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| 1. **Summary information**
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| **School** | King Street primary School  |
| **Academic Year** | 2018/19 | **Total PP budget** | £98,800 | **Date of most recent PP Review** | Nov 2018 |
| **Total number of pupils** | 214 | **Number of pupils eligible for PP** | 76 | **Date for next internal review of this strategy** | Feb 2019 |

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| 1. **Current attainment**
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|  | *Pupils eligible for PP (your school)* | *Pupils not eligible for PP (national average)*  |
| **% achieving in reading, writing and maths in 2018** | 71% | 64% |
| **KS2 progress in reading in 2018** | 2.7 | 0.33 |
| **KS2 making progress in writing in 2018** | 1.37 | 0.10 |
| **KS2 making progress in maths in 2018** | 2.4 | 0.20 |

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| 1. **Barriers to future attainment (for pupils eligible for PP, including high ability)**
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|  **In-school barriers** *(issues to be addressed in school, such as poor oral language skills)* |
|  | Disadvantaged pupils progress is strong by the end of KS2, but internal tracking shows that there are gaps between disadvantaged and non disadvantaged. No pupils entitled to PP attained the high score / greater depth in reading and writing at Key Stage 1. Disadvantaged boys also achieve lower than others in early years. Internal data shows a correlation with many Disadvantaged children also children having SEND.  |
|  | Disadvantaged children typically enter school with skills and abilities below those of their peers. This is particularly the case for communication skills and in the key areas of reading, writing and mathematics. Whilst these children make good, and often outstanding progress, they do not always reach the desired ELGs and attain the GLD. Disadvantaged boys are identified as underachieving. Boys in EYFS do not regularly exceed GLD. Dissadvantaged children are often low attainers at KS1. |
| **External barriers** *(issues which also require action outside school, such as low attendance rates)* |
| **C.** | Disadvantaged pupils have a lower percentage of attendance in comparison to non-PP children. For example data shows that PP attendance in 2017-18 was 93.3% against non pupil premium at 95.4% |
| **D.** | Many of our disadvantaged pupils and families require significant social, emotional and financial support. This emotional need is clearly impacting negatively on the child’s ability to do well at school, complete home learning and on occasion, value education as much as their peers. There is an increase in difficulties around adult mental health and the support available to families.  |
| 1. **Desired outcomes**
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|  | *Desired outcomes and how they will be measured* | *Success criteria*  |
|  | To ensure that children entitled to Pupil Premium reach the Good Level of Development at the end of reception, thus meeting these children on the trajectory of success at the earliest opportunity. A greater proportion of PP children to exceed expectations.  | Higher PP Children reach the GLD by July 2019.  |
|  | By Year 6 and increasingly throughout school towards it, pupils entitled to pupil premium continue to meet or exceed other’s attainment at the expected standard in reading, writing and maths. This should reflect individual subjects, and the combined RWM percentage.  | Higher percentage of PP children reach the expected standard in reading, writing, mathematics- particularly in KS1. |
|  | By Year 6 and increasingly throughout school towards it, an increased proportion of children entitled to pupil premium reach the higher standards in reading, writing and maths – reflecting at least the achievements of non-pupil premium children and national averages for all children.  | Higher percentage of PP children reach the higher standards – particularly in KS1 |
|  | Improve attendance of children entitled to pupil premium to that of other children in the school – ensuring gaps are diminished and overall attendance remains above national averages.  | No gap between PP attendance and other children in the school. School attendance rates at 96% or above. |
|  | Barriers to learning at home are removed, through effective partnership work and intervention.  | Children’s attainment and attendance increases as above. |
|  | Improve children’s independence in learning and self-regulation. | Increased autonomy in their own learning as observed in lessons, understanding of metacognition and the responsibility of being an active learner with a thirst for knowledge and readiness for learning. An improvement in PA as a result of higher interest in school life. |
|  | Increased awareness of SEMH, improved life experiences within an enriched curriculum including visits and experiences visits which develop resilience, problem solving, collaboration, listening skills and appreciation of local and wider area. | Children actively engage in the curriculum and outdoor learning. Progress over time shows improvements in social skills, wellbeing and a transference of skills into all areas. Children enjoy being offered challenge and enjoy trips and visitors who enhance the learning experience. A Y6 visit to France to understand the culture and apply learning of languages to a real life experience. To undertake skiing as part of adventurous activities.  |

