maintenance of such an appearance. We are proud of our uniform and the smart appearance of our pupils which is constantly praised by visitors and the wider community. This in turn benefits our young people.

## **BOYS:**

- Black shoes (not trainers)
- Black or grey plain socks (not trainer liners)
- Mid-grey long school trousers or shorts (standard fitting: not cargo style, no cords denims or canvas trousers, no hipsters, turn-ups or adornments)
- Plain white shirt or white polo shirt (***CKS logo are available***)
- Navy blue "V" neck (***CKS logo are available***)

## **GIRLS:**

### Winter

- Black, sensible, flat shoes without adornments
- Mid-grey skirt, culottes or pinafore with no adornments: length to be within 5 centimetres of the knee
- Mid-grey long school trousers (standard fitting: no cords, denims or canvas trousers, no hipsters, turn-ups or adornments)
- Plain white open neck blouse/shirt with no frills or white polo shirt (***CKS logo are available***)
- Navy blue "V" neck jumper or cardy (***CKS logo are available***)
- Blue or red tights.
- Blue, red or white socks.

### Summer

- Red and white check dress, length to be within 5 centimetres of the knee.
- Black, sensible, flat shoes without adornments
- White socks (not cream or 'slouch' socks, no trainer liners).
- Navy blue "V" neck jumper or cardy (***CKS logo available***)
- Girls can continue to wear their winter uniform in summer if they wish.

## **PE AND GAMES:**

- Plain white round neck T shirt.
- Navy blue or black shorts
- Plimsolls for indoor activities
- Trainers for outdoor activities.
- Navy blue or black tracksuit

## GENERAL NOTES ON UNIFORM AND PERSONAL APPEARANCE

- No nail varnish, false nails or make-up may be worn at school.
- Limited hair gel and hair spray can be used
- Hair accessories must be black, navy blue or red
- Fingernails should be short, neat and clean.

In addition to correct uniform, we expect a smart appearance from all our pupils, **including appropriate hairstyles** and suitable outer garments.

Braided hair with beads or coloured decorations, extreme hairstyles, spiked, coloured hair or designs shaved into the hair are not acceptable.

If pupils are not wearing the correct uniform, parents will be contacted. All children with longer hair, boys or girls, are expected to have it tied back. This is for health and safety reasons as well as to guard against any spread of headlice/nits. Fringes should not obscure children's eyes.

### Earrings

From September 2012 the Governing Body of Charles Kingsley's CE Primary School has decided that the school is to become a "**No Earring School**". Any child wearing earrings will be either asked to remove them or sent home. This discussion has been made taking into consideration the Code of Practice for PE and Local Authority Guidance.

### NOTE

Fashions change with such rapidity that it is not possible to cater for every possibility in print. The school must, therefore, reserve the right to decide what is or is not acceptable to a learning environment, both in uniform and general appearance, in cases not catered for by specific rules.

It would be advisable, when in doubt, for parents to contact the school before spending money on items which might not be allowed.



# **How does the school care for my child?**

At all times we endeavour to maintain a safe and healthy environment which your child can live and learn in. We recognise the importance of good pastoral care and also issues of security.

We ensure that we have qualified First Aiders on site at all times. We will always contact you if we consider your child to be too unwell for school.

## **You can help us in these ways:**

### **Contacting you in an emergency**

Please ensure that the contact numbers we hold in the office are current. Let us know immediately in writing of any changes.

### **Collecting your child from school**

During the school day your child may only be collected by you, or a person named by you in advance. This is to ensure your child's safety. Any child not collected at the end of the school day will be supervised by the Headteacher or appointed staff member.

### **Medicines in school**

When a child requires regular medication (e.g. asthma inhalers) or needs to complete a prescribed course of medicine, we are prepared to supervise their administration. In such cases we ask parents to complete documentation which is held in the school office and all medicine should be clearly labelled. Medicines will be stored in a cupboard in the office or fridge, not by the child.

### **Fire Drill/Broadmoor Alerts**

We have set procedures in place to ensure the safety of children in the event of a fire or other threat to pupil's security.

### **Entering the School**

In order to ensure that the children are secure and safe, we are constantly reviewing our security procedures. All visitors are asked to sign in and wear a security visitor badge in order to identify themselves. No visitor will have access to the school without being authorised.

### **Medical Checks**

We have excellent working relationships with the school nurse who is available at times to allow you to discuss your child's health. They also assist us in understanding the different needs of your children. No medical examination by the school nurse will take place without your consent. At regular periods the School Health Service carry out monitoring of health issues such as dental problems, height, weight.

