

Kellington Primary School



## Pupil Premium Statement Academic Year: 2018/2019



### Summary information

<b>Pupil Premium Coordinator</b>	Diane Parker	<b>Pupil Premium Governor</b>	Helen Humphrys
<b>Date for next internal review of this strategy</b>	July 2019	<b>Date of most recent external PP Review</b>	Sept 2018
<b>Total number of pupils</b>	120	<b>Number of pupils eligible for PP</b>	28 (23% of total roll)

### Financial Summary

	2017/2018	2018/2019
Total pupil premium Allocation	£32048 (act received)	32260 (forecast)
Total Pupil Premium Expenditure	£32048	
Surplus/deficit	£0	

End of Key Stage 2 Outcomes 2018 ( Cohort size: 6)		
	Pupils eligible for PP (School)	Pupils not eligible for PP in 2018 (National)
Reading progress	-7.82	-3.91
Writing progress	-2.44	0.10
Maths progress	-1.29	-0.52
RWM % meeting expected standard	0%	33% (64%)

Pupil Absence 2017-2018			
<b>Absence rate for pupils eligible for PP</b>	10.7%	<b>Absence rate for pupils not eligible for PP</b>	5%

Planned Pupil Premium Expenditure 2018-2019					
Identified barrier to learning	Action (please include rationale e.g reference to EEF toolkit)	Measure of success	Lead	Budget	Budget category
Pupils not able to make conceptual links between mental arithmetic skills, informal recording methods and formal calculation.	Success@Arithmetic – delivered by trained TA working 1:3 using materials which have been extensively trialled and developed by Edge Hill University. EEF report ‘Making Best Use of Teaching Assistants’ states that where TAs are well trained and use tested resources a small group intervention can result in 1-4 months accelerated progress.	Pupils taking part in the intervention make more progress than the time that has elapsed, as measured by the Sandwell KS2/3 Numeracy Test. Skills taught in S@A are applied in	DP/GT	£1080	Staffing-support

		mathematics lessons.			
Decoding skills significantly under-developed; reading age well below chronological age; in-class teaching and strategies are not narrowing the gap.	The Reading Intervention – delivered by a trained teaching assistant, who has received 3 days of face-to-face training, working 1:1 with identified learners. Ratio gains for the programme show good progress. EEF evidence as above.	Progress made is greater than time elapsed. Testing shows that the gap between reading age and chronological age has narrowed.	DP/GT	£540	Staffing-support
Reading comprehension skills are not in line with age-related expectation; understanding of vocabulary in texts is preventing understanding of what has been read.	Group comprehension intervention sessions at an appropriately differentiated level (two groups). EEF evidence shows teaching of reading comprehension strategies can make up to 6 months additional progress.	Salford reading comprehension test shows greater gain than time elapsed.	DP/GT/AB	£1080	Staffing-support
Identified learners are significantly below age-related expectation in mathematics with poor knowledge of the number system and place value.	1 <sup>st</sup> Class@Number - delivered by trained TA working 1:3 using materials which have been extensively trialled and developed by Edge Hill University. EEF impact study shows pupils made approximately 2 months additional progress.	Pupils taking part in the intervention make more progress than the time that has elapsed, as measured by the Sandwell Early Numeracy Test or Sandwell KS2/3 Numeracy Test.	DP/GT	£1620	Staffing-support
Individuals are encountering a long or short term emotional barrier to learning or to engaging positively with school and/or peers.	Emotional Literacy (Compass Buzz) – identified TA to attend Compass Buzz L2 and L3 training. Identified children to be given opportunities to work with TA and peers to develop and improve resilience, self-esteem, emotional literacy, personal problem solving.	Children suffering with a range of emotional difficulties seek support and demonstrate effective self-help skills.	DP	£1080	Staffing-support
Despite precision teaching of phonics which is meeting the need of the majority of children, a number of individuals are not making required progress.	Catch-up phonics – previously taught phonemes are revisited, accompanied by a focus on segmenting and blending skills and writing of phonic patterns. Children taught in small groups.	Phonics assessments show that phonics' skills are improving – more phonemes known; segmenting	AB	£360	Staffing - support

	Phonics intervention is shown to be highly successful for younger readers (EEF)	and blending used spontaneously.			
Disadvantaged families are unable to make financial contributions to activities which enrich the curriculum.	Provide financial support for disadvantaged children attending out-of-school visits. EEF evidence shows that enriching activities can have positive gain on outcomes. Gains are also seen in SEMH	Enrichment activities and trips out of school can be offered more frequently.	NH	£1000	Non-staffing
Low attainment in reading, writing and mathematics for children including a high proportion of those in receipt of pupil premium.	Teaching assistants working in-class to enhance the effectiveness of Wave 1 provision. Support provided to focus groups/ individuals during whole class teaching and independent tasks. This effectively creates a lower ratio of adults to children and improves rate of learning.	Raised attainment in reading, writing and mathematics as seen through in-house and statutory assessments.	DP	£25500	Staffing - support
				Total £32300	

Review of Pupil Premium Expenditure 2017-2018					
Identified barrier to learning	Action (please include rationale e.g reference to EEF toolkit)	Measure of success	Lead	Budget	Budget category
Low prior attainment in phonics	Additional small group phonics sessions delivered x3 per week using new phonics scheme (introduced across EYFS and KS1)	Phonics outcomes rose from 53% (2016/17) to 75% (2017/18)	AB	£360	Staffing-support
Basic skills in mathematics not secure leading to a widening gap with peers for a number of disadvantaged learners	<ul style="list-style-type: none"> <li>3 members of support staff trained to deliver ECC mathematics interventions</li> <li>Identified children accessed intervention sessions x3 per week for one and a half terms</li> </ul>	Average progress in mathematics in Y4,5 and 6 for disadvantaged children was as good or better than non-disadvantaged peers.	DP	£540 £810	Staffing-support
Poor reading comprehension skills leading to inability to access an age appropriate curriculum	1:2 support provided	Average progress and attainment in reading for Y5 disadvantaged pupils	DP	£200	Staffing-support

		was in line with non-disadvantaged; in Y6 the average progress was better for disadvantaged pupils than non-disadvantaged pupils.			
Difficulty in accessing the curriculum alongside peers at an age-appropriate level	Providing in-class support to learning to enable disadvantaged learners to access the curriculum and raise achievement	In year progress shows, on average, better outcomes for children in receipt of pupil premium in 61% of cases.	DP/GT	£21264	Staffing-support
Disadvantaged families are unable to make financial contributions to activities which enrich the curriculum.	Provide financial support for disadvantaged children attending out-of-school visits.	Children experience new opportunities which raise their engagement with the curriculum. Families feel supported.	DP/NH	£1000	Non-staffing
Individuals arrive at school in need of breakfast or the social support of trusted adults and peers.	Funded place provided at Breakfast Club	Emotional and physical needs of identified children met.	DP/GT	£1050	Non-staffing
Low self-esteem and resilience	Small group support to engage in games, craft activities and discussion activities to improve well-being	An increasing number of children demonstrating improved self-regulation skills	DP	£6824	Staffing-support
				Total £32048	