

Kirtlington CE Primary

Pupil Premium Strategy Statement

1. Summary information					
School	Kirtlington CE Primary				
Academic Year	2019-20	Total PP budget	£10,220	Attendance figure for PP	93.50%
Total number of pupils	67	Number of pupils eligible for PP	7 (11%)	Overall attendance	97.61%

2. End of year attainment 2018/19				
	KS1 Pupils eligible for PP (1)	KS1 Non-Disadvantaged (6)	KS2 Pupils eligible for PP (0)	KS2 Non-Disadvantaged
% attainment /progress in reading	100%	83%	n/a	80% /0.42
% attainment/progress in writing	0%	67%		80% /-1.67
% attainment /progress in maths	100%	83%		80% /0.78
% achieving in reading, writing and maths	0%	67%		80%

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 reading, writing and maths skills are not yet at age related expectations
B.	Ability to access the wide range of school activities and opportunities for curriculum enrichment is restricted
C.	Lower levels of emotional well-being which affects confidence in learning
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Attendance rates for pupils eligible for PP are 93.5% (below the target for all children of 97%). This impacts on the sequences of learning and ability to reach age related expectations.

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 age related expectations	Pupils from disadvantaged 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.	Children's emotional wellbeing is good, enabling them to learn successfully.	Pupil interviews/observations show good levels of wellbeing; pupils talk enthusiastically about their learning in class and their aspirations for the future
D.	Improve attendance for PP children to be in line with non-disadvantaged pupils to expected levels	There is little difference between attendance figures between PP pupils and pupils from non-disadvantaged backgrounds

5. Planned expenditure					
Academic year	2019-20				
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	To continue to develop resilience, perseverance and foster greater independence to learning.	Lesson observations show most progress is achieved when pupils learn through showing perseverance and being willing to make mistakes/have a go. Good levels of perseverance enable pupils to take more control of their learning	Growth mind-set lessons continue to be embedded in each class -especially as new staff join the team. Staff to ensure pupils are developing a range of strategies to use when they become stuck /make a mistake.	All teaching staff Senior leaders	Monitoring cycle across each term Pupil progress meetings each term.
	Interventions to address learning needs are implemented and monitored.	Data analysis enables children to be effectively targeted and providing high quality support through interventions enables pupils to make good progress.	Teaching staff are responsible for monitoring interventions through individual provision maps and measuring impact/progress at entry/exit.	All teaching staff Senior leaders	Across the year through Pupil progress meetings/ PP reviews.
Total budgeted cost					£8, 244
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 age related expectations	Individualised 1:1 TA additional time phonic/writing/reading/ maths support	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>	Teaching staff are responsible for monitoring interventions through individual provision maps. CPD where needed to ensure high quality teaching and learning is in place	All teaching staff Senior leaders	Across the year through Pupil progress meetings/ PP reviews.

C. Children's emotional wellbeing is good, enabling them to learn successfully	Individualised ELSA TA sessions to support emotional well-being and resilience. Staff CPD to support pupil's needs.	<i>DfE Mental Health and Behaviour in Schools, November 2018</i> , acknowledges role schools can play in improving pupil's mental health. Structured sessions develop positive learning attitudes through increased self-confidence.	ELSA activities supervised by Ed Psychologist team. ELSA/ HT meetings to review pupils progress against targets.	ELSA TA/ HT	Across the year at the start/end of interventions.
Total budgeted cost					£1,600
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 opportunities and experience an enriching and broad curriculum	School trips, activities and costs are met to support extracurricular opportunities and broaden experiences for pupils	Pupil interviews show these opportunities are an integral part of learning in school and will improve a child's enthusiasm and engagement in learning	Teaching team/ SBM will work collaboratively with parents to ensure all families are aware of the opportunities available	Teaching team SBM	At the beginning / end of each term.
D Improve attendance for PP children to be in line with non-disadvantaged pupils to expected levels	Pre teaching approach to ensure PP children can access learning. Continue to celebrate good attendance.	Transition to school after absence impacts on self-confidence and learning.	Teaching team are responsible for monitoring missed learning. Analysis of data each term to identify pupils/families that need support	HT/SBM	Termly monitoring of attendance of disadvantaged pupils against non-disadvantaged
Total budgeted cost					£260