### **Encouraging Good Behaviour**

We have high expectations of our pupils' behaviour and encourage self-discipline. In order to help our pupils develop consideration and respect for others we have school and classroom codes of conduct. We manage behaviour in a kind but firm way, through discussion and with care. Any difficulties may be resolved through discussion with the class teacher, and parents will be involved at an early stage if a child's behaviour is causing concern. Privileges may be withdrawn if this is considered appropriate. Bullying will NOT be tolerated under any circumstances. If you have any suspicion that a child is being bullied, please discuss this with the Headteacher immediately.

# **Liaison with Parents**

***“...we endeavour to encourage a community of learning where children, staff, parents and governors set high standards of achievement, value excellence and experience success”***

We strongly believe that education is a shared partnership between school and home. We encourage parents to become fully involved in their children’s learning and also in the life of the school.

We have a well-planned induction process of home visits for our new Year R entrants and liaise fully with parents and pre-school organisations in order that your child’s first experiences of school are positive and successful. In this way we are able to build strong relationships with all our children enabling us to discover and develop them as unique beings.

We invite all parents to sign a Home School Agreement. This sets out your expectations of us, and those of home, in supporting your child throughout their time at Charles Kingsley’s.

During the year there are three formal opportunities to discuss your child’s progress and attainment. The staff, however, are pleased to discuss any issues or concerns you may have at any stage during the school year and we appreciate your support if any difficulties are identified. Please do not hesitate to make an appointment with your classteacher, or with the Headteacher if necessary. Each term you will receive a class newsletter to tell you about the work planned for the term ahead.

Written reports are sent to parents annually at the end of the summer term, providing details of your child’s progress and identifying their next steps in learning.

We acknowledge the many skills that our parents have and so you are always warmly welcomed as volunteers, working alongside children in school. You are also invited to attend special class events.

All parents of children attending Charles Kingsley’s CE Primary School are members of the:



**“Friends of Charles Kingsley’s School Association” (FOCKSA)**

FOCKSA (parent association) is very active in raising funds for the school, in planning working parties to develop parts of the school and also in organising social events for everyone to enjoy. The school/pupils benefits enormously from the hard work of FOCKSA and recognises how its efforts have enriched the curriculum for the children.

A weekly newsletter will be sent to share with you the many school developments, events and diary dates.

We also organise meetings and workshops with parents to explain curriculum practice and developments. These are a forum for sharing information about the work of the school and also encourage a common approach to issues such as reading and handwriting.

## ***How do we encourage our children to learn?***

We provide each child with a well-balanced relevant curriculum which will not only cover the requirements of the National Curriculum, but also enable pupils to become self-reliant and self-motivated, showing respect and consideration for others.

The school caters for both infant and junior age pupils, known as:

Early Years Foundation Stage: Age 4 and 5

Key Stage One: Age 5 – 7

Key Stage Two: Age 7 – 11

A variety of teaching and learning styles are used including whole class, groups activities and individual work. This allows the individual needs of each child to be catered for by the teacher and the learning support assistants.

The Reception year, follow a curriculum based on 3 Prime Areas:

- **communication and language**; development involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.
- **physical development**; involves providing opportunities for children to be active and interactive; and to develop their co-ordination, control and movement. Children must also be helped to understand the importance of physical activity and to make healthy choices in relation to food.
- **personal, social and emotional development**; involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others;

develop social skills and learn how to manage their feelings;

These prime areas cover the knowledge and skills which are the foundations for children's school readiness and future progress, and which are applied and reinforced through the "Specific Areas"

Specific Areas:

- **Literacy** development involves encouraging children to link sounds and letters and to begin to read and write. Children must be given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest.
- **Mathematics** involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces, and measures.
- **Understanding the world** involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.
- **Expressive arts and design** involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.

## ***Planning and Teaching***

The National Curriculum subjects will be taught in many ways; at times some subjects may be linked together within a concept and at other times separate subject teaching will be used. The School Values Model drives the planning and teaching of all subjects.

All staff prepare and plan work using detailed schemes of work that have been devised by Charles Kingsley's staff to ensure coverage of the National Curriculum. All staff work closely together to ensure that this approach delivers continuity for all pupils.

## ***The Curriculum***

The Reception year, follow a curriculum based on 3 Prime Areas and 4 Specific areas.

Once children move into Year 1 and through to end of Year 6, they work within the National Curriculum.

### **English**



The English curriculum is planned to develop each pupil's ability to communicate clearly in the written and spoken word.

We use a combination of methods to teach Reading using a variety of schemed books; Oxford Reading Tree, Rigby, Oxford Tree Tops, Sunshine, alongside a wide variety of quality fiction and nonfiction.

