

## Pupil premium strategy statement:

1. Summary information					
<b>School</b>	Kingsham Primary School				
<b>Academic Year</b>	2018/19	<b>Total PP budget</b>	£120980	<b>Date of most recent PP Review</b>	n/a
<b>Total number of pupils</b>	262	<b>Number of pupils eligible for PP</b>	86	<b>Date for next internal review of this strategy</b>	September 2019

## 2. Current Attainment

### 2018 Pupil Outcomes

#### Statutory assessments

(ARE Age related expectation, GD Greater depth)

Key Stage 2 Y6			Disadvantaged pupils (school)	Disadvantaged not new in Y6	All pupils (school)	National
	<b>Reading</b>	<b>ARE</b>	50%	56%	62%	75%
		<b>GD</b>	0%	0%	10%	24%
	<b>Writing</b>	<b>ARE</b>	65%	67%	60%	78%
		<b>GD</b>	0%	0%	0%	18%
	<b>Maths</b>	<b>ARE</b>	35%	40%	43%	76%
		<b>GD</b>	0%	0%	8%	22%
	<b>Reading, writing, maths combined</b>	<b>ARE</b>	30%	43%	38%	64%
		<b>GD</b>	0%	0%	0%	9%
<b>Progress in KS2</b>	<b>Reading</b>		-1.95	-1.35	-1.71	
	<b>Writing</b>		-2.84	-1.96	-3.14	
	<b>Maths</b>		-2.85	-2.52	-3.49	

<b>Average scaled scores</b>	<b>Reading</b>		99	100	101	105
	<b>GPS</b>		99	99	99	106
	<b>Maths</b>		98	99	98	104
<b>Key Stage 1 Y2</b>				<b>Disadvantaged not new in Y2</b>		<b>National 2017</b>
	<b>Reading</b>	<b>ARE</b>	60%	75%	72%	76%
		<b>GD</b>	20%	25%	24%	24%
	<b>Writing</b>	<b>ARE</b>	50%	63%	66%	68%
		<b>GD</b>	0%	0%	10%	13%
	<b>Maths</b>	<b>ARE</b>	60%	63%	72%	75%
		<b>GD</b>	20%	13%	28%	18%
	<b>Reading, writing, maths combined</b>	<b>ARE</b>	50%	63%	59%	64%
		<b>GD</b>			10%	

### 3. Barriers to future attainment (for pupils eligible for PP, including high ability)

#### In-school barriers *(issues to be addressed in school, such as poor oral language skills)*

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|-----------|---|
| <b>A.</b> | Lower attainment on entry and low prior attainment for some of these pupils |
| <b>B.</b> | Social and emotional needs  |
| <b>C.</b> | Poor language skills of some PP children                                    |

#### External barriers *(issues which also require action outside school, such as low attendance rates)*

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|-----------|--|
| <b>D.</b> | Attendance for this group is below the national and below that of all pupils overall in the school |
| <b>E.</b> | Less support with English and maths for these pupils beyond school                                 |
| <b>F.</b> | Some parents have had negative experiences of school and do not engage with the school             |

<b>4. Desired outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Children achieve well and make good progress from their starting points so that they attain ARE or GD in line with all other pupils nationally	More PP children achieve GD Increased achievement in line with national for all pupils PP achieve in line with national from their starting points Diminishing difference in Y1 and Y2 phonics
<b>B.</b>	Children develop resilience, are aspirational, have good learning behaviours and are able to access school fully	Behaviour statistics for this group are in line with all or gaps are diminishing Children have positive attitudes to learning and are able to cope with challenge Children retain more friendships Children have less fall-outs Children need less support in class time to resolve social / emotional issues Impact in Boxall profile scores and Curtis scales Impact on SEAL Access opportunities in line with all
<b>C.</b>	Children regularly access good models and develop a knowledge and use of standard spoken language	PP children make better progress in reading so that their writing is influenced by this Vocabulary teaching has a high profile PP children can achieve well in spelling Children enjoy reading and can talk enthusiastically about a book they are enjoying Children develop an understanding of and can use standard English PP children achieve in line with non-PP children.
<b>D.</b>	The attendance of PP children improves and is in line with national and that of all other pupils	Reduce the number of persistent absentees among pupils eligible for PP Increase attendance for the PP group Attendance for the children is in line with national at 96%
<b>E.</b>	Increased access to reading and maths beyond the school Increased support for reading, writing and maths in school	PP children access online learning resources from home – Bug club, Mathletics Increased fluency PP children targeted for additional support and intervention Basic skills have high priority in the school
<b>F.</b>	Increased parental engagement with the school to support learning.	Parents of PP children attend school events linked to learning

