



Kensworth Pupil Premium Strategy Statement

REVIEW August 2018

1. Summary information					
Kensworth Church of					
Academic Year	2017-18	Total PP budget	£19,800	Date of most recent PP Review	August 18
Total number of pupils	74	Number of pupils eligible for PP	18	Date for next internal review of this strategy	New Sept 18

2. Current attainment		
	<i>Pupils eligible for PP (your</i>	<i>Pupils not eligible for PP (national average 2016-17)</i>
% achieving ARE reading, writing & maths	39%	61% (all pupils)
Progress score in reading	44.4	0.33
Progress score in writing	44.4	0.18
Progress score in maths	44.4	0.28



3. Barriers to future attainment (for pupils eligible for PP)		
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)		
A.	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.	
B.	Some children eligible for PP who have need been identified as SEND are making less progress than other pupils - sp & lang	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
C.	Some families are hard pressed to fund enrichment activities such as trips and clubs	
D.	Some children eligible for PPG/Ever6 are sometimes late to school or have a low attendance rate and this reduces their school hours	
E.	Some children who are eligible for PP read less at home and have a lower attainment in reading	
4. Desired outcomes (<i>Desired outcomes and how</i>)		Success
A.	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
B.	Continue to improve attainment & progress for children eligible for PPG, narrow the gap between PPG and Non PPG. HA - PPG ensure good progress	Pupils eligible for PP who are not identified as having SEND are making as much progress as their peers evidenced in termly tracking
C.	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



D.	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
E.	Continue to improve attendance for all children	All children eligible for PPG will have at least 90% attendance evidenced in Attendance data and registers
F.	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 and are not heard read at home will be heard more frequently in school during 1:1 tuition. All children eligible for.

5. Planned expenditure

Academic	2017 - 2018
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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?



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	Pupil progress meeting and Provision Map reviews	JT,DJ,LL, JC,	Termly
2.	Use of assessment system, SPTO 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.	Pupil progress meetings Staff Meetings	Class teachers	Half termly



3.	Additional Teachers and experienced school staff identified to lead smaller group teaching of core areas. This ensures 'quality first' teaching.	Some of the pupils 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	Pupil progress meetings Allocated interventions	Teachers FO, DA, and TAs	Termly
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.	Allocated as appropriate	Office Manager & teachers	



5.	Highlight attendance through certificates presented termly to children & presentation of	Arriving at school regularly 15 minutes late can result in up to 10 days lost	Weekly register checks and termly EWO	GR & Office Manager	Weekly/Termly
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	Allocated interventions	Teachers	Half termly
Total budgeted cost					
ii. Targeted support					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented	Staff lead	When will you review implementation?



1, 2 and 3	Small group interventions in Phonics, Reading and Maths (Max's Marvellous)	Early interventions for accelerated progress is well documented	Regular observations by the HT. Tracking and monitoring sheets are used to measure impact for each intervention.	Teachers and TAs	
3.	Whole class and small group intervention and practice of maths skills	Proven improvement in maths outcomes within Learning Community		Teachers	
2 and 3	Additional 1:2 hours used for embedding and consolidating key skills &	Tutoring of key words and overlearning has been previously successful with children who have		Teachers & TAs	
4.	Continue to fund enrichment activities, trips and clubs	NfER recognises that the most effective schools for supporting disadvantaged children are those who take responsibility for helping all children	School office to track and monitor PP children's individual spends and to ensure that	Teachers and Office Manager	



5.	Attendance data scrutinised half termly, letters home, 100% attendance certificates, 100% badges	If children do not attend school this will impact on their learning. The NfER briefing identifies addressing attendance as a key step	HT to monitor attendance closely, including data drops from the office and SPTO	Office Manager, Headteacher and EWO 28hrs	
6.	1:1 tuition from teachers and support staff will be used to hear the children read and discuss the books supporting the children's oral development.	The EEF toolkit shows that successful reading comprehension approaches using selected activities for pupils according to their reading capabilities help to support the children's understanding and	HT and class teachers closely monitor SPTO reading data and ensure progress is being made. A love of reading is to be	Teachers & TAs	
Total budgeted cost					
6. Review of expenditure 2017 - 18					
Previous Academic Year		2017 - 2018			