In EYFS and Key Stage One , we use Letters and Sounds and Jolly Phonics to support the synthetic approach.

The children write for a range of purposes, with formal teaching of writing skills as well as creative writing opportunities. The children are taught to plan, draft and revise their work, sometimes working on their own and sometimes with others. Children are taught handwriting using a cursive script and progress to using a handwriting pen in the Junior part of the school.

Spelling is taught using key words, phonic rules and patterns and the "Look, Cover, Write, Check" method.

### **Maths**



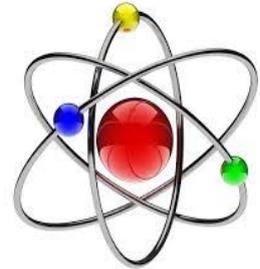
Mathematics is taught in many different ways with emphasis given to practical experiences, that children are able to develop their skills and understanding in a variety of situations.

A well planned scheme of work ensure that all aspects of the National Curriculum are covered in a progressive way as your child

moves through the school. Children will work in many different contexts including ability and mixed ability groups in order to focus on their individual needs at any one particular time.

## Science

In all aspects of Science children are given the opportunity to carry out investigations, to relate to science to their everyday lives and use scientific language. At times scientific elements will be developed through concept based thematic work and at other times very specific teaching will broaden their knowledge and deepen their understanding.



## Religious Education



The School's links with the Church and Diocese give us a firm foundation for Religious Education and Collective Worship.

As the children move through the school they explore Christian teachings and messages and develop an understanding of the Christian way of life, in a way that is appropriate to their ages, using St Mary's Church, Eversley for festivals and special celebrations such as Founder's Day. Although a Church of England school, we do ensure children are taught the principles of others faiths within our community.

Collective Worship forms a daily part of school life and follows various styles, celebrating children's work, sharing stories and also presentations by children to which parents are invited.

Parents are entitled to withdraw their child from Religious Education and from Acts of Worship. Requests should be made in writing to the Headteacher.

## Computing



Computers are now part of everyday life. For most of us, technology is essential to our lives, at home and at work. 'Computational thinking' is a skill children must be taught if they are to be ready for the workplace and able to participate effectively in this digital world.

The curriculum for computing has been developed to equip pupils with the foundational skills, knowledge and understanding of computing they will need for the rest of their lives.

Through the scheme of study for computing, they will learn how computers and computer systems work, they will design and build programs, develop their ideas using technology and create a range of content.

## Art and Design



Children are encouraged to be creative and expressive in their work. They have opportunities to learn many different techniques and use a range of different media, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design.

They are also introduced to work of other artists encouraging pupils to think critically and develop a more rigorous understanding of art and design. They will develop a greater understanding of how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

## Design and Technology

Design and technology is an inspiring, rigorous and practical subject. Using creativity and imagination, pupils will design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values.



The curriculum will support the acquisition of a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art. We will encourage pupils to take risks, becoming resourceful, innovative and enterprising.

Through the evaluation of past and present design and technology, pupils will develop a critical understanding of its impact on daily life and the wider world.

## Geography



The curriculum has been designed to inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. The scheme of work will equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes.

As pupils progress through the school, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

## History



The History curriculum at Charles Kingsley's CE Primary will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. Our aim is to inspire

pupils' curiosity to know more about the past, equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. Through the teaching of history we help pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

## Languages



At Charles Kingsley's CE Primary School pupils will start to learn French from Year R.

Learning a foreign language is liberation from insularity and provides an opening to other cultures. Our aim is to foster pupils' curiosity and deepen their understanding of the world.

The scheme of work has been deigned in order to enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing.

## Music

Music is a universal language. A high-quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they will develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.



Class based music is taught by music specialist and Year 1 and Year 5 are part of the Hampshire Listen to Me Project. This project enables all children to learn 3 different instruments over the course of the school year.

Private music lessons are also available in school time, provided by Hampshire Music Service.

## Physical Education



Through a programme of gymnastics, dance, games and athletics we encourage children to develop practical skills.

In Year 6 swimming lessons are provided for the children at Yateley Pool.

We believe that sport allows children to develop team sport, respect and fair play and we consequently provide opportunities for pupils to participate in a variety of inter-school teams and tournaments. At Charles Kingsley's CE Primary School we are committed to using the PE and Sport's Premium Funding to enhance the quality of teaching and increase the opportunities for children to be active. (Please see report)

# **PE & Sport Premium**

## **2016 – 2017 (Financial Year Report)**

At Charles Kingsley's CE Primary School, we recognise the contribution of PE to the health and well-being of all children. We believe that providing an innovative, varied PE curriculum as well as wide range of extra-curricular sports opportunities not only promotes our school, sports and Christian values, but also has a significant influence on academic achievement of all children. We are committed to ensure that all pupils receive a minimum of 2 hours PE per week, delivered by well trained, enthusiastic and passionate teachers.