5.	6. Planned expenditure					
Academic year	2018/19		£42500			
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.	ii. Quality of teaching for all		Planned expenditure in this area totals £			
Desired outcome	Chosen action / approach	Expected cost	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Children achieve well and make good progress from their starting points so that they attain ARE or GD in line with all other pupils	Ensuring quality first teaching for all pupils in English and maths and ensuring teaching is at least good across all subjects - set out in J2E Visit schools with similar contexts to support test preparation and ensure pupils perform to their best in test situations. Additional teaching Y6 ams	£22000	This is a whole school priority in the J2E.	Review and evaluation as set out in the J2E 2018-19	HT and SLs for E and M	Termly at ILGB
Children develop resilience and are able to access school fully	Whole school priority in J2E. Tailor PSHE curriculum to focus on identified areas of need. Implement a Restorative Practice approach through Teach Peace. Continue to implement CROWN learning values and reward systems to promote positive attitudes to learning.	£1000	CROWN learning values have had a marked impact on developing positive attitudes to learning, particularly in KS2. Restorative Practice will have a positive impact on helping children to resolve differences and give pupils strategies for dealing with differences. PSHE lessons will be targeted at areas that have been identified for improvement.	Training for staff and children. Whole school approach through implementing Teach Peace. Regular review. Analysis of behaviour statistics.	PSHE SL AHT KS2	Termly at ILGB ss set out in J2E.

Children regularly access good models and develop a knowledge and use of standard spoken language	Daily opportunity in EYFS and Y1 at snack time. Staff promote and model high standards. Good communication is supported in a consistent way across the school. Staff training. Interventions – group and individuals. Quality class texts being read daily. Staff model standard English. A focus on vocabulary.	£2500	This is a common area of need for pupils with SEND. This is an area where some children have low attainment on entry. Poor standard spoken English is a barrier to pupils doing well in writing.	High quality training including from outside agencies. Training is followed up.	ESL and SENCO	
The attendance of PP children improves and is in line with national and that of all other pupils	Whole school actions set out in Priority 4 of the J2E plan	£1000	Attendance for this group is lower than the average for the school and is below the national average. Poor attendance will impact on achievement and may also impact on friendships and confidence to approach challenges.	Whole school priority. Regular monitoring by SLT and governors against milestones and success criteria in J2E.	HT and SBM	Termly evaluation by ILGB at full board meetings
Increased access to reading and maths beyond the school Increased support for reading, writing and maths in school	Revise KS2 home reading and implement Accelerated Reader. Target intervention and deployment of TAs to support English, maths and interventions. Implement Bug Club for phonics KS1. Continue to use Mathletics to Improve fluency. Raise profile with display boards.	£15000	Mathletics is well used and is now incorporated into home learning in maths. Current systems do not engage all pupils in reading at home. Children in EYFS and KS1 will be motivated to read Bug Club e- books at home. In KS2 Accelerated reader will increase reading in school and	Monitor impact of other adults in lesson observations. Monitor use by pupils. Evaluate impact on reading and maths outcomes.	E and M SLs KS1 AHT	Termly review of TA timetables and interventions linked to pupil progress meetings. Review at end of year to inform strategy for 2019-20.
Increased parental engagement with the school to support learning	Regular stay and learn and class sharing assemblies. Information to support learning available in range of formats – Tapestry, Fabulous Friday, newsletters. Introduce Marvellous Me to communicate with parents in KS2. Ensure parents attend parents evening. Develop a parent support adviser role.	£1000	Parents of these pupils may not attend traditional parent evenings or formal information meetings. They may be more likely to come to informal regular sessions alongside their children. A focus on learning in these sessions is proving successful and will continue. Tapestry works well in EYFS and KS1 and Marvellous Me will provide a	KS2 staff made aware of Tapestry and how it works. Implement Marvellous Me in KS2 with training for all staff. Monitor use by staff and parents and review use regularly with staff. Develop use to support learning.	KS2 AHT	Monitor attendance at Stay and Learn and Come and Learn. Monitor use of Marvellous Me and ask for parent feedback at the end of the year.

