

## Pupil premium strategy statement: primary schools

1. Summary information					
<b>School</b>	Kingsfield Primary School				
<b>Academic Year</b>	2018/19	<b>Total PP budget</b>	£132000	<b>Date of most recent PP Review</b>	December 18
<b>Total number of pupils</b>	413 + 60 preschool	<b>Number of pupils eligible for PP</b>	112	<b>Date for next internal review of this strategy</b>	April 19

2. Barriers to future attainment (for pupils eligible for PP, including high ability)		
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )		
<b>A.</b>	Writing skills across the school are below expected standards and are impacted by language skills, spelling, grammar and handwriting	
<b>B.</b>	A low number of children achieve above the expected standards across all subjects	
<b>C.</b>	Social, emotional and behaviour issues for a small groups of pupils are having detrimental effect on their academic progress and that of their peers.	
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )		
<b>D.</b>	Attendance rates for pupils eligible for PP are below the target for all children of 96%. This reduces their school hours causing gaps in learning.	
<b>E.</b>	Inconsistent support for home learning particularly reading impacting progress across the curriculum	
<b>F.</b>	Challenging behaviour at home / Parenting needs	
3. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Improve reading, maths and writing skills for pupils eligible for PP across the whole school. High emphasis on writing	Pupils eligible for across the school make accelerated progress by the end of the year so that a greater percentage of pupils eligible for PP meet age related expectations.
<b>B.</b>	Higher rates of progress across the school for high attaining pupils eligible for PP.	Pupils eligible for PP identified as high ability make as much progress as 'other' pupils identified as high ability, across the school in maths, reading and writing. Measured in Y2-6 by formal assessment in Reading and Maths and by moderated writing assessments.
<b>C.</b>	Behavioural issues across the school addressed	Fewer behaviour incidents recorded for these pupils on the school system

<b>D.</b>	Increased attendance rates for pupils eligible for PP.	Reduce the number of persistent absentees among pupils eligible for PP to 10% or below. Overall PP attendance increases to 96%
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4. 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 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 .Improve reading, maths and writing skills for pupils eligible for PP across the whole school. High emphasis on writing	<p>New schemes for whole class teaching for English and Maths</p> <p>Staff training in implementation of these</p> <p>Staff training on developing comprehension skills across the school.</p> <p>Use of Pixl QLAs to analyse assessments and inform QFT</p> <p>Staff to be trained as Y2 and 6 moderators</p> <p>Ensure feedback to children supports them to move their learning on.</p>	<p>We want to invest some of the PP in longer term change which will help all pupils</p> <p>The implementation of the schemes will support improved teacher subject knowledge and understanding of progression in learning.</p> <p>Teachers can spend time on ensuring work is appropriately differentiated for all groups of children.</p> <p>Evidence shows that quality feedback enables children to make good progress</p>	<p>Trainers from outside school who are 'experts' in the schemes deliver training and come into school to support teachers with planning, delivery.</p> <p>Robust monitoring of lessons, planning, books and data.</p> <p>QLAs demonstrate gaps are being filled following assessments</p>	<p>Assistant Headteachers</p> <p>Maths Lead</p>	Dec 18

