

Pupil premium strategy statement

School overview

Metric	Data
School name	Kellington Primary School
Pupils in school	103 (115 inc Nursery)
Proportion of disadvantaged pupils	25.24%
Pupil premium allocation this academic year	
Academic year or years covered by statement	2019/ 2020
Publish date	September 2019
Review date	July 2020
Statement authorised by	
Pupil premium lead	Mrs Helen Humphrys
Governor lead	

Disadvantaged scores for last academic year

Measure	Score
Progress Reading	-0.8
Progress Writing	-2.0
Progress Maths	-4.5
Meeting expected standard Reading	83%
Achieving high standard Reading	0%
Meeting expected standard Writing	67%
Achieving high standard Writing	17%
Meeting expected standard Maths	33%
Achieving high standard Maths	17%
Meeting expected standard RWM	33%
Achieving high standard RWM	0%

Strategy aims for disadvantaged pupils

Priority	Activity
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<u>Priority 1</u> To secure an increased percentage of disadvantaged children at KS2 achieving EXS and GDS in both Maths and RWM combined.	Training provided for all staff in evidenced intervention and quality first teaching particularly in Working Memory, Quality Feedback, addressing mathematical gaps in learning and challenge through Quality First teaching. KS2 targeted support in Maths for identified children
<u>Priority 2</u> To address identified gaps in learning in Reading, Writing and Maths to achieve positive progress for disadvantaged children.	All staff to use gap analysis tools including summative assessment, to identify gaps in learning. Pre-teaching, planned targeted support and immediate 'catch-up' activities implemented throughout KS1 and KS2
<u>Priority 3</u> To address identified gaps and barriers to ensure that disadvantaged pupils achieve age related expectations in Y1 Phonics Screening, in line national comparators.	Staff to receive training and be confident and competent in identifying and addressing gaps in phonics development. Vocabulary acquisition and phonics intervention is effectively delivered to targeted pupils to secure accelerated progress.
<u>Priority 4</u> To address the gap in language development of those eligible for EYPP funding.	Targeted support delivered by appropriately trained staff Quality first teaching and language rich curriculum.
<u>Priority 5</u> To increase attendance percentages for disadvantaged pupils and those deemed persistent absentees	To offer extracurricular clubs and provide support for disadvantaged families. Strategies to ensure pupils attendance does not fall below 90% and robust strategies are in place to support and monitor
<u>Priority 6</u> To support the emotional wellbeing and mental health of all pupils and families.	To deliver the Thrive programme To adopt Thrive principles throughout school To engage parents with the Thrive programme Train staff all staff in the Thrive principles
<u>Total budget</u>	£

Aim	Target	Target date
Progress in Reading	Achieve progress scores in KS2 Reading of 0 or higher for disadvantaged pupils	Sept 21
Progress in Writing	Achieve progress scores in KS2 Writing of 0 or higher for disadvantaged pupils	Sept 21
Progress in Mathematics	Achieve progress scores in KS2 Maths of 0 or higher for disadvantaged pupils	Sept 21
Achievement in RWM combined	To secure increased percentage of disadvantaged pupils achieving greater depth in RWM	Sept 21

Phonics	Achieve national average expected standard in PSC for disadvantaged pupils	Sept 21
Other	Improve attendance of disadvantaged pupils in line with national average	Sept 21

Teaching priorities for current academic year

Measure	Activity
<u>Measure 1</u> All staff to use effective feedback and planned challenge to secure progress pupils in Writing and Maths	Revisit the marking and feedback policy to ensure it includes well evidenced strategies for effective feedback and marking. Staff to be trained appropriately Maths lead to support challenge in KS2 Maths delivery and support staff as required.
<u>Measure 2</u> Planning and delivery of whole class teaching is informed by pupil need and identified gaps, to suitably challenge all pupils.	All staff use assessment to identify next steps in and ensure that future planning addresses these. Maths and Literacy subject leads to deliver staff development training in the planning and delivery of challenge and meeting pupil need.
<u>Measure 3</u> EYFS staff to continue to develop and use high quality interactions, provision and observations to secure progress for all pupils with a focus on disadvantaged pupils, particularly boys.	EYFS staff to access in house training and from outside agencies. EYFS lead to visit other provisions to establish quality provision and interactions Provision in place that ensures it engages boys in learning.
<u>Identified need that these Actions will address</u>	Teachers make good use of assessment information to set work which consistently matches individual pupils' needs High prior attaining pupils are set work which is suitably challenging in order for them to be assessed as working at greater depth Staff use evidence-based whole-class teaching interventions
Projected spending	

Targeted academic support for current academic year

Measure	Activity
<u>Measure 1</u> Ensure accelerated progress, through quality provision, for those readers below age related expectation.	Access training for all staff to be able to effectively support reading throughout the school. Targeted support to continue and be a priority for disadvantaged pupils to ensure at least positive progress in Reading.