iii.	iv. Targeted support		£78480			
Desired outcome	Chosen action/approach	Expected cost	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>Children achieve well and make good progress from their starting points so that they attain GLD, ARE or GD in line with all other pupils</p>	<p>Increased adult led intervention for targeted pupils in EYFS, Y1 and Y2. Intervention in English and maths to support children identified as at risk of underachieving. TAs and AHTs deployed to support this. Timetable ensures access to QFT. PP children are known to all staff and are high priority</p>	<p>£30480</p>	<p>These pupils are identified at pupil progress meetings and these meetings are used to plan interventions and other actions. Evidence of impact of interventions.</p>	<p>Monitor the impact of interventions on pupil progress and attainment</p>	<p>HT and AHTs</p>	<p>Termly data analysis and termly pupil progress meetings.</p>
<p>Children develop resilience and are able to access school fully</p>	<p>Learning mentor and other adult support for identified pupils Nurture Group provision Lunch club and break time provision Financial support for trips and clubs Early Help plans and working with outside agencies including mental health and behaviour support Additional support for transition. Training for staff Mental Health First Aid for pupils Time out and intervention space</p>	<p>£30000</p>	<p>Some pupils have social and emotional barriers to learning. Some pupils are mobile pupils and there is a need to support transition into the school, within the school and when pupils leave. Some pupils present with challenging behaviour and staff need to be trained to deal with this and have time and space to support these pupils. Outside agencies support access to further support and expertise.</p>	<p>Tailored to the needs of individuals. Regular review of provision and pupils and prioritisation and adjustments when necessary.</p>	<p>SENCo HT</p>	<p>Termly</p>

Children regularly access good models and develop a knowledge and use of standard spoken language	Children work and play alongside good role models. Interventions – Language programme in EYFS and speech and language interventions in KS1 and KS2.	£1000	Children will benefit from regular opportunities to play alongside children with good levels of language development. Some children need additional support for speech and language which is best provided through group or individual programmes.	EYFS lead / SENCo to monitor.		At pupil progress meetings and passport reviews
The attendance of PP children improves and is in line with national and that of all other pupils	Invite children to attend a breakfast club so that they are in school on time and have a calm and positive start to the day. Staff training. Provide transport to school where this is a particular barrier. Learning mentor and other adults to visit homes if persistent absence not being addressed. Working with individual parents to address.	£5000	Some of these pupils are regularly late. A few pupils arrive without having had breakfast. The beginning of the school day is a challenging time for some pupils. Some pupils have additional barriers to getting to school, including travel, and need support with this. These barriers may be unique to individual pupils and require unique solutions.	Implementation will be led by member of SLT and an identified member of staff to run daily. Feedback from parents, staff and pupils.	HT, LM BM	Weekly review of attendance and persistent absentees
Increased access to reading and maths beyond the school Increased support for reading, writing and maths in school	PP children are target pupils for volunteer readers in school. Accelerated reader to increase the time these pupils spend reading Homework clubs. 1-1 parents sessions with the teacher to support reading, writing and maths. Mathletics club.	£2000	Children may not read regularly at home or have access to books or to ICT at home. Parents may be unsure of how to support their child at home. Children may not have an opportunity or support to do their homework. These sessions have been particularly successful in KS1.	Training session for volunteer readers. SLs will monitor. SLT drop ins to homework club and support for staff. Monitor use by PP pupils of Accelerated Reader and Mathletics.	E and M SL	Disadvantaged pupil outcomes monitored – termly date and pupil progress meetings