6. Review of expenditure 2018-19 Any shortfall has been funded from main school funding.

Previous Academic Year		2018-19		Total PP budget: £8990	
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 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	Monitoring of teaching and learning across the school shows that quality first teaching is good. Staff training on Quality First Teaching has been effective in continuing to increase teacher subject knowledge and skills.	Ongoing high quality CPD for all teaching staff is important to ensure children's needs are being met and that provision for all pupils is of a high quality.	£8187	
	Provide small group work/ 1:1 work with member of teaching staff	Monitoring of teaching and learning shows that children have good working relationships with TAs and display positive approaches to learning. Pupil voice evidence shows most impact upon pupil confidence	Continue to deploy TAs effectively through a flexible approach to support all pupils in their learning where a specific need arises or in response to assessment information		
	Adaption of teaching to provide challenge for the 'more able' disadvantaged children through mastery opportunities.	A new long term maths scheme has been introduced this year which has helped to foster a mastery approach to teaching in maths. 80% of PP pupils attained expected or above in maths	Continue to embed mastery style learning approach in maths and continue to ensure all teaching staff are able to support children's learning through ongoing high quality CPD in this area.		
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	

<p>A. Raise attainment and narrow the gap for pupils eligible of PP to at least expected age related expectations</p>	<p>Individualised phonic/writing support in EY/Y1 1:1 TA additional time</p>	<p>TA additional time has had a positive impact upon PP progress. Analysis of phonic assessments each term showed good progress being made by PP and non PP children. In writing, PP children attained similar progress scores to their non disadvantaged peers</p>	<p>Continue to use 1:1 additional TA time to support PP pupils in specific areas of the curriculum and enable them to make good progress</p>	<p>£1564</p>
	<p>Individualised maths support in EY/Y1 1:1 TA additional time</p>	<p>TA additional time has had a positive impact upon PP progress. Analysis of assessments each term showed good progress being made by PP children.</p>	<p>Continue to use 1:1 additional TA time to support PP pupils in specific areas of the curriculum and enable them to make good progress. Use of pre-teaching particularly in maths to become more embedded across the school.</p>	
<p>iii. Other approaches</p>				
<p>Desired outcome</p>	<p>Chosen action/approach</p>	<p>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</p>	<p>Lessons learned (and whether you will continue with this approach)</p>	<p>Cost</p>
<p>B. Children have equal opportunities like their peers to access extended curricular opportunities and experience an enriching and broad curriculum</p>	<p>School trips, activities and costs are met to support extracurricular opportunities and broaden experiences for pupils</p>	<p>All pupils participated in all school/class trips and additional costs are met for extracurricular opportunities like clubs. Parental feedback has been very positive.</p>	<p>This continues to be an integral part of our support as experiences on school/class trips are of very high educational value.</p>	<p>£200</p>
<p>C. Improve attendance for PP children to be in line with non disadvantaged attendance rates</p>	<p>Termly monitoring of attendance of disadvantaged pupils against non disadvantaged</p>	<p>There has been a slight improvement in PP attendance from 2017-18. Termly monitoring continues to be effective and there is good parental engagement in recording non attendance.</p>	<p>Continue to monitor attendance for PP children closely and follow school attendance policy procedures.</p>	

D. Children have increased self-confidence and improved emotional literacy skills	Nurture support group /1:1 work TA to complete ELSA training	Successful completion of ELSA training and identification of an area in school to support nurture sessions. Pupil referral process in place and sessions underway to support pupils.	Continue to embed ELSA support work within the school and undertake CPD for teachers to develop their understanding of strategies to improve children's mental health and well being and improve their knowledge of the ELSA referral process.	
			Total Spend: £ 9951	

7. Additional detail
<p>As we have very small numbers there is a risk of identification if too much detail is given. This programme is subject to variation and we have built in the flexibility to make adjustments as we monitor the progress children are making and evaluate their needs.</p>