Using the PE and Sport's Premium, each year an in-depth strategic programme is put in place to improve the provision for PE and Sport at CKS. PE and Sport are both monitored, developed and reviewed regularly to enable all at CKS to achieve their personal best.

### **What is the PE & Sports Premium?**

To ensure children develop a lifelong love for physical activity and to provide children with a lasting legacy of the London 2012 Olympics, the Government has invested a substantial amount of £150 million per annum into primary school PE and sport for the financial years 2013/14, 2014/15, 2015/16 & 2016/17. Since 2013, all government funded primary schools across the UK have received £8,000 plus an extra £5 per pupil each year. This money can **only** be spent on improving the quality of PE and Sport provision in schools.

### **How was the PE and Sports Premium effectively spent during the financial year of 2015-16 at CKS?**

CKS was allocated **£8, 915** for the financial year 15-16. **£5,334** was also carried forward from previous years. The total premium for 2015-16 financial year was therefore **£14,249**.

Through strategic planning by both the head teacher and PE Leader, funding was allocated and spent in the following ways:

- ✓ Specialist coaches were employed to work alongside all KSI & KS2 class teachers to strengthen the teaching of PE & Sport. Sports developed over the year included gymnastics, cricket, multi-skills, hockey, team games, OAA and more.
- ✓ Specialist coaches from our local cricket and hockey clubs delivered a series of lessons to classes across KSI & 2 – strengthening our local club links.
- ✓ All children in year 6 received high quality swimming lessons from specialist swimming teachers. Lessons directly linked to the PE national curriculum swimming objectives.
- ✓ Time was allocated for the PE Leader to develop the PE national curriculum and assessment pro-forma to ensure that it is relevant to the current guidelines. This time was also used for monitoring, evaluating and improving the schools PE and Sport provision.

- ✓ PE and Sport continued professional development was provided for all class teachers. Teachers attended cluster PE-CPD training and sports specialists were employed to support all teachers' knowledge, understanding and delivery of PE.
- ✓ Specialist sports coaches were employed to train the Y5 Sports Crew who then supported the development of school PE and sport, including lunchtime clubs and sports events.
- ✓ Sports values certificates were created and sports newsletters continued to ensure children gain maximum recognition for their PE & sporting efforts.
- ✓ Time was set aside for all children across the school to participate in inclusive interschool sports events, including CKS Rugby World Cup and CKS Sport Relief.
- ✓ A wide range of extra-curricular sports clubs were available to all at CKS (Change4Life continued to be run as a FREE club for all). A large amount of staff as well as external coaches delivered such clubs.
- ✓ Inter-school sports competitions/festivals for KSI & KS2 were regularly attended. CKS took part in over 80% of the interschool sports events on offer this year which is a significant increase from previous years.
- ✓ New PE equipment/kit relevant to CKS PE and Sport was ordered (balls, football posts, cones, football kit, netball kit, fixtures t-shirts, hurdles etc.)
- ✓ 7 new iPads were bought to allow children across the school to use advanced technology for analysing, assessing and improving both their own and others skills in PE and sport.
- ✓ Sports awards and trophies were given out to large amount of children across KSI & KS2 at CKS's first annual sports awards evening to celebrate all the sporting talents and successes at CKS.

### **What impact has this had on CKS?**

*(This information has been taken directly from questionnaires, observations, conferences and feedback with children, teachers, staff, governors, coaches and parents)*

- ✓ Increased pupil participation and pupil enjoyment in PE and sport
- ✓ Outstanding behaviour across the school
- ✓ Significant increase in extra-curricular sport
- ✓ Significant increase in intra and inter school physical activity across a wide range of sports
- ✓ Outstanding results in inter-school leagues and competitions (highlights include the Y6 Netball Team & Y5/6 Boys Running team both winning their leagues, the KS2 Dance Squad winning the Gremlin Dance Challenge and the KS2 Hockey Team gaining 1<sup>st</sup> place at the hockey festival)
- ✓ Enhanced, inclusive curriculum provision
- ✓ Enhanced quality of teaching and learning
- ✓ Increased uptake of out of school sport at local sporting clubs
- ✓ Improved pupils' attitudes towards PE and other NC areas
- ✓ Strengthened club and school links