Increased parental engagement with the school to support learning	Structured conversations with parents of some PP pupils to address specific and tailored actions through individual plans Early help plans working with other agencies Learning mentor to provide support and guidance to parents.	£10000	Some of these pupils and families have specific and unique barriers that can best be addressed on an individual basis. These meetings will help to identify how these pupils and families may be supported. Other agencies can provide support and advice that extends beyond the school.	Training for staff. Communication between class teachers and learning mentor.	HT LM	Termly meetings to review Early Help plans
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## 6. Review of expenditure

Previous Academic Year		2017-18 Total income £99000			
i.	ii. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost	
Children achieve well and make good progress from their starting points so that they attain ARE or GD in line with all other pupils	Improving the quality of teaching in English and maths - set out in J2E	<p>Across the school overall PP attainment is not yet in line with that of other pupils. The difference is 8% at ARE in reading and writing and 12% in maths. At GD the difference is 12% in reading and writing but only 3% in maths. Overall outcomes are improving but are below national.</p> <p>In reading the difference is diminishing in Years 6, 3 and 1. In maths the gap is closing in Years 6, 3 and 2.</p> <p>Pupil premium pupils made at least expected progress in reading and in maths in all year groups except Year 1. Other pupils made at least expected progress in maths in all year groups and in reading in all year groups except Year 1.</p> <p>The pupil premium group has an ASS progress score in line with or above other pupils, indicating equivalent or accelerated progress compared to other pupils, in reading in Years 6, 5 and 3 and in maths in Years 6, 3 and 2. Progress for pupil premium children in writing is broadly expected in line with peers. The best in year progress in writing is in Y4, Y5 and Y6. In Y5 and Y6 there were more pupil premium children making better than expected progress when compared to their peers.</p>	<ul style="list-style-type: none"> <li>Pupil outcomes are impacted by pupil mobility. Data analysis needs to take impact of new joiners and leavers into account.</li> <li>Phonics outcomes are an area for improvement for PP pupils</li> </ul>	<b>£3000</b>	
Children develop resilience and are able to access school fully and are consistently ready to learn	PSHE – implement new curriculum for PSHE Learning mentor support Develop whole school individual rewards linked	Behaviour statistics show improving behaviour across the school—there are fewer incidents, involving fewer children. PP pupils are still more likely to be involved in incidents but statistics for this group show improvement too.	<ul style="list-style-type: none"> <li>Some pupils underperform in tests and lack resilience when faced with tests.</li> </ul>	<b>£13626</b>	



	to learning values and positive attitudes to learning Provide equipment at breaktimes			<ul style="list-style-type: none"> <li>There is a need for an IT solution to support the analysis and reporting of behaviour statistics so that this is manageable.</li> </ul>	
Children regularly access good models and develop a knowledge and use of standard spoken language	Daily opportunity in EYFS and Y1 at snack time. Staff promote and model high standards. Good communication is supported in a consistent way across the school. Staff training from speech and language team. High quality class texts being read daily. Staff model standard English. A focus on vocabulary.	Outcomes in reading and writing are improving but their remains more work to be done. Phonics outcomes		<ul style="list-style-type: none"> <li>There needs to be a continued focus on vocabulary.</li> <li>An area for development is phonics outcomes in EYFS and KS1 for PP pupils</li> </ul>	<b>£7695</b>
The attendance of PP children improves and is in line with national and that of all other pupils	Whole school actions set out in Priority 2 of the J2E plan	Attendance for all pupils remains below national. Persistent absence levels are improved but are still above national.		<b>£500</b>	
Increased access to reading and maths beyond the school Increased support for reading, writing and maths in school	Revise KS2 home reading. Target intervention and deployment of TAs to support. Implement Bug Club and Mathletics to encourage regular home reading and maths. Improve fluency.	Children are able to access Mathletics from home and this is part of the home learning policy. Fluency is improving but there is still room for improvement. TA support in majority of English and maths lessons. Intervention increasingly	<ul style="list-style-type: none"> <li>To enable all children to access Mathletics the school needs to provide opportunities to access computers during the school day.</li> <li>Strategic planning for interventions with TAs timetabled at all times removes the capacity to respond to issues without having a negative impact on intervention</li> <li>There is a need to further develop the culture of reading in Upper KS2 so that all pupil premium KS2 pupils read regularly.</li> </ul>	<b>£4808</b>	