<p>B. Improved progress for high attaining pupils</p>	<p>CPD on providing stretch for high attaining pupils and providing appropriate starting points in work</p> <p>Use of PIXL QLA to analyse assessments and inform QFT</p> <p>Mastery Curriculum introduced in mathematics (Maths No Problem)</p>	<p>We want to ensure that PP pupils can achieve high attainment as well as simply 'meeting expected standards'.</p> <p>We want to class teachers in practices to provide stretch and encouragement for these pupils.</p>	<p>Impact of Pixl analysis where used well has been seen in school Improvement in attainment and achievement in schools using the MNP scheme - DFE backed scheme of work</p>	<p>Assistant Heads Maths Lead</p>	<p>Dec 18</p>
<p>C. Behavioural issues across the school addressed</p>	<p>CPD for staff to enable appropriate support being put in place: Attachment Disorder Steps – therapeutic behaviour model</p> <p>Mental health training Mental Health Lead in School</p> <p>Celebrations of Success</p>	<p>We want to ensure that all staff are provided with the appropriate tools to support PP children with their social, emotional and mental health. This will support the children's ability to make progress in their learning</p> <p>A clear understanding of the needs of a child or of why they present as they do has a positive impact in how they support that child</p> <p>Steps is a well respected approach to behaviour management and has a good track record of positive impact – reducing exclusions etc</p> <p>This area has been recognised as crucial in supporting children. without addressing these needs learning will not happen. In school evidence of impact of celebrating even the smallest success on self esteem</p>	<p>School will be calm and children engaged in learning Data will show impact of thie improvement</p>	<p>Exec Head SENDCO Family care Manager</p>	<p>Dec 18</p>
<p><b>Total budgeted cost</b></p>					<p>30,000</p>

<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
A Improve reading, maths and writing skills for pupils eligible for PP across the whole school. High emphasis on writing	Use of Pixl QLAs to analyse assessments and use of PIXL therapies to plug gaps in all 3 areas  Conferencing – 1:1  Pre- tutoring – small group  Revision guides and work books for Year 6  Small group work 1:1	Some of the children need targeted support to catch up. Pixl a programme which has been independently evaluated and shown to be effective in ours and other schools.  1:1 conferencing provides high quality feedback to children enabling them to identify errors and put them right with minimal support but also to move their learning forward. Research supports this .  Prepares less confident children for lessons enabling them to access the lesson more confidently and with understanding. Raises self esteem for some children  Positive impact last year and good feedback from parents who felt that they were more able to support their children as they had the explanations too.	Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time. Teachers lead on the planning and ensure they have feedback time with staff who are delivering.  Use knowledge of staff who have delivered the therapies previously to identify any potential barriers to good implementation.  Books are brought in to school regularly for teachers to see. Time slots available for parents who have questions on how to support their children	class teachers  Assistant Heads    Year 6 teachers	Dec 18
B. Improved progress for high attaining pupils	Small group sessions in reading and maths for high-attaining pupils with experienced teacher, in addition to standard lessons.	We want to provide extra support to achieve high attainment. Small group interventions with highly qualified staff have been shown to be effective, as discussed in reliable evidence sources such as Visible Learning by John Hattie and the EEF Toolkit.  We want to combine this additional provision with some work around high aspirations	Extra teaching time and preparation time paid for out of PP budget, not sought on a voluntary basis.  Monitoring of data  Teaching assistant (TA) CPD for TAs supporting the sessions.	Assistant Heads	Dec 18

<b>Total budgeted cost</b>	£67000
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**iii. Other approaches**

<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
D. Increased attendance rates	Family Care Manager follows up quickly on absences. First day response provision. Support for parents who are struggling to get children into school – because of the child's behaviour or because of family circumstances	We can't improve attainment for children if they aren't actually attending school. NFER briefing for school leaders identifies addressing attendance as a key step.	Weekly attendance meetings – Exec Head, Family Care Manager and Office Manager Use of EWO Collaboration to ensure new provision and standard school processes work smoothly together.	Family Care Manager	Dec 18
C. Problem behaviour addressed	Identify targeted behaviour interventions for identified pupils run by Pastoral Support worker  Use Family Care Manager to engage with parents before intervention begins.  Develop restorative approaches and focus on positive behaviours.  Steps training  Develop role of Inclusion Worker  Sensory Circuits	The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older pupils.	Ensure identification of target pupils is fair, transparent and properly recorded.  Monitor behaviour but also monitor whether improvements in behaviour translate into improved attainment.	Exec Head Family Care Manager	Dec 18

	<p>Lunchtime club</p> <p>Referrals take place in a timely way</p> <p>Provide support for parents</p> <p>Provide opportunities to develop areas of strength/ new interests eg music to improve self esteem</p>				
<b>Total budgeted cost</b>					£45,000

