

Kirtlington CE Primary

Pupil Premium Strategy statement

1. Summary information					
School	Kirtlington CE Primary				
Academic Year	2018-19	Total PP budget	£8900	Attendance figure for PP	93.29%
Total number of pupils	62	Number of pupils eligible for PP	7 (11%)	Overall attendance	96.54%

2. End of year attainment 2017/18				
	KS1 Pupils eligible for PP (1)	KS1 Non-Disadvantaged	KS2 Pupils eligible for PP (0)	KS2 Non-Disadvantaged
% attainment /progress in reading	100	82	n/a	85% /0.7
% attainment/progress in writing	100	76		69% /-1.2
% attainment /progress in maths	100	88		77% /-0.9
% achieving in reading, writing and maths	100	76		54%

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 language and maths skills are not developed to a high level due to lower levels of engagement with learning at home
B.	Limited access to extended curriculum opportunities and a broader range of experiences
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
C.	Attendance rates for PP pupils is 93.29% (target for all pupils is 97%) -this impacts on continuity in learning and rapid progress
D.	Lower levels of well being and emotional literacy

4. Desired outcomes		
	Desired outcomes and how they will be measured	Success criteria
A.	Raise attainment and narrow the gap for pupils eligible of PP to at least expected age related expectations	Pupils from disadvantage backgrounds attain similar progress and attainment scores to their non-disadvantaged peers at end of key stage

B.	Children have equal opportunities like their peers to access extended curricular opportunities and experience an enriching and broad curriculum	Pupil interviews show pupils talk enthusiastically about what they enjoy at school, are engaged in their learning and develop key skills for a range of subjects
C.	Improve attendance for PP children to be in line with non disadvantaged attendance rates	There is little difference between attendance figures for disadvantaged and non disadvantaged pupils
D.	Children have increased self confidence and improved emotional literacy skills	Pupil interviews and observations show children have improved self-confidence, well being and greater resilience/understanding to deal with a wider range of social situations

5. Planned expenditure					
Academic year	2018-19				
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, learning and assessment 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 Raise attainment and narrow the gap for pupils eligible of PP to at least expected age related expectations	Provide high quality QFT across the curriculum	Analysis of data especially of EY and Y1 shows gaps in attainment Research into high quality Teaching and Learning raises the levels of engagement and attainment for pupils from all backgrounds, especially when children have opportunities to make links between their learning activities	Teaching staff responsible for carefully tracking and monitoring progress through assessment cycle Monitoring cycle for teaching and learning	All teaching staff Senior leaders	September 2019
	Provide small group work/ 1:1 work with member of teaching staff	Analysis of data shows implementation of effective targeted interventions will support PP pupils at risk of falling behind. Research into additional TA deployed at key transitional phases –EY/Y1-leads to improvement in pupil outcomes	Teaching staff responsible for tracking intervention progress at entry/exit through individual provision maps PP data analysed at each assessment point	All teaching staff Senior leaders	September 2019
	Adaption of teaching to provide challenge for the 'more able' disadvantaged children through mastery opportunities.	Pupil voice will show higher levels of engagement and motivation and ensure progress throughout KS2 PP learners well when taught alongside a wider context both in a cross curricular theme but also with real life contexts.	Teaching staff responsible for planning mastery opportunities across curriculum Monitoring cycle for teaching and learning	All teaching staff Senior leaders	September 2019
Total budgeted cost					£6775.00

ii. Outcome for pupils though 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 Raise attainment and narrow the gap for pupils eligible of PP to at least expected age related expectations	Individualised phonic/writing support in EY/Y1 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> Develop a writing enabling environment to support high levels of engagement and early writing development	Intervention programmes monitored by teaching staff Pupil progress meetings to track progress and attainment	All teaching staff Senior leaders	September 2019
	Individualised maths support especially in EY/Y1 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> Develop a number enabling environment to support high levels of engagement and early number development	Intervention programmes monitored by teaching staff Pupil progress meetings to track progress and attainment	All teaching staff Senior leaders	September 2019
Total budgeted cost					£1025.00
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?
B Children have equal opportunities like their peers to access extended curricular	School trips, activities and costs are met to support extracurricular opportunities and broaden experiences for pupils	Pupil questionnaires show these opportunities are an integral part of learning in school and will improve a child's enthusiasm and engagement in learning	Office team /teaching team will work collaboratively with parents to ensure all families are aware of the opportunities available (Blenheim families)	Teaching team Office team	September 2019

opportunities and experience an enriching and broad curriculum					
C. Improve attendance for PP children to be in line with non disadvantaged attendance rates	Termly monitoring of attendance of disadvantaged pupils against non disadvantaged	Analysis of data each term will inform the strategic leadership on the outcomes for disadvantaged pupils and lead to effective targeting and supporting of pupils/families	Office team /senior leaders will work collaboratively with parents to monitor attendance and provide external support where necessary to improve attendance/ child's well being	Office team Senior leaders	September 2019
D. Children have increased self confidence and improved emotional literacy skills	Nurture support group /1:1 work TA to complete ELSA training	If pupils are emotionally ready to learn they will make good progress/ achieve good outcomes	Training / resources sought to support nurture sessions TA planning time and mentoring time with senior leader in order to implement nurture sessions successfully	TA Teaching team Senior leaders	September 2019
					£1100

6. Review of expenditure				
Previous Academic Year		2017-18	Total PP budget: £7920	
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	Improved teaching of writing composition strategies through modelling and supported practice as defined in EEF guidance report	Internal and external training for staff have led to improved teacher knowledge and confidence in teaching of writing. KS2 writing progress (-1.2) increased from 2017 KS1 writing teacher assessment-76%(above national)	Ongoing CPD across the school in order to continue to raise attainment in writing. Ongoing QFT to ensure all pupils secure good progress EYFS to continue to receive training both internally and externally to secure good progress for all pupils	
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	Internal training and introduction of new resources has raised the profile of teaching problem solving across the school. Attainment in maths at the end of KS2-77% and KS1-88%(above national)	Continue to review maths resources and CPD to ensure highest level of teaching and learning is in place across the school for all pupils to make good progress in maths.	Rising stars/supply/raining course £400
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/writing composition support 1:1 TA additional time (15hrs)	Attainment in phonics at the end of year 1 was 100% (based upon 6 children). Attainment at the end of Year 2 was 100% (based upon 3 children)	Continue with this approach as there is significant impact upon children's confidence and progress within lessons. Continue to review and identify TA CPD training.	
B	Individualised maths support 1:1 TA additional time	Programmes of support were reviewed regularly and interventions were closely monitored and adapted to ensure good progress was made	Continue with this approach as there is significant impact upon children's confidence and progress within lessons. Continue to review resources and intervention programmes to support teaching and learning especially in EYFS.	£6600

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 extracurricular opportunities including clothing/specific equipment to support learning needs	All pupils were encouraged to attend after school clubs and all other costs for extended curricular opportunities i.e. trips were met 100% participation on school visits. 50% of PP children took part in at least one club during the academic year	Continue to provide equal opportunities for all in order for all pupils to experience an enriching and broad curriculum	£800
D Children have the skills and confidence to maintain successful relationships	Nurture support group /1:1 work Structured playtime intervention /clubs	Change for Life club /lunchtime play leader led activities saw children increase in confidence, form new relationships and increase in social interaction skills. 1:1 sessions have enabled children to further develop their emotional literacy skills	Continue to develop nurture interventions across the school. Whole school commitment to invest in TA CPD for ELSA (Emotional Literacy Support Assistant)	£400
			Total Spend: £ 8200	

7. Additional detail

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.