		planned across classes. Intervention is planned and evaluated at pupil progress meetings.		
Increased parental engagement with the school to support learning	Regular stay and learn and class sharing assemblies. Information to support learning available in range of formats – Tapestry, Fabulous Friday, newsletters. Ensure parents attend parents evening	Come and learn sessions are now established in KS2 every two weeks and are being attended by an increasing number of parents, including parents of PP pupils. Staff		<b>£260</b>
<b>iii.</b>	<b>iv. Targeted support</b>			
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Children achieve well and make good progress from their starting points so that they attain ARE or GD in line with all other pupils	Increased adult led intervention for targeted pupils in EYFS. Intervention support in English and maths to support children who have been identified as at risk of underachieving or falling behind. TAs and AHTs deployed to support this. Timetable to ensure maximum access to QFT. PP children are known to all staff and are high priority	See above	<ul style="list-style-type: none"> <li>• Pupil mobility is high. Systems need to be in place to quickly assess and plan for new pupils to ensure they make rapid progress</li> <li>•</li> </ul>	<b>£44951</b>

<p>Children develop resilience and are able to access school fully and are consistently ready to learn</p>	<p>Learning mentor support for identified pupils Nurture Group provision for up to 6 pupils each term Pupils invited to attend a lunch club Conferencing about Financial support for trips and clubs so that all are able to access fully</p>	<p>Behaviour statistics show improving behaviour for PP pupils in line with the improvements for all pupils. However PP are still more likely to be involved in incidents. There remains a need to diminish the difference between PP pupils and all pupils.</p>	<ul style="list-style-type: none"> <li>To run effectively lunch club requires two members of staff daily. Lunch club is a successful strategy that could be further extended to break times.</li> <li>A dedicated space for Nurture provision is essential.</li> <li>Further flexible learning mentor support time would be beneficial</li> </ul>	<p><b>£22427.25</b></p>
<p>Children regularly access good models and develop a knowledge and use of standard spoken language</p>	<p>Children work and play alongside good role models Interventions – Language programme in EYFS and speech and language interventions in KS1 and KS2.</p>	<p>See above</p>		<p><b>£0</b></p>
<p>The attendance of PP children improves and is in line with national and that of all other pupils</p>	<p>Invite children to attend a breakfast club so that they are in school on time and have a calm and positive start to the day.</p>	<p>There are examples of individuals with improved attendance but attendance of PP pupils overall remains below that of other pupils. It is below national. FSM are one of the groups with the lowest attendance.</p>	<ul style="list-style-type: none"> <li>Some pupils have very specific barriers such as individual transport needs. The school needs to support these if attendance is to improve. This was an effective strategy in improving attendance.</li> </ul>	<p><b>£4173.20</b></p>
<p>Increased access to reading and maths beyond the school Increased support for reading, writing and maths in school</p>	<p>PP children are target pupils for volunteer readers and regular reading in school. Parents invited to work alongside their children at a homework club. Short 1-1 parents sessions with the</p>	<p>Homework club is supporting PP children in KS2 to complete homework. PP children are being supported to read more in school. 1-1 approach with</p>		<p><b>£500</b></p>

	teacher to support reading, writing and maths.	parents has been successful in KS1 and EYFS.		
Increased parental engagement with the school to support learning	Structured conversations with parents of some PP pupils to address specific and tailored actions through an individual action plan Early help plans working with other agencies	The school is working with an increasing number of parents including through Early Help plans and regular Team around the Family meetings.		£0

## 7. Additional detail

### **Total spend for 17-18 = £101940.45**

The use of pupil premium funding is carefully planned. However to be most effective funding will also be used in a way that is responsive to the changing needs and circumstances of individual pupils. These needs may change across the year and due to a high level of pupil mobility new pupils may arrive with other barriers to learning. This flexibility has proven to be effective in 2017-18 and will continue in 2018-19.