

# Kirkbymoorside Community Primary School - Pupil premium strategy statement

## Academic Year 2018/19

1. Summary information					
School	KIRKBYMOORSIDE PRIMARY SCHOOL				
Academic Year	2018/19	Total PP budget (2017/18)	£48,228	Date of most recent PP Review	June 2108
Total number of pupils	240	Number of pupils eligible for PP	36	Date for next internal review of this strategy	June 2019

2. Current attainment		
End of KS2 results 6 pupils in total	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>
% achieving ARE in reading, writing & maths	75%	63%
% achieving ARE in reading	100%	80%
% achieving ARE in writing	86%	83%
% achieving ARE in maths	75%	71%
Progress scores in Reading and Maths	+3.3	-0.5
Progress score in Reading	+6.1	-0.2
Progress score in Writing	+5.1	+1.2
Progress score in Maths	+0.6	-0.6
3. Barriers to future attainment (for pupils eligible for PP)		
In-school barriers		

<b>A.</b>	Below typical language and communication skills on entry to school inhibit the progress of a large number of eligible pupil premium pupils in all areas of the curriculum. This is often compounded by the lack of parental engagement of some of the pupils premium children's parents in their education.( EG. Children do not experience stories or books read to them at home, or have parental support with their homework)	
<b>B.</b>	The number of pupils who achieve the higher standards at the end of KS1 and KS2 is below the national average.	
<b>C.</b>		
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )		
<b>A</b>	Parental engagement and lack of financial resources to provide children with broad opportunity and life experiences.	
<b>B</b>	Poor social/ emotional skills- a number of the pupil premium children are identified ( through Thrive assessment) as having emotional issues.	
<b>C</b>	Well being- barriers to pupils interest and engagement in class , often social and emotional, supported in school through Thrive	
<b>4. Desired outcomes</b> ( <i>Desired outcomes and how they will be measured</i> )		
<b>A.</b>	As a result of high quality teaching and learning and assessment pupils will achieve good levels of attainment in all areas with outcomes in line with or better than national expectations.	<b>Success criteria</b> PP pupils achieve in line with their peers
<b>B.</b>	A higher proportion of pupils will achieve the 'higher standard' in national tests at the end of KS2.	Pupil premium children achieve the higher grades at the end of KS2.

<b>C.</b>	In Reception class, children develop language skills and develop reading and writing skills in line with their non pp eligible peers.	Pupils eligible for PP make rapid progress, resulting in more pupils achieving GLD
<b>D.</b>	In all year groups where differences in attainment exist, PP pupils make progress that is more rapid than their peers as a result of quality first teaching and targeted intervention.	Increase in standardised scores for PP children is greater than the non eligible PP children.
<b>E.</b>	Build, resilience confidence and the ability to tackle new circumstances	Metacognition teaching approaches are adopted across the school .PP pupils across the school have the skills and knowledge enabling them to access the curriculum, meeting new challenges / test situations with confidence.

6. Planned expenditure					
Academic year	2018/19				
Quality of teaching for all					
As a result of high quality teaching, learning and assessment ( QFT) PP eligible pupils make progress above the national average in all subjects					
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-Pupils will achieve good levels of attainment in all areas with outcomes in line with or better than national expectations.	Ensure that teaching in all subjects is of the highest quality and ensure PP pupils make appropriate progress as a result of QFT	Lesson observations indicate that the vast majority of lessons are at least good. As teaching improves so too does the attainment and progress.  <i>DFE Report: Supporting the attainment of disadvantaged pupils: articulating success and good practice . Nov 2015</i>	Impact of CPD in lesson observations, book scrutiny, analysis of progress data in pupil progress meetings.	GS	Throughout the year.  Data collection points Autumn, Spring and Summer

	Reduce class sizes.	<p>Smaller class sizes:</p> <p>EYFS X2 KS1 X2 KS2 X4</p> <p>Research indicates that pupils can perform better in smaller groups. Pupils will be taught in as small a class sized group as possible. Supported by additional support staff who can deliver individual support to groups and individuals.</p> <p><i>EEF Toolkit- suggests 8 months gain where pupils are provided with timely and skilled support.</i></p>	SLT to ensure that the class structure is 'best fit' for the number of pupils in each cohort – ensuring classes are kept as small as is possible.	GH GS YT	
B- A higher proportion of pupils will achieve the 'higher standard' in national tests at the end of KS2.	Implement a new scheme of learning for maths (Power Maths). Review the curriculum coverage in English and Maths	Over the last three years the school has not achieved the expected number of pupils achieving the higher standard despite these pupils achieving well at the end of KS1	Federation Focus Fortnight focus for the year.	GH GS Fed. leads	After each FFF.
C- Increase the % of Early years PP pupils achieving GLD	In September 2018, the Nursery and Reception	The number of pupils achieving GLD (.72% of children achieved GLD in 2018), however we feel that this will allow staff to deliver a more focused lesson structure to the Reception aged pupils.	Lesson observation, book scrutiny,	GH GS YT	Termly.

