

# Pupil premium strategy statement: Kingsfield First School



1. Summary information							
School	Kingsfield First School						
Academic Year	2016/17	Total PP budget		£66,820	Date of most recent PP Review		
Total number of pupils	279	Number of pupils eligible for PP	47	Number of pupils eligible for EYPP	6	CLA	2

2. Current attainment Key Stage 1		
	<i>Pupils eligible for PP – NS Primary 2016</i>	<i>Pupils not eligible for PP NS Primary 2016</i>
% of PP pupils who achieved GLD at the end of Reception	64%	74%
% of PP pupils who achieved the Year 1 phonic check	60%	92%
reading attainment score	50%	81%
writing attainment score	50%	68%
maths attainment score	50%	74%
reading progress score	100%	98%
writing progress score	100%	93%
maths progress score	100%	98%
Year 2 Phonic Retakes	73%	97%

1. 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>	PP eligible pupils baseline in Reception Class is significantly lower than their peers.
<b>B.</b>	Many DA pupils are also SEN - eg Y3
<b>C.</b>	Limited number of pupils working above ARE in KS1
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>A</b>	Although improving, attendance is not always seen as a priority- this includes lateness.
<b>B</b>	Many pupils eligible for PP come from homes who do not support learning due to low expectations and aspirations, lack of adult support and limited access to high quality reading materials , ICT resources and extra- curricular activities.
<b>C</b>	
<b>D</b>	

<b>2. Outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Maintain the accelerated rates of progress for eligible pupils in Reception Class	Pupils eligible for PP in Foundation Stage make rapid progress from their very low starting points to meet the Communication and Language and Speaking elements of the Early Learning Goal expectations by the end of their Reception year
<b>B.</b>	Ensure that potential Higher Ability pupils eligible for the grant make accelerated progress leading to increased numbers achieving greater depth	Pupils eligible for PP identified as high ability make at least the same progress as 'other' pupils identified as high ability so that both groups make more progress than pupils in 2016 by the end of Key Stage 1 in maths, reading and writing. greater depth
<b>C.</b>	Ensure that Y1-4 PP boys make as much progress as PP girls and both make more progress than their peers in reading, writing and mathematics	The gap between progress for girls and boys in reading, writing and mathematics is reduced
<b>D.</b>	Increase the rate of attendance for those eligible for the grant	Reduce the % of Persistently Absent pupils who are eligible for the grant so that it matches other groups. Increase the % of families (pupils) eligible for the grant who engage with the school family learning programmes, before and after school clubs.
<b>E.</b>	Improve parental engagement and support for pupils eligible for PP	Increase range of reading materials going home via weekly use of library A range of parental workshops offers support for PP eligible families Numicon, phonics,

3. Planned expenditure					
Academic year	2016/17				
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?
Improve the rate of progress for eligible pupils in Reception Class	Teaching Assistants to ensure smaller numbers of pupils receive targeted teaching A wide range of CPD will ensure quality first teaching across the Phase and support the provision of targeted intervention  Early intervention by holding summer school for new intake pupils	Leadership will ensure that training opportunities and appraisal linked to performance for Teaching Assistants are in place utilising recent EEF reports on how TAs can be effectively used to support progress in early Years through improving quality first teaching by improving CPD opportunities.  Internal progress suggests new pupils take longer to settle into school routines and to adapt to school expectations.	Monitoring of Provision- planning and learning opportunities Support the deployment of all adults CPD- peer observations	EYFS Leader	Feb 2017
Improve attainment at Key Stage 1 ensuring that potential higher and higher ability pupils eligible for the grant who exceeded at the end of Reception convert to working at greater depth.	Appointment of new intervention teacher High quality CPD based on quality first teaching.  Provision of after school booster sessions  Introduction of new higher level text based reading. Review of existing topics	Recent EEF reports on how TAs and additional teachers can be effectively used to support progress  CPD based around editing/redrafting and creative writing.  EEF research suggests the impact of high quality feedback.	Additional training for relevant members of staff. KS1 Teaching and Learning Review termly  In depth analysis of data to select potential high achievers.  Key driver for our School Development Plan (SDP) and incorporates regular reporting mechanisms with Governor involvement.	Associate HT	Feb 2017
Ensure that PP boys make as much progress as PP girls and both make more progress than their peers in reading, writing and mathematics	Improve the opportunities for mathematics CPD including numicon and numicon intervention Increase the opportunities for application of writing and mathematics across the curriculum	Feedback and use of AfL is well documented by EEF as having significant impact. Clear evidence suggests pupils make great gains where maths is presented visually/pictorially before being tackled in a concrete written method  Use of outdoor learning has been proven	High quality CPD and links to staff appraisal Provision of required resources including forest school leader Monitoring and review of provision- every 10 weeks via PPM's	EP AC RB AR	April 2017

