

Kirtlington CE Primary

Pupil Premium Strategy Statement

1. Summary information					
School	Kirtlington CE Primary				
Academic Year	2017-18	Total PP budget	£7920	Date of most recent PP Review	n/a
Total number of pupils	79	Number of pupils eligible for PP	6	Date for next internal review of this strategy	July 2018

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP</i>
% achieving in reading, writing and maths	n/a	91%
% attainment /progress in reading	n/a	93% /-0.5
% attainment/progress in writing	n/a	79% /-4.6
% attainment /progress in maths	n/a	100% /-0.2

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Aspects of children's writing skills are not developed to a high level
B.	Children lack the ability to apply skills to solve problems in maths
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
C.	Access to the extended curriculum opportunities such as clubs and extra-curricular opportunities such as visits
D.	Ability to develop and sustain relationships and access social situations successfully

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Children's language and literacy skills are developed to a high level	Attainment in phonics and writing will be at or above age related expectations
B.	Children's problem solving skills in maths are developed to a high level	Attainment in mathematics will be at or above age related expectations

C.	Children have equal opportunities like their peers to access extended curricular opportunities	Attendance at trips/clubs Increased self-esteem resulting in improved attitude to learning
D.	Children have the skills and confidence to maintain successful relationships	Pupil interviews and observations show children have improved self-confidence, social skills and greater resilience in social situations

5. Planned expenditure					
Academic year	2017-18				
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A Children's language and literacy skills are developed to a high level	Improved teaching of writing composition strategies through modelling and supported practice as defined in EEF guidance report	Analysis of data and individual children's tracking assessment grids highlights gaps in writing skills/greater depth	CPD/ INSET training for teachers Monitoring by English leader Class teachers will use assessment cycle to carefully track and monitor progress	English leader/ HT	March 2018- subject leader report
B Children's problem solving skills are developed to a high level	Staff training by maths leader on teaching problem solving skills and appropriate whole school resources sought	Analysis of data and pupils work shows reasoning could be strengthened and pupils need more opportunities to develop these skills	CPD/ INSET training for teachers Monitoring by maths leader Class teachers will use assessment cycle to carefully track and monitor progress	Maths leader/ HT	March 2018- subject leader report
Total budgeted cost					£400
ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A	Individualised phonic/writing composition support 1:1 TA additional time (15hrs)	Using TAs to deliver high quality one to one and small group support using structured interventions as recommended in <i>Making Best use of Teaching Assistants guidance report EEF 2016</i>	Lesson observations/learning walks to monitor high quality 1:1 TA provision Pupil progress meetings to track progress and attainment	CT/HT	CT to monitor each term and report to HT

B	Individualised maths support 1:1 TA additional time	Using TAs to deliver high quality one to one and small group support using structured interventions as recommended in <i>Making Best use of Teaching Assistants guidance report EEF 2016</i>	TA training (through Ed Psych team) Lesson observations/learning walks to monitor high quality 1:1 TA provision Pupil progress meetings to track progress and attainment	CT/HT	CT to monitor each term and report to HT
Total budgeted cost					£6600
iii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
C Children have equal opportunities like their peers to access extended curricular opportunities	All costs are met to support extracurricular opportunities including clothing/specific equipment to support learning needs	Pupil learner questionnaires show these opportunities are an integral part of learning in school and will improve a child's self-esteem and attitude to learning	Office team /CT will work collaboratively with parents to ensure all families are aware of the opportunities available	CT /Office team	April 2018 -Pupil interviews /questionnaires
D Children have the skills and confidence to maintain successful relationships	Nurture support group /1:1 work Structured playtime intervention /clubs	Observations, monitoring of pupil – parent conversations show support is needed in order to develop social skills and improve self-confidence	CT to monitor impact of clubs/interventions Training / resources sought to support nurture sessions	CT/ TA team	CT to monitor each term and report to HT/parents
Total budgeted cost					£1200

6. Review of expenditure				
Previous Academic Year		2016-17	Total PP budget: £1320	
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
A Children's language and literacy skills are developed to a high level	Staff training/CPD on developing teaching of phonics Phonics programme developed across KS1	Internal and external training for staff led to improved confidence and higher standard of phonics teaching. Attainment in phonics at the end of Y1 was 80% and at the end of Y2 100%.	New staff to receive training by English subject leader to ensure consistency in teaching across the school. All staff to continue to have shared access to phonic resources to support planning and teaching.	£335
B Children's numeracy skills are developed to a high level	Staff training on developing teaching of number and age appropriate intervention/resources sought	Training on calculation skills for all staff, both teachers and TAs, led by maths subject leader had direct impact on teaching standards.. Attainment in maths at the end of KS2 was 100% and KS1 was 78%.	New staff to receive training on the calculation policy in order to maintain consistency in teaching of number and all staff to revisit policy annually. Continue to review maths resources to ensure highest level of resources are being used to secure good progress.	
ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
A	Individualised phonic support 1:1 TA additional time	Teacher assessment and observations showed increased confidence and good progress was made although ARE not attained.	Continue with this approach as there is a significant impact upon children's confidence and progress in class. Continue to review resources and seek ways to support home learning in order to consolidate learning in school.	£960
B	Individualised number support 1:1 TA additional time	Teacher assessment and observations showed increased confidence and good progress was made although ARE not attained.	Continue with this approach as there is a significant impact upon children's confidence and progress in class. Continue to review resources and seek ways to support home learning in order to consolidate learning in school.	
iii. Other approaches				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

C Children have equal opportunities like their peers to access extended curricular opportunities	All costs are met to support extra-curricular opportunities and extend learning	Eligible pupils were able to access all trips and extra-curricular opportunities	We need to consider equipment/clothing needs in future in addition to the cost of the trips/ extra-curricular opportunities.	£150
			Total Spend: £1445	

7. Additional detail
<p>As we have very small numbers there is a risk of identification if too much detail is given, therefore this programme is subject to variation and adjustments will be made as the children's progress and needs are evaluated.</p>