- ✓ CKS Sports team winning **'Hart and Rushmore Sports Team of the Year 2016'**
- ✓ CKS gaining **SILVER** Kite Mark Award for our overall PE and Sports performance during 2015-16
- ✓ Provided a continued lasting legacy of the 2012 Olympic Games

**Using the 2016/17 PE and Sports Funding (£8,915) the programme for PE and sport at CKS aims to:**

1. To employ specialist coaches to work alongside teachers to strengthen the teaching of PE & Sport & to continue to strengthen club links.
2. To continue ensure children have the opportunity to develop their swimming skills and strengthen a love for the sport – meeting NC objectives.
3. To continue develop the PE NC & assessment pro-forma to ensure that it is relevant to the new NC guidelines and objectives.
4. To continue to provide opportunities for class teachers to develop their knowledge, understanding and teaching of specific areas within PE.
5. To continue to raise the profile of school PE & sport with the staff, children & stake holders & provide a lasting legacy of sport.
6. To continue to raise the profile of sport through inclusive inter and intra school tournaments & competition.
7. To provide high quality training for volunteers and adults other than teachers to run sports clubs and assist organising large school sporting events.
8. To continue to provide opportunities to celebrate whole school, teams and individual sports achievements.
9. To provide inclusive opportunities for children to get involved in extra-curricular sport - increase the participation levels in sport.
10. To ensure that the PE & sports equipment is safe relevant and purposeful for the current National Curriculum and the extra-curricular club.
11. To provide opportunities for KS1 & KS2 to received specialist outdoor education coaching.

**Please note that the above objectives may change throughout the year.**

# ***Pupil Premium***

## ***Financial Year End Report 2015/2016***

### **Introduction**

The Pupil Premium was introduced in April 2011 and is funding provided to schools and colleges to address inequalities in educational outcomes for disadvantaged children. All pupils at Charles Kingsley's CE Primary School who have been identified as being in receipt of Free School Meals (FSM) over the last six years (known as 'Ever 6 FSM') are eligible to draw down funding from the Government and for the academic year 2015-2016 level of funding per student is set at £1320, an increase of £20 from 2014-15.

We have the autonomy of how to use the Pupil Premium at a local level to ensure best impact, whilst also having the accountability for what should be an improvement in attainment / achievement for students in receipt of Pupil Premium Funding. What follows within this report is an outline of Pupil Premium spending to date, alongside some evidence of the impact of the funding to date.

All members of staff, governors and learning support assistants accept responsibility for 'socially disadvantaged' pupils and are committed to meeting their pastoral, social and academic needs within the school environment. Charles Kingsley's CE Primary School is committed to 'Narrowing the Gap' between vulnerable pupils and the pupil premium forms a vital part of that process. The governors reserve the right to allocate the pupil premium funding to support any pupils or groups of pupils the school has legitimately identified as being socially disadvantaged.

Provision will be made through:

- Facilitating pupils' access to education
- Facilitating pupils' access to the curriculum
- Alternative support and intervention within the school

### **Reporting Pupil Premium**

It is the responsibility of the governors to explain pupil premium expenditure to parents in the form of an annual statement. There is no set format for the report of pupil premium. Charles Kingsley's CE Primary School will publish details of a report online annually in April.

This report aims to detail information on how Pupil Premium has been used within school.

This report will detail the attainment and progress of pupils who are covered by the premium and the intervention that has been supported by the additional funding. Reports will also detail the progress made towards narrowing the gap and this will be supported by reported data and academic progress. Regular reports will be presented on the progress of pupils supported by Pupil Premium to the Full Governing Body at Charles Kingsley's CE Primary School.

### **Reporting to Parents**

Parents will be able to obtain information on the pupil premium via the schools website. This will be update annually.

### Responsibility for reporting

The responsibility for the report will be allocated to the Headteacher and Finance Officer. This report will be supported by key providers of the school's inclusion services. Class teachers will be asked to report on the intervention in place for key pupils and the impact that intervention has had.

### Number of pupils and pupil premium grant

	2015 - 2016
Total number of pupils on roll	218
Total number of pupils eligible	14 over the financial year (6.5% of the school)
Total amount of funding	14 pupils @ £1320 1 pupil @ £300  TOTAL GRANT: £18,780

### Objectives in spending PPG

At Charles Kingsley's CE Primary School we have a good track record of ensuring that pupils make good progress. However, the low numbers of children who have received FSM in some cohorts is below national average

The national trend is that these children do tend to attain and progress at lower rates.

There are two main objectives in using the Pupil Premium.

