



Kensworth Primary Pupil Premium

Strategy Statement

Summary Information 2016-17				
Total number of children	Number of children eligible for PPG	Total PPG budget	Date of most recent review	Date of Interim review
77	18 (23%)	£22,940	April 2016	Provision is discussed at least termly at Pupil Progress meetings
Contextual Information				
<p>Since November 2016 all PPG children have been clearly known by teachers and TAs and additional teaching time specific to their needs has been identified for them. They have all made progress from their starting points.</p> <p>Of the 18 children eligible for PPG there are 6 children with additional Special Education Needs (SEND), therefore 33% of our PPG children have a high level of individual needs.</p>				
<p>Attainment</p> <p>33% of children (6) are working below their phase/age appropriate curriculum; of these 50% (3) are identified SEND</p> <p>In Maths 66% (12) of children are working within the appropriate phase curriculum but below expected attainment at this point in time; 42% (5) of those are close to ARE</p> <p>In Reading (6) 33% of children are working at or above ARE. (4) 22% are working within the appropriate phase and are close to reaching ARE. 4 children (22%) are working below their appropriate age/phase (3 of whom are also SEND).</p> <p>In Writing 72% (13) of children are working within their age appropriate curriculum but below expected attainment at this point in time; 69% (9) of those are close to ARE. 27% (5) of children are working below their age appropriate/phase (3 of whom are also SEND)</p> <p>6% (1) child is working at or above the age related expectations (working at for Maths/working above for Reading and Writing)</p>				
<p>Progress</p> <p>56% (10) are making expected progress from their starting points in Reading</p> <p>50% (9) are making expected progress from their starting points in Writing</p> <p>39% (7) are making expected progress from their starting points in Maths</p> <p>For the children who are not making expected progress from their starting points provision is in place to develop and monitor their progress</p>				
Barriers to future attainment (for children eligible for PPG including high ability children)				
In School barriers				
<ol style="list-style-type: none"> 1. Oral language skills & confidence are lower in KS1 and lower KS2 for some PPG children than other children slowing progress in reading, writing and maths 2. Some children eligible for PP who have not been identified as SEND are making less progress than other pupils 				

3. Some children who are not identified as SEND are attaining less than some of their peers in Reading, Writing and Maths					
External barriers					
4. Some families are hard pressed to fund enrichment activities such as trips and clubs					
5. Some children eligible for PPG/Ever6 are sometimes late to school or have a low attendance rate and this reduces their school hours which may affect learning					
6. Some children who are eligible for PP read less at home and have a lower attainment in reading					
Outcomes					
Desired Outcomes			Success criteria and how they will be measured		
1. Improve oral language skills for children eligible for PPG in KS1 and lower KS2; measured using the National Curriculum, SATs and the Year 1 Phonics assessment			Children eligible for PP make good progress so that by the end of the year pupils eligible for PPG meet age related expectations in the Year 1 Phonics screening check and the end of Key Stage expectations		
2. Continue to improve attainment for children eligible for PPG			Pupils eligible for PP who are not identified as having SEND are making as much progress as their peers evidenced in termly tracking		
3. Continue to provide additional support in order for children with additional SEND who are eligible for PPG to continue to make expected progress			SEND+PPG children will continue to make at least expected progress from starting points evidenced in assessment tracked termly and class based provision maps		
4. Children eligible for PPG will have equal access to enrichment activities evidenced by registers of involvement			All families eligible for PPG will be offered support for enrichment activities Increased self-esteem, confidence and inclusion		
5. Continue to improve attendance for all children			Children who are eligible for PPG and are not heard read at home will be heard more frequently in school during 1:1 tuition. All children eligible for PPG will have at least 90% attendance evidenced in Attendance data and registers		
6. Increased progress in reading for children eligible for PPG who are not heard read at home. This will be measured through the children's progress through the book bands and through teacher assessment.			Children who are eligible for PPG are not heard read at home will be heard more frequently in school during 1:1 tuition thus increasing the progress made in reading.		
Planned Expenditure					
Quality of teaching for all					
Desired	Chosen Action	Rationale	Staff Lead	Cost	Review

Outcomes					
1.	Use of different communication, social skills and language development interventions. Practitioners attended courses to enable delivery	We want to invest some PPG in longer term change for all children	JT,DJ,LL,JC,	£150.00 + allocated time in interventions	July 2017
2.	Use of assessment system to identify gaps in children's learning and development, leading to identified and specific intervention groups to address needs	We want to invest PPG in ensuring that our pupils have a greater number of opportunities for small group work with teachers and highly skilled TAs to focus on specific areas such as spelling, handwriting, basic number skills, phonics and reading. Use of AfL is well documented as having significant impact. Where properly trained through CPD intervention is effective at raising attainment.	Class teachers	Allocated in interventions	July 2017
3.	Additional Teachers and experienced school staff identified to lead smaller group teaching of core areas. This ensures 'quality first' teaching.	Some of the students need targeted support to catch up. This is a methodology which ensures that teaching is provided by experienced teachers and has been recognised as effective practise of teaching and learning. Audit of processes and procedures to evaluate the impact of current practise has identified greater need for implementing targeted programmes by TAs/HLTA rather than 'plugging gaps' where they may not have the necessary knowledge.	Teachers and TAs	Allocated in interventions	July 2017
4.	To ensure that all children are able to attend visits which are linked to the curriculum	This universal benefit is planned to reflect the falling income for vulnerable families.	Office Manager & teachers	Allocated as appropriate	July 2017
5.	Highlight attendance through	Arriving at school regularly 15 minutes late	ED	£100.00	July 2017

	certificates presented termly to children & presentation of silver and gold badges to work towards Time	can result in up to 10 days lost	& Office Manager	£350.00	
6.	Daily readers and/or focussed readers; TA time allocated to reading support + focus children for volunteers	Studies of oral language show positive benefits on learning; including oral language skills and reading comprehension. The EEF toolkit recognises that successful reading approaches using carefully selected activities for pupils will support the children's understanding and comprehension skills	All teachers	Allocated in interventions	July 2017

Targeted Support					
Desired Outcomes	Chosen Action	Rationale	Staff Lead	Cost	Review
1.					
1, 2 and 3	Small group interventions in Phonics, Reading and Maths (Max's Marvellous)	Early interventions for accelerated progress is well documented	Teachers and TAs	See costing sheet	Termly
3.	Whole class and small group intervention and practice of maths skills	Proven improvement in maths outcomes within Learning Community	Teachers	See costing sheet	Termly
2 and 3	Additional 1:2 hours used for embedding and consolidating key skills & vocabulary learnt during lessons	Tutoring of key words and overlearning has been previously successful with children who have language difficulties or are disaffected	Teachers & TAs	See costing sheet	Termly

		skills			