	classes have been separated into individual year groups	Bold Beginnings – DFE <i>EEF Toolkit- Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of four months gain</i>	parental views.		
D- Improve oral language skills for pupils with PP	Purchase Language Link ( Speech and Language assessment tool)	All EYFS / KS1 pupils were assessed using Language link (Summer term 2018) Individual programmes are now in place to support the children who scored the lowest .	Re testing pupils after programme	GH GS VC	End of each session of intervention.
E -Build ,resilience confidence and the ability to tackle new circumstances	Metacognition teaching and learning approaches are adopted across the whole school	Metacognition teaching methods are shown by the EEF to be a very effective method of improving outcomes for children.	STA Results analysis Staff feedback Pupil attitudes ( Pupil voice)	GS	Termly as part of the pupil progress meetings
<b>Total budgeted cost</b>					£29,000
<b>ii. Targeted support</b>					
<b>i In all year groups where gaps in learning exist PP pupils make progress that is more rapid than their peers as a result of quality first teaching and targeted intervention.</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>

						<b>/ Approximate cost.</b>
B. Pupils will achieve good levels of attainment in all areas with outcomes in line with or better than national expectations	Children need to keep up, not catch up. Pre teaching and post teaching in Year 6 in English and Math- delivered by HLTA- to ensure PP children make rapid progress in meeting the expected standards	By increasing capacity within school we are able to deliver more 1:1 and small group work.  Use of assessment and follow up tailored intervention is a mastery approach to teaching.  <i>EEF Toolkit indicates pupils who access 1:1 teaching make accelerated progress</i>	Review of termly data  Monitoring of pupils' work and pupil interviews to assess impact.	GH GS AA YT	Termly review  Pupil progress meetings	
D. A higher proportion of pupils will achieve the 'higher standard' in national tests at the end of KS2.	Power Maths	Power Maths is a new maths scheme which has been written specifically with the new national curriculum requirement embedded in its core.  This is a mastery approach to teaching, which is well researched .	Weekly learning walks Book scrutiny  Analysis of pupil results	GS		
	Focus Education English	This scheme puts reading at the heart of the curriculum, enabling staff to deliver a broad and creative curriculum based around literature.	Weekly learning walks Book scrutiny  Analysis of pupil results	RK GS		

	Talk 4 Writing	Programme which focusses on pupils having the spoken vocabulary which can then be used to improve their writing skills	Weekly learning walks Book scrutiny  Analysis of pupil results	RK GS	
E Improve oral language skills for pupils with PP	Language Link	EEF Tool Kit – oral language interventions emphasise the importance of spoken language and verbal interaction. On average pupils who participate in language intervention make	Pre and post testing.	KH VC	Half termly monitoring Assessments repeated
F Resilience, confidence and having strategies to deal with the unknown	CPD on Mind set	Research indicates that metacognition is a successful approach to improving attainment across all pupil groups	Staff training events delivered by well qualified staff. Staff meetings to deliver training  Learning walks/ book scrutiny/ pupil discussions	GS	
<b>Total budgeted cost</b>					£15,725
<b>i iii Wellbeing and Pastoral support</b>					

<b>To promote and support a network for our most vulnerable learners.</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>
Social Development	Funded Music Tuition	Evidence from previous years indicate that pupils make good progress and allows pupils to access a resource that many parents were unable to fund.	Through internal tracking, we will ensure the pupils who would like to access lessons have the opportunity to do so.	AA	£1000
Improve oral communication	Speech Therapy-Mable Therapy	School has been part of a research project looking at 'online' speech therapy. This will ensure the therapy can continue.	Monitor progress through tracking alongside – Leeds University	KH	£1000
Access to outdoor learning	Bursaries for Residential Trips	This substantial contribution to the cost of the residential visits enables pupils to access these visits. Outdoor learning contributes to a child's well being and self esteem.		GS	£1500
<b>Total budgeted cost</b>					<b>£3,500</b>
<b>Total Pupil Premium Budget cost</b>					<b>£48,228</b>