1. To support social and emotional development that allows children the freedom to learn with few extra challenges. Research shows that children need to have their basic physical, social and emotional needs met before true learning can occur.
2. To accelerate progress of children who receive PPG.

Through targeted interventions and support we are working to eliminate barriers to learning and progress.

### Summary of spending

Focus of learning	81%
Focus on Social, Emotional, Behavioural	10%
Focus on enrichment	7%
Focus on families	2%
PPG Remaining	0% (5% of total PPG overspend)

### Outcomes at the end of Key Stage 2 (July 2015) for 5 pupils

	2015
Pupils making L4 Reading	100%
Pupils making L4 Writing	100%
Pupils making L4 Maths	80%

## Outcomes at the end of Key Stage 1 (July 2015) for 1 pupil

	2015
Pupils making L2+ in reading	100%
Pupils making L2b + in reading	100%
Pupils making L2+ in writing	100%
Pupils making L2b+ in writing	0%
Pupils making L2+ in maths	100%
Pupils making L2b+ in maths	100%

## Promoting Success

***“...we endeavour to prepare children for the opportunities, responsibilities and expectations of life as participating and contributing adults in a continuing changing world”***

We have high expectations of all our children achievements and reward and recognition play an important part of this.

We have regular celebration worship where children are presented with Merit Awards for consistent achievement whether it be academic or social. We acknowledge children who demonstrate the school values and have been noted by pupils and staff for doing so.

We also encourage high standards of social behaviour, through awarding STEP badges (Sorry, Thank you, Excuse Me, Please) to those children who are polite and helpful.

## Home Learning

### **DEFINITION**

The term ‘home learning’ is taken to include any work or activities that reinforce learning, which pupils are asked to do out of school either on their own or with their parents or carers. At Charles Kingsley’s C of E Primary School, home learning tasks may also be linked to our Thinking School’s status or our Values and Christian ethos.

### **AIMS**

At Charles Kingsley’s C of E Primary School we believe that learning is a lifelong journey. Our home learning policy aims to support this by encouraging and supporting pupils to develop their learning beyond the classroom. Home learning also supports the development of independent learning skills and provides parents with an opportunity to take part in their child’s education. Home learning is a very important part of the learning process. Students need the opportunity for independent practice to acquire mastery of a skill. Because of this, it is important that children develop good study habits. This includes making home learning top priority in the home. This can be done by having a certain time

each night when home learning is completed and a quiet place with all the proper tools needed to work on it.

We believe that home learning should be both purposeful and useful, and should be set with sensitivity and respect for the children's life outside of school. It forms a regular part of the curriculum in both Key Stage One and Two, although the activities, range and amount of time spent will steadily increase as a child progresses throughout the school.

Children should understand the context and value of their home learning in order that they should have a positive attitude towards carrying it out. In working towards our aims, we hope that all parents will be supportive in helping children to carry out their home learning and understand the support and value we place on the partnership of home and school. It is therefore the responsibility of the class teacher to ensure that the nature and timetable of homework is effectively communicated to parents. This may be done through class newsletters or home learning diaries as appropriate.

In summary, this home learning policy aims to support all aspects of our values, with special focus on the cornerstones, aiming to develop a love of learning.

## **EARLY YEARS AND KEY STAGE ONE HOME LEARNING GUIDANCE**

### **EARLY YEARS**

From the Autumn term of the Early Years, children are invited to take part in home learning activities. They are supplied with a pack of characters from the reading scheme to assist them in learning the characters names and help them to access their first set of 'books with words'. They are asked to take home a picture book daily to share with people at home, listening to and making up their own stories and a phonics sound booklet to assist in learning their phonics. It is the intention that parents are guided by their child in how often they look at these homework elements in a week, as children in the early years are often very tired at the end of the day and staff would like to ensure that this experience remains a positive one. Once children have learnt all of their phonic sounds, they will move onto word worms, these cover the Year R high frequency words.

### **YEARS ONE AND TWO**

In Key Stage One (Years One and Two) children receive home learning in the form of:

- Basic Maths- this is tested weekly and if required a new basic maths sheet sent home to learn.
- Spellings are tested weekly and a new set of spellings sent home each week - it is the intention that parents use the 'look, cover, write, check' method with their children at least three times a week.
- Children who have a PEP that states direct instruction in number or reading will have cards to practise daily at home, these are then changed at school when the subject matter is consolidated.
- Reading books are sent home daily (not necessarily different ones) with a suggestion to all parents that their child reads a minimum of three times a week, more

frequently is preferable. Parents should be encouraged to make comments in their child's reading record book whilst remembering the equal importance of decoding and understanding. New books will not be sent home if the staff believe the child does not have a secure understanding of the text when questioned using Bloom's Taxonomy Level Questioning.