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
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<p>1.</p>	<p>Use of different communication, social skills and language development interventions. Practitioners attended courses to enable delivery</p>	<p>Preschool have been trained on Lift off to Language, they can identify and carryout strategies and intervention.</p> <p>6 members of staff were Team Teach trained. This allows for understanding of team teach approach/ethos underpinning intervention strategies.</p> <p>GR attended Elkan Information session which would be a good way to support speech and language intervention in schools (Pooling</p>	<p>Very positive impact last year but require more professional support from SaLT. Due to change in staff (maternity leave) currently only 2 ½ year olds receiving the intervention at the moment as staff members acting as Pre-school lead is not yet trained.</p> <p>Staff acquainted with the ethos and consider approaches with individual children.</p> <p>Elkan – would be excellent resource but cost requires serious consideration.</p>	
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2	Use of assessment system, SPTO to identify gaps in children's learning and development, leading to identified and specific intervention groups to address needs	SPTO is still being embedded with staff, however, staff can see how this will impact on PP pupils in the future and better track specific interventions and gaps to close.	This is a 2 year target and will roll over into 2018 – 2019.	Divide tracker cost by PP chn
3	Additional Teachers and experienced school staff identified to lead smaller group teaching of core areas. This ensures 'quality first' teaching.	The additional staffing accounted for the job share of the yr 3/4 teachers which allowed for a morning of intervention and also a new PP program of Hobbies and Heroes was introduced with great success.	Hobbies and Heroes really engaged and motivated individual children and therefore has continued with selected year 4 children this year. Currently we do not have the capacity to have extra interventions running.	



4	<p>To ensure that all children are able to attend visits which are linked to the curriculum</p>	<p>All children were able to access all visits</p> <p>Reception – Wonderwoods at Totternhoe</p> <p>KS1 – Warwick Cast</p> <p>LKS2 – Verulamium</p> <p>Yr 4 – Dell Farm</p> <p>UKS2 – Woburn Safari</p>	<p>Reception – Wonderwoods at Totternhoe Allowed to meet with peers at another school. Children investigated in the forest.</p> <p>KS1 – Warwick Castle Children were studying Castles and Kings and Queens in topic. Children benefitted from seeing a real castle as many would not have had the opportunity elsewhere.</p> <p>LKS2 – Verulamium They were studying the Romans and had the opportunities to carryout historical enquiries.</p> <p>Yr 4 – Dell Farm Promoted PSHE, residential and meeting of new children. Team work and independence.</p> <p>UKS2 – Woburn Safari</p> <p>End of year SAT’s celebration.</p>	
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5	Highlight attendance through certificates presented termly to children & presentation of	Certificates were awarded although embedding good attendance is still needed. Children enjoyed receiving the awards	To continue this into next years plan, and improve further by adding a class winner and a tea party for those with 100% each term.	
6	Daily readers and/or focussed readers; TA time allocated to reading support +focus children for volunteers	All classes target PP and low achievers for reading and volunteer readers focus on listening to those children first. Whole school had daily targeted readers.	Volunteers having target children continues but daily readers is now just focus readers whom we try to listen to 3x per week due to staff shortages.	

