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

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| 1. **Current attainment** | | |
|  | *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)** | | | |
| **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** | | | |
|  | *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** | | | | | |
| **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** | | | | | |
| **Desired outcome** | **Chosen action / approach** | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** | **Impact review** |
| 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 | Lesson observations demonstrate that staff have strong understanding of the subjects taught and this is continuing to develop through subject leader networks and regular training events. Children demonstrate higher levels of subject knowledge due to higher quality teaching of foundation subjects. Early years outcomes are now in line with National average. |
| 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 | Children are beginning to show a greater interest in reading and texts are now central to the teaching of a topic. Strong links have been made with the library to engage the children in a wider range of texts. High quality intervention in EYFS has help to raise CLL attainment.  attainemtn |
| 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, | LW  HT | High quality teaching in Nursery has ensured that children are enterning Reception with skills above those seen in previous years. Children have improved PSD skills and improving speech and language skills. Quality early intervention is supporting those children with high needs to access the curriculum. Journals show strong progress of children. |
| 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. |  | Significant improvement in children’s independent skills, problem solving, social skills, resilience and enquiry skills. Journals, observations and parent comments show very strong progress in children. Improved standards and end of EYFS. To continue next year |
| **Total budgeted cost** | | | | | £60000 |
| 1. **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** | **Impact Review** |
| 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 | Internal data, book scrutiny and lesson observation show that disadvantaged children are making strong progress across the curriculum. Small group work has increased the confidence of children who now talk confidently about learning. |
| 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 | HT  SENDCo | KS1 GDS improved since previous year. Phonics scores in line with National |
| 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 | HeadT  RATs  NL  SENDCo | Children have developed skills in emotional literacy and are are developing their ability to articulate their feelings. Sessions with children and feedback from parents show that children are developing strategies for manging periods of anxiety or sadness. Observations show that children are developing skills of team work with higher levels of dialogue and cooperation. This is to be continued and further embedded across school. |
| 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 Educational Psychology  <https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/oral-language-interventions/> | SENDCo to monitor implementation | SENDCo | Targeted CLL intervention in EYFS has raised attainment and given children language required to access reading.  Due to capacity issues with EP services – full implementation was not achieved and will continue into next year. SLA with SALT services to also further develop this work. Vocabulary training undertaken and has begun to show impact- this is to be continued. |
| **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** | **Impact review** |
| F, G | Embed a creative curriculum which has high levels of enquiry,challenge and a focus upon transferable skills  Develop 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 feedback  https://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 | Evidence from children show that the curriculum is now rich, broad and balanced. Children are engaged in lessons and book scrutiny shows a good range of activities across a wide range of subjects. Experiences offered to enrich experiences of disadvantaged children.  Pupils discuss feeling challenged and needing resilience to manage challenge and their ‘have a go attitude’  Books show marking is now immediate and purposeful allowing pupils to move quickly forward in their learning. Internal data shows that disadvantaged children are achieving well from their starting points. |
| 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 cognition  Link reward system to the development of the Gems  Workshop time and family group/house meeting time to allow children to become empowered in their learning  Work alongside Tom Robson to develop children’s understanding of learning process and emotions.  Floor books to evidence learning | AT  NL SENDCo | Observations, assemblies and pupil discussions (Including Gem ambassadors) demonstrate that children are becoming confident ‘active participants’ of their learning. Learning walks show that they understand the Gem Powers and the skills they are developing and they recognise the importance of developing an open mindset and accepting challenge.  Floorbooks show the range of activities children have been involved in and Pupil leadership groups show the active involvement of children in their curriculum.  Training for staff to continue to further develop this successful strategy. |
| 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 | NL  TD | Comparative data from term- term 2018/2019 shows improvement in overall attendance. PA has reduced over time. Strategies are working and will need long term implementation to maintain improvements. Gaps with PP and non PP remain where other factors are also involved. |
| 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 | Funding visitors, visits, residentials and high quality resources has ensured that PP children have a deeper understanding of their local area, their heritage. Real life experiences have ensured learning can be placed in context and deepened learning experiences helping to retaining learning. Discussions with pupils and scrutiny of books and floorbooks show that children are applying their knowledge from these experiences. |
| B, C | PP to be given opportunity to access Ukulele | <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 | Children talk positively about their experience of playing and instrument (for some this is their first experience). Children have built confidence in performing. Some children have found they excel in music and express and interest in pursuing this further. |
|  | 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 | A small number of children have accessed this service and where required it has supported their SEMH needs by offering a safe place before and after school .Children talk about enjoying the experience and feeling safe. Children enter school feeling calm and confident, ready to learn therefore minimising disruption upon starting learning. |
| 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 | Feedback from children and parents demonstrate that the support offered by the PFW has been significant. Children use the service on self-referral, teacher referral or parent referral basis. Behaviour during playtimes and lessons is calm and controlled and children have been given strategies to manage self-regulation, friendship issues and wider attendance issues. Parents and families have been supported and signposted to services and this has impacted upon children with parents reporting to feel less anxious and stressed. |
| **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.

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