Parents are invited to comment informally on all home learning, via a small note at the base of the home learning or via the reading record journal.

In addition to the home learning set in Years One and Two, children are sometimes encouraged to research areas of new topics and complete science based logs.

### **HELPING YOUR CHILD WITH HOME LEARNING IN THE EARLY YEARS AND AT KSI**

Home Learning should be fun and not 'a battle'. It must be remembered that young children are often tired at the end of a school day and may be reluctant to carry out their home learning. Parents should try to create a routine for when home learning is completed, every child is different and some children may find first thing in the morning before school the best time to carry out their tasks. If reluctance occurs regularly, parents should feel that they can ask for advice/support from their class teacher. It must be noted that the more often a child reads their book or learns their maths or spellings, the easier the task will become and the more embedded the knowledge.

### **KEY STAGE TWO HOME LEARNING GUIDANCE**

As the children's learning skills develop, the expectations of home based learning increases. All children in Key Stage Two have a home work diary where home learning tasks should be recorded and through which staff and parents can communicate.

#### **READING**

Children are expected to read daily at home and be able to regularly share with an adult aspects of their reading aloud. This may involve a discussion about given aspects or the plot or characterisation. The class teacher will direct any specific developments

#### **SPELLING**

On a weekly basis the children will have spellings to learn or a spelling investigation according to their ability. This learning will be supported by additional reinforcement work.

Spelling home learning will be set every week. This will be a combination of 'lists of words to learn', investigations and games, based on the spelling focus in class that week.

Children will only be tested on spellings when 'lists to learn' are given (this will NOT be weekly). These lists will include topic based or subject specific words (e.g. scientific/geographical/historical vocabulary), words selected from personal spelling collections (e.g. words misspelt in their own writing) and words from the KS2 National

Curriculum word lists. As part of the testing, children will be learning to write short sentences from dictation which include the words from their lists.

For specific children, lists of words may be given weekly as part of their English intervention work (children requiring additional support with spelling).

## **MATHEMATICS**

As the children move through Key Stage 2, the range of mathematical work to carry out at home will develop. This will vary between number based work e.g. number patterns, to investigations. At times the home based work will be to reinforce some of the skills work taking place in class

## **WRITTEN WORK**

Written tasks will be aimed at encouraging your child to plan, draft and edit written work. Each task will be laid out in clear, separate steps to aid your child in completing this successfully. This written work will cover a range of curriculum areas and writing styles over the year. It may be a report, story, letter, map or even recording work in a grid.

## **HOME LEARNING PLAN (approximate times)**

Specific Reading and Writing will alternate weekly.

### **YEAR THREE:**

- Daily Reading - 10 minutes daily with adult support
- Reading / Writing – the task should take approximately 25 minutes spread throughout the week
- Spellings – weekly
- Mathematics – 20 minutes per week

### **YEAR FOUR:**

- Daily Reading – approximately 15 minutes daily with adult support
- Reading / Writing – the task should take approximately 35 minutes spread throughout the week
- Spellings – weekly
- Maths Basic Skills – approximately 30 minutes throughout the week

### **YEAR FIVE :**

- Daily Reading – approx. 20 minutes daily which may not always be supported
- Reading / Writing - the task should take approximately 45 minutes spread throughout the week
- Mathematics – 25 minutes per week – or short tasks each night
- Spellings and Basic Skills – weekly

## **YEAR SIX :**

- Reading: 20/30 minutes daily which may not always be supported
- Reading / Writing – the task should take approximately 60 minutes spread throughout the week
- Mathematics – 30 minutes per week or short tasks each night
- Spellings and Basic Skills – weekly

In Year 6 there may be smaller, more frequent tasks sets as the formal assessments approach. This may be a small task each night ready for the next day.

All home learning will be seen by the teacher and views/comments shared with the child. Home learning, once responded to, will be placed in a folder to be kept in the child's tray. This will be available for viewing at learning reviews.

## **HOLIDAY HOME LEARNING TASKS**

In addition, in KS1 and KS2 your child may receive holiday home learning tasks. These tasks will be set at the end of term and may be of a project nature that can involve the whole family.

## **HELPING YOUR CHILD WITH HOME LEARNING AT KS2**

### **ROUTINE**

Remembering, completing and handing in homework is a discipline with which some children may need support. The best support parents can provide is a quiet space in which to complete homework and a regular home routine which provides a designated time for homework completion. We encourage children to be independent but, of course, keep a careful eye over progress, attitude and approaches to the work set.