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



1,2,&3	Small group interventions in Phonics, Reading and Maths (Max's Marvellous)	<p>Reception/Preschool and KS1 ran focus phonics groups each day using the TA's to run groups each alongside the teachers.</p> <p>Maths interventions ran throughout the school by each class TA.</p> <p>KS1 ran writing intervention.</p> <p>Whole school did extension sessions for high achievers in maths and writing.</p>	<p>All interventions worked really well, they were thorough and showed effective impact and progress but now are more difficult to carryout due to staff shortages. From having 3 full time TA's and a part time TA we now only have 1 full time HLTA, a TA who is about to leave at Christmas and a nursery nurse across KS1 and Reception PM. These members of staff are also being used for lunch cover, nurture club, RWI and the HLTA covers teachers when they are out and also 2xPPA afternoons, therefore interventions are not as much as they used to be and less consistent.</p>	
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3	Whole class and small group intervention and practice of maths skills	Maths interventions ran throughout the school by each class TA.	All interventions worked really well, they were thorough and showed effective impact and progress but now are more difficult to carryout due to staff shortages. From having 3 full time TA's and a part time TA we now only have 1 full time HLTA, a TA who is about to leave at Christmas and a nursery nurse across KS1 and Reception PM. These members of staff are also being used for lunch cover, nurture club, RWI and the HLTA covers teachers when they are out and also 2xPPA afternoons, therefore interventions are not as much as they used to be and less consistent.	
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<p>2 & 3</p>	<p>Additional 1:2 hours used for embedding and consolidating key skills & vocabulary learnt during lessons</p>	<p>Reception/Preschool and KS1 ran focus phonics groups each day using the TA's to run groups each alongside the teachers.</p> <p>KS1 ran writing intervention.</p> <p>Whole school did extension sessions for high achievers in maths and writing.</p>	<p>All interventions worked really well, they were thorough and showed effective impact and progress but now are more difficult to carryout due to staff shortages. From having 3 full time TA's and a part time TA we now only have 1 full time HLTA, a TA who is about to leave at Christmas and a nursery nurse across KS1 and Reception PM. These members of staff are also being used for lunch cover, nurture club, RWI and the HLTA covers teachers when they are out and also 2xPPA afternoons, therefore interventions are not as much as they used to be and less consistent.</p>	
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4	Continue to fund enrichment activities, trips and clubs	All clubs and visits were funded or part funded to allow equity of provision.	<p>This year we have extended this further and looked at provision.</p> <p>So far we have already ran a 3 day residential part funded by the CYE bursary.</p> <p>We are currently working on organising visitors and trips for the rest of the year to enhance the curriculum and children experiences and opportunities.</p>	
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5	Attendance data scrutinised half termly, letters home, 100% attendance certificates, 100% badges	<p>Data was scrutinised.</p> <p>Attendance letters were sent and also fines issued had an impact.</p> <p>100% attendance certificates and badges issued in celebration CW termly.</p> <p>Regular meetings with EWO, implemented spreadsheet for</p>	These have continued this year so far and OB has brought in attendance teddies each week to encourage the children to be on time and attending school.	
6	1:1 tuition from teachers and support staff will be used to hear the children read and discuss the books supporting the children's oral	<p>All classes target PP and low achievers for reading and volunteer readers focus on listening to those children first.</p> <p>Whole school had daily targeted readers.</p>	Volunteers having target children continues but daily readers is now just focus readers whom we try to listen to 3x per week due to staff shortages.	
iii. Other approaches				



Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for	Lessons learned (and whether you will continue with	Cost

1. Additional detail



In this section you can annex or refer to **additional** information which you have used to support the sections above.

Progress

1 Summary looking at all pupils in your current search group:

Group:	Subjects Combined		Writing			Reading			Mathematics							
PUPILPREMIUM:YES > PUPIL PREMIU... [21 children]	66.7% 6/9	33.3% 3/9	55.6% 10/18		44.4% 8/18		55.6% 5/9		44.4% 4/9		55.6% 5/9		44.4% 4/9			
55.6% 10/18			38.9% 7/18	5.6% 1/18		55.6% 5/9		22.2% 2/9	22.2% 2/9		55.6% 5/9		22.2% 2/9	22.2% 2/9		
5.6% 1/18			50.0% 9/18	38.9% 7/18	0.0% 0/18	5.6% 1/18	22.2% 2/9	33.3% 3/9	22.2% 2/9	11.1% 1/9	11.1% 1/9	11.1% 1/9	44.4% 4/9	22.2% 2/9	11.1% 1/9	11.1% 1/9

Attainment



1 Summary looking at all pupils in your current search group:

Group:	Subjects Combined		Writing			Reading			Mathematics							
	PUPILPREMIUM:YES > PUPIL PREMIU... [21 children]	62.5% 5/8	37.5% 3/8	55.6% 10/18	44.4% 8/18	50.0% 4/8	50.0% 4/8	50.0% 4/8	50.0% 4/8	50.0% 4/8	25.0% 2/8	25.0% 2/8	0.0% 0/8	50.0% 4/8	25.0% 2/8	12.5% 1/8
			55.6% 10/18	38.9% 7/18	5.6% 1/18	50.0% 4/8	25.0% 2/8	25.0% 2/8	50.0% 4/8	25.0% 2/8	25.0% 2/8	0.0% 0/8	50.0% 4/8	25.0% 2/8	12.5% 1/8	
			5.6% 1/18	50.0% 9/18	38.9% 7/18	0.0% 0/18	5.6% 1/18	12.5% 1/8	37.5% 3/8	25.0% 2/8	12.5% 1/8	12.5% 1/8	0.0% 0/8	50.0% 4/8	25.0% 2/8	12.5% 1/8