<u>Measure 2</u> Raise the attainment of disadvantaged pupils in the Y1 phonics screening to be in line with non-PPG pupils within school.	Vocabulary acquisition and phonics intervention is effectively delivered to targeted pupils to secure accelerated progress.
<u>Measure 3</u> Ensure accelerated progress for those eligible for EYPP in order that they catch up to their peers.	To continue the delivery of targeted support by trained staff to pupils identified below expected outcomes in Communication and Language on entry to Nursery or Reception .
<u>Barriers to learning these priorities address</u>	Low vocabulary, language and communication on entry for identified groups. The need for targeted support with reading and phonics development for identified groups in addition to quality teaching.
Projected spending	
<u>Measure 4</u> Secure an increased percentage of disadvantaged pupils at KS2 achieving EXS and GDS in both Maths and RWM combined.	Specific targeted support delivered to disadvantaged pupils in KS2
<u>Measure 5</u> Address identified gaps in learning in Reading, Writing and Maths to achieve positive progress for disadvantaged pupils.	Teaching Assistant and teachers to deliver high quality pre-teaching, targeted support and 'catch-up' support to rapidly address gaps in learning.
<u>Barriers to learning these priorities address</u>	Key groups of pupils have been identified as not progressing rapidly enough through the Reading, writing and particularly Maths curriculum. Analysis of underperforming pupils at KS2 identified that gaps in learning earlier in their school career had not been effectively addressed.
Projected spending	

Wider strategies for current academic year

Measure	Activity
<u>Strategy 1</u> To increase attendance percentages for disadvantaged pupils	To monitor and follow-up absence and persistent absence through first day response, letters to and meetings with parents and to follow MAT guidelines on parent fines. KS2 to run targeted clubs before school to support increased attendance.
<u>Strategy 2</u> To support the emotional wellbeing and mental health of all pupils and families.	The purchase of PSHE/Well being/Thrive resources to provide support to the children's emotional development and wellbeing.

	To support funding of activities that will potentially enhance and support the child's emotional health and wellbeing.
Barriers to learning these priorities address	The impact of absence on learning and progress. The impact that pupil and family mental health and wellbeing needs have on learning and progress.
Projected spending	

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Time to support and monitor staff implementation	Subject leaders receive training in observation and book scrutiny to increase the capacity of headteacher. Regular time given during whole staff development meetings to address these key areas of training. Subject leaders released to undertake the monitoring.
Targeted support	Ensuring that all staff involved in delivery receives the most up to date training. Ensuring that the delivery of targeted support is regularly monitored and accurately meets the needs of the identified pupils	Maths and Literacy lead to be released to attend training to support staff. Regular pupil progress meetings with staff will ensure that consistent messages and support are given and that the targeted support to children is addressing identified gaps and if not alternatives are implemented.
Wider strategies	The number of families and pupils needing support with emotional wellbeing is increasing, along with the expertise needed to support them.	Thrive practitioner to focus on developing targeted support and identified TAs trained to deliver this support. Whole staff training in relation to Thrive. PSHE/Well to be embedded into the curriculum through use of a new programme.

Review: last year's aims and outcomes 2018 2019

Intervention	Cost	Outcome
Success@Arithmetic –Maths intervention Pupils not able to make conceptual links between mental arithmetic skills, informal recording methods and formal calculation.	£1080	<i>Children improved their basic mathematic ability which allowed them to access whole class teaching and impacted on progress and attainment. Some evidence of the</i>

		<i>gap being closed between them and their peers.</i>
The Reading Intervention Decoding skills significantly underdeveloped; reading age well below chronological age; in-class teaching and strategies are not narrowing the gap.	£540	<i>Reading ages of all children improved, however still not in line with their peers or chronological ages</i>
Group comprehension intervention sessions at an appropriately differentiated level (two groups). Reading comprehension skills are not in line with age-related expectation; understanding of vocabulary in texts is preventing understanding of what has been read.	£1080	<i>Reading attainment improved across the school and a small percentage of children are now meeting age related expectations</i>
1 stClass@Number Identified learners are significantly below age-related expectation in mathematics with poor knowledge of the number system and place value.	£1620	<i>Children improved their basic mathematic ability which allowed them to access whole class teaching and impacted on progress and attainment. Some evidence of the gap being closed between them and their peers.</i>
Emotional Literacy (Compass Buzz) – Individuals are encountering a long or short term emotional barrier to learning or to engaging positively with school and/or peers.	£1080	<i>Children were given strategies to help them access teaching and learning effectively. Staff taught how to support these children effectively</i>
Catch-up phonics – previously taught phonemes are revisited, accompanied by a focus on segmenting and blending skills and writing of phonic patterns.	£360	<i>Unfortunately little impact seen from this intervention</i>
Provide financial support for disadvantaged children attending out-of-school visits.	£1000	<i>All children able to access school visits</i>
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.	£25,500	<i>Children supported within class to access teaching and learning. Effectiveness of TAs to be further evaluated next year to ensure best outcomes</i>