	CPD on AfL techniques to further accelerate progress Focussed additional support from TAs and additional teacher. Broaden range of learning opportunities to promote writing eg Forest school. Increase number of boy friendly reading materials	within our school to improve boys motivation and reason to write. Gary Wilson research clear indicates boy friendly materials increasing motivation and willingness to read			
<b>Total budgeted cost</b>					£46160

<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>
Improve attainment at the end of Key stage 1 by ensuring that potential and higher ability pupils eligible for the grant achieve the higher standard in all subjects.	Provide additional small group work/intervention for Highest ability PP eligible pupils	We want to invest PP in ensuring that our pupils have a greater number of opportunities for small group work with teachers to focus on specific areas such as the use of creative language and editing and redrafting skills Feedback and use of AfL is well documented by EEF as having significant impact. TA focus is limited to intervention which, where properly trained through CPD, is effective at raising attainment.	Improved teacher appraisal systems and tracking.  Increased % of children on track and above ARE in end of year assessments will be monitored through pupil progress meetings.  CPD on effective intervention for all adults.	AC EP RB	Feb 2017

Ensure that Y1-4 PP boys make as much progress as PP girls and both make more progress than their peers in reading, writing and maths	Additional Teacher and experienced school staff identified to lead smaller group teaching of core areas. This ensures 'quality first' teaching. Provide a range of personalised online resources to promote additional reading opportunities.  Review the style of teaching to ensure	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 during external reviews 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.	Each classteacher will select best approach to match the need of the children, with first reference to Pupil Premium Children. Effectiveness of teaching, learning and progress will be assessed during termly Teaching and Learning reviews, learning walks and pupil progress meetings. CPD using new intervention programmes	SLT	termly
					£12900
<b>iii. Other Approaches</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>
Increase the rate of attendance for those eligible for the grant.	Employment of additional EWO support Variety of parent workshops and family learning sessions. Daily contact/monitoring	PA and overall attendance is not always as strong as it could be due to environmental factors affecting a child's health and well-being.  EEF research suggests that Family workers in Central London (Lambeth and Southwark) are making significant improvements in attendance by meeting basic needs first (Maslow's hierarchy).	Monitored by Exec HT and Curriculum and standards committee termly Rolling programme of parental engagement activities	EHT	Half termly
Access to educational visits and extra curricular provision for all	To ensure that all children are able to attend the visits by subsidising these and providing enrichment opportunities such as music lessons and additional extended school provision.	This universal benefit is planned to reflect the falling income for vulnerable families as a result of the government's welfare reforms.	Take up of this subsidy will be monitored by the Federation Business manager.	Associate HT	April 17
<b>Total budgeted cost</b>					£7760

# Kingsfield First School

## Pupil Premium Core Offer



All children in our school receive Quality First Teaching which demonstrates assessment for learning and a stimulating curriculum embedded at the heart of all teaching and learning. Disadvantaged children are invited to attend breakfast sports clubs to support attendance, financial help with educational trips, enrichment clubs such as violins or ukuleles. All children are tracked as a group and individually to ensure at least good progress. Progress and attainment is discussed at staff training, pupil progress, performance management, senior leadership data analysis and Governor meetings. Talented children will be invited to aspirational visits and speakers such as visits to meet the players at Crewe Alexandra FC, creative writing workshops with local authors and story tellers, practical sessions with local artists and illustrators. Our school also maximises the links between school within the Biddulph Partnership Trust to promote talents and raise aspirations of these children.

### SEN Support

- Catch up Intervention
- PLP targets and support
- Home-school packs
- Formal Intervention sessions
- Daily readers
- Daily spellers
- Twice weekly reading eggs
- Homework Club

### Lower attaining

- Catch up Intervention (assembly/afternoon)
- Home-school packs
- Daily readers
- Daily spellers
- Additional Intervention sessions
- Twice weekly reading eggs
- Homework Club

### Working at expected level

- Daily reading
- Precision teaching – spellings
- Additional guided group sessions in English & Maths
- Additional higher level reading materials
- Twice weekly Reading Eggs
- Homework Club

### Higher ability

- Precision teaching – spellings
- Additional guided group sessions in English and Maths
- Daily Readers
- Additional Higher level reading materials
- HA links/sessions with James Bateman
- Maths Challenges (Rising Stars)
- Twice weekly Reading Eggs
- Homework Club