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| 1. **Planned expenditure**
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| **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.  |
| 1. **Quality of teaching for all**
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| **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, B, C | CPD for all school staff in order to up skill teaching practice.  | Undertake the Early Excellence Enquiry Based learning project – KS1 to develop higher order thinking skills and independent problem solving and collaborative working skills of children. Research widely suggests that the quality of teaching and learning has a positive impact on pupil outcomes. <https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/mastery-learning/>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/collaborative-learning/  | SLT to provide CPD programme to staff in order to maximise the quality of teaching within the classroom. | SLT | termly |
| A, B, C, E | DHT to work across school for the equivalent of 2 days per week team teaching with all staff to upskill others across the curriculum with a particular focus upon writing and spelling | <https://educationendowmentfoundation.org.uk/public/files/Publications/Campaigns/Literacy/KS2_Literacy_Guidance_-_Poster.pdf> Using EEF guidelines for KS1 and 2 effective English teaching. https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reading-comprehension-strategies | Increased and early monitoring – books, teaching, outcomes, pupil voice. Visits to the library and enhanced opportunities for reading in school. Wider range of reading material.  | HT | Monthly |
| A, B, C | Qualified teacher to teach in Nursery to ensure High quality provision and lead on pre reading support and development of early number- support the Reception teacher to embed high quality teaching and learning.  | High numbers of children enter below the typical level of development and having a teacher helps promote good language skills, independence and the characteristics of effective learning. <https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/early-years-intervention>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/oral-language-interventions/ | Increased and early monitoring – books, teaching, outcomes,  | LWHT | Termly |
| A, D, F, G | Forest school provision and ‘into nature days’. | Children begin school with low levels of social skills, independence ( PSD) into nature days will help develop team work, independent thinking and social and emotional development. <https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/outdoor-adventure-learning/>  | Staff will monitor through the school tracking systems that there is an improvement in PSD and also through observations.  |  |  |
| **Total budgeted cost** | £60000 |
| 1. **Targeted support**
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| **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, B, C  | DHT to work the equivalent of 2 days per week to support individuals and groups of children in KS2 who have made less than expected progress in RWM.  | <https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/small-group-tuition/> EEF research suggests a gain of 4 months when pupils are involved in small group tuition. | Intervention records Progress data Pupil book scrutiny  | DHT | Half Termly  |
| A | Additional TA to work across KS1 and 2 to target small group work.. | <https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/small-group-tuition/> EEF research suggests a gain of 4 months when pupils are involved in small group tuition. | Lesson observation book scrutiny outcome monitoring Intervention records Progress data | HTSENDCo | Half Termly |
| A,D, F, G  | Small group work to develop SEMH – outdoor education nurture sessions  | <https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/small-group-tuition/> <https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/outdoor-adventure-learning/> <https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/social-and-emotional-learning/> EEF research suggests a gain of 4 months when pupils are involved in small group tuition.EEF research suggests a gain of 4 months when pupils are involved in outdoor education.EEf research suggests a gain of 4 months when children are given emotional support | SLT to monitor impact.Y1 teacher to monitor impact  | HeadTRATsNLSENDCo | Half Termly focus review  |
| A, B, C | Identify language and communication issues and deficits precisely on entry to EYFS and KS2 and upskill staff to deliver Quality first Teaching across whole class and also targeted intervention programmes | Purchase Language link and Screen all children for language issuers in order to develop bespoke programmes in order to address early and residual language issues. Language and communication identified as key barriers to learning for many PP children – rationale is that no children will slip through the net with a blanket screen. SLA with Speech and Language serviceSLA with Educational Psychology<https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/oral-language-interventions/> | SENDCo to monitor implementation  | SENDCo  | Termly  |
| **Total budgeted cost** | £50,000 |
| 1. **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?** |
| F, G | Embed a creative curriculum which has high levels of enquiry,challenge and a focus upon transferable skillsDevelop a mastery approach where feedback is immediate and effective in moving children forward. | <https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/mastery-learning> EEF research suggests a gain of 5 months when children are offered challenge within the curriculum<https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/outdoor-adventure-learning/> EEF research suggests a gain of 4 months when pupils are involved in outdoor adventurous activities.<https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/arts-participation/>EEF research suggests a gain of 2 months when pupils are involved in the arts<https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/feedback/>EEF research suggests a gain of 8 months when pupils are given high quality feedbackhttps://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/collaborative-learning/EEF research suggests a gain of 5 months when pupils are able to work collaboratively | Outdoors education integral to the topic taught and embedded into the learning process.Learning walks, staff training, book scrutiny, pupil interviews | DHT/HT | Termly |
| F,G | Embed meta cognition into the curriculum through ‘Gem learning’ and implement active learner assemblies and weekly SMSC workshops. | <https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/social-and-emotional-learning/> EEf research suggests a gain of 4 months when children are given emotional support<https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/meta-cognition-and-self-regulation/> EEF research suggests a gain of 8 months when children understand and use meta cognition | Weekly assemblies promoting active learners, gem powers and meta cognitionLink reward system to the development of the GemsWorkshop time and family group/house meeting time to allow children to become empowered in their learningWork alongside Tom Robson to devlop children’s understanding of learning process and emotions.Floor books to evidence learning | ATNL SENDCo | Termly |
| D, E  |  Admin (attendance) officer and DHT to coordinate early help for families – linking in attendance, punctuality and engagement issues (5 hours per week) | <https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/behaviour-interventions/> EEF research suggests a gain of 3 months when behavioural support is given to pupils. | HT/DHT to conduct behaviour checks regularly.Attendance/Admin officer to report back to SLT. Teacher will be given sheet to mark off incident of poor behaviour. New traffic light behaviour system used to identify regular persistent behaviour | NLTD  | Termly |
| B, C  | PP children to receive discount of trips, residentials and sporting experiences to expand life experiences and experience new cultures and places.  | <https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/outdoor-adventure-learning/> https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/sports-participation/EEF research suggests a gain of 4 months when pupils are involved in outdoor adventurous activities.EEF research suggests a gain of 3 months when pupils are involved in sporting activities. | DHT to analyse which children have attended | HeadT  | Termly |
| B, C  | PP to be given opportunity to access Ukulele and recorder lessons  | <https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/arts-participation/> EEF research suggests a gain of 2 months when pupils are involved in the arts. | DHT to monitor impact to PP children | HeadT  | Yearly |
|  | Provide Breakfast club and After School care to vulnerable families who request it, free of charge- providing SEMH support and signposting to available services.  | <https://www.teachingtimes.com/articles/breakfast-clubs.htm> https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/collaborative-learning/ | SLT Monitoring  | HeadT  | Yearly  |
| All | Positive futures worker | <https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/social-and-emotional-learning/> EEf research suggests a gain of 4 months when children are given emotional support<https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/parental-engagement/>EEf research suggests a gain of 3 months when children are given emotional support | SLT monitoring | HT | April 2019 |
| **Total budgeted cost** | 30,000 |
| **Entire Pupil Premium Spend**  | 140,000 \* |

 \*because some of the approaches and activities will benefit the wider school community, the school budget provides the additional £42,000 funding to meet the spend outlined above.