### **TECHNICAL SUPPORT**

The work set for your child is carefully planned to support and consolidate the work carried out in class. We do not, therefore, anticipate parents having to assist with the 'technical aspects' of the work by teaching skills etc.

However, if your child is struggling with the tasks set, please encourage them to come and discuss this with their class teacher – before the deadline. Please do not let your child convince you that they will get into trouble for asking for help ... we are here to help and welcome questions to clarify the homework where necessary. The class teacher can always be contacted via email should clarification be required.

### **ARGUMENTS!**

Parents (generally at KS2) tell us that completing home learning can sometimes become a time of family tension or arguments. We do not want home learning to become a weekly battleground as it promotes an unhealthy attitude towards schoolwork. If you find yourself

in this situation, then please remind your child of the importance of the work and allow them to make the decision about what to do. Encourage them and allow them to take responsibility for their work and actions.

If you experience difficulties then please do not hesitate to contact your class teacher who will be more than happy to work with you to support your child.

### **NON-COMPLETION OF HOME LEARNING**

Where there is no valid reason for non-completion of homework, a child will be given one chance at the beginning of the school year and then asked to complete the work in their own free time at school, e.g. breaktime and lunchtime. Where there is a valid reason, supported by a note in the home learning diary from a parent or carer, a pupil will be given a reasonable extension for the completion of the work. No child should spend an unreasonable amount of time struggling with tasks – parents/carers are asked to use their discretion and inform the class teacher. We do understand that many of our children have commitments out of school and are involved in many wonderful activities and want to help find a solution to suit all involved.

Our experience shows that this approach enables children to start taking responsibility for their own work which is an essential life skill for life-long learning.

### **COMMENTING ON YOUR CHILD'S HOME LEARNING**

Please use the home learning diary to communicate with your child's class teacher about:

- your child's success with the tasks
- how long it took to complete
- areas they struggled in
- reasons for non-completion
- if you helped your child to complete the work then please mark the work with A

### **ALTERNATIVE SUPPORT**

Some children may find it useful to have certain parts of their home learning e-mailed to them and then this can be completed on the computer. Your class teacher will discuss this with you personally if this method is preferable.

## ***Sex Education***

A developmental programme of personal and social education takes place throughout the school. This involves Sex Education. The children will be gradually introduced to various aspects of reproduction in animals and plants culminating in a more detailed understanding of human reproduction in Year 5 and Year 6. All teaching is within the Christian Framework, allowing children to appreciate the value of family life and the traditional values of respect for themselves and each other.

## ***Special Educational Needs and Disabilities (SEND)***

***“...learning objectives will be matched to each child’s stage of development”***

We recognise that a child is an individual and that some pupils have learning difficulties. Staff take account of all the different learning needs within a class when planning work, enabling some pupils to proceed more slowly, whilst others are able to work at a faster pace.

At times the work of the classteacher may be supported by a Special Needs Assistant or Learning Support Assistant, either to follow a specific intervention programme or to help support class work.

We have a SEND Leader whose role is to support the work of the classteacher. The leader may contribute to a child’s individual plan and will liaise with outside agencies such as Educational Psychologists, Speech Therapists. Parents will always be consulted and involved so that we work together to support your child.

Please see the School Website for SEND Information Report.

### ***Charging Policy***

Although education provided by the school is free, charges may be made in certain circumstances. The school will usually request a voluntary contribution from parents towards the cost of educational visits or visiting groups. Without these contributions many activities could not take place.

### ***Before School, During School and After School Activities***

In order to enrich the educational experiences for children we recognise the value and opportunities that can be created by additional clubs. We therefore endeavor to provide a range of activities throughout the year according to the children’s interest, staff expertise and the time of year.

Typically the provision might include:

Judo, French, Chess, Sports Club, Football, Netball, Rounders, Cricket, Tag Rugby, Photography, Cross Stitch, Cooking, Card Making, Street Dance.

In the summer months the Year 6 pupils take part in Cycling Proficiency lessons that are run by Hampshire Local Authority.

In Year 4 and Year 6 we organise residential trips. Year 4 has a History/Geography Field Work focus lasting 3 days and Year 6, 5 day residential helps to develop problem solving and teamship.

## ***Complaints***

If you have any concerns about your child's education these should be discussed first with the classteacher, then the Headteacher. If necessary you may then wish to discuss the issue with the Governing Body. Information about the formal complaints procedure can be obtained from the school office.

**'The whole art of teaching is only the art of  
awakening the natural curiosity of young minds  
for the purpose of satisfying it afterwards. '  
Anatole France**