

Background

In 2011 -2012 the government introduced the Pupil Premium Grant. This is a sum of money intended to support the most vulnerable children in our schools and it is calculated on the basis of the number of children eligible for Free School Meals (FSM), Children Looked After and the number of children with parents serving in the Armed Forces. In 2012-13 the funding was extended to include all children who had been eligible for free school meals at any point in the last six years. The sum of money allocated per pupil has increased year on year.

Historically the above groups of children have, on average, made slower progress and achieved less well academically than their peers.

At Kimpton Primary School the number of pupils in receipt of FSM is small, however, whilst this funding remains available we would urge all parents/carers who may be eligible for FSM (including those receiving Universal Free School Meals) to take up their entitlement.

For Foundation Stage please visit <http://www.hertsdirect.org/eyp> and for Years 1 to 6 please visit www.hertsdirect.org/freeschoolmeals, or alternatively, the school meal page of our website (from the parent tab) for further details. If you require assistance with a FSM application please call the customer service centre on 0300 123 4048 (8am-8pm Monday to Friday, 9am-4pm Saturday), or the school office will be happy to help you.

Summary information

School:	Kimpton Primary School		
Academic Year:	2016/17	Total PP budget:	£25,080 (without N PP)
Total number of pupils:	199 (including 27 Nursery)	Number of pupils eligible for PP:	20
Date of most recent PP Review:	September 2016	Date for next internal review of this strategy:	July 2017

2. Current Attainment

KS2 2016 Data	Pupils eligible for PP (Kimpton)	Pupils not eligible for PP (National average)
There were 3 PPG children (3 boys)		
% achieving the expected standard or above in reading, writing and mathematics	0%	53%
% achieving expected standard in reading	33%	66%
% achieving expected standard in writing	0%	74%
% achieving expected standard in Maths	33%	70%
Average scaled score progress in reading, writing and mathematics from Key stage 1	Reading: -1.68 Writing: -7.72 Mathematics: -4.36	
Average scaled score in reading and maths	Reading: 100.7 Mathematics: 97	Reading 102.6 Maths 103.3
% achieving a high level of attainment in reading, writing and mathematics	0%	5%

Barriers to future attainment (for pupils eligible for PP)

In-School Barriers

A.	Progress and attainment at KS2 for PPG pupils is below that of non-PPG pupils in writing and maths.
B.	Phonics progress and attainment in EYFS and KS1 is lower for PPG pupils and this affects their reading ability in KS1 and into KS2.
C.	High ability pupils who are eligible for PPG are making less progress than other high ability pupils across KS1. This prevents sustained high achievement in KS2.
External Barriers	
D.	Attendance – a majority of our PPG pupils have a low attendance figure, affecting their progress and attainment, as gaps are evident in their knowledge and understanding.

Desired Outcomes		Success Criteria
A	By the end of KS1 and KS2 the gap in progress and attainment between PPG and Non PPG children in Reading, Writing and Maths will be reduced.	<ul style="list-style-type: none"> • High quality teaching observed across the school • Rigorous analysis of data and gap analysis • Effective interventions in place • Smaller differentiated RWI groups • 1:1 RWI intervention • 1:1 maths intervention • Evaluation of interventions show expected+ progress being made
B	PPG pupils to make accelerated rates of progress in phonics	<ul style="list-style-type: none"> • PPG pupils to make accelerated progress to diminish the differences between them and non-PPG children • PPG pupils to pass phonics screening at end of Year 1
C	Higher rates of progress across KS2 for high attaining pupils eligible for PPG.	<ul style="list-style-type: none"> • High attaining PPG pupils at the end of KS1 will continue to make good progress each year
D	Increased attendance rates of our PPG pupils so that they are inline with non-PPG pupils	<ul style="list-style-type: none"> • PPG attendance to be above 90% • PPG children who are persistent absentees to be monitored • SLT to share attendance figures with whole school especially of children who are below 90% • Overall PPG attendance improves from 87% to 96% in line with 'other' pupils.

Planned Expenditure					
Academic Year	2016-2017				
1. 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?
To strive to ensure that Pupil Premium children are a focus across the school with a view to reducing the gap	SLT and SENCo to lead Pupil Premium across the school, identifying strategies and supporting staff in adopting these strategies for their Pupil Premium children.	To maintain a clear focus on our Pupil Premium children, ensuring that we adopt successful proven strategies which promote greater progress from these children.	All monitoring will include a PPG child. Pupil Progress Meetings will always focus a section on our disadvantaged pupils.	SLT SENCo	Ongoing
To develop high quality teaching across the school	All staff have an identified phase leader with direct coaching from SLT where needed. CPD opportunities are provided for all staff in all relevant subjects. Performance Management targets are linked to Pupil Premium children.	Where teaching is consistently good or better, children make better progress. Improved practice leads to improved outcomes. Professional development will be focussed on improving pupil outcomes and supporting key school priority areas.	SLT will lead their team in a shared vision of good quality teaching which promotes pupil progress. We will identify staff development needs and support staff in developing their teaching skills through team teaching, planning and staff meetings.	SLT	Termly
To ensure that pupils make at least expected progress over the year	Differentiated marking and feedback to challenge higher attaining children. Teaching staff and teaching assistants are continually accurately assessing pupil's next steps and providing verbal feedback during lessons and	Pupils who interact with targeted feedback and goals for development show greater progress over time. Targeted intervention for underperforming groups embeds learning.	SLT lead to monitor books to ensure that effective marking and feedback is taking place. Staff training to be carried out if needed. Pupil progress meetings carried out each term by the SENCO, PP coordinator	SLT	Termly

	<p>providing feedback in marking to move pupil forward. Pupils are aware of their targets in learning.</p> <p>Data tracking and gap analysis (PPMs) to inform intervention and support timetable</p>		<p>and class teacher to analyse progress and identify any children who are a concern. Procedures then put in place to promote progress.</p>		
<p>To improve pupils' attitude towards learning with a focus on learning to learn</p>	<p>Growth mindset training and resources</p>	<p>To focus on teaching children how to learn and to be more aware of their attainment and how they can make progress within their learning. Meta-cognition and self-regulation strategies are proven to increase children's progress.</p>	<p>SLT and Curriculum Coordinator will carry out staff training and lead by example within their classrooms.</p>	SLT	Ongoing

Total budgeted cost: £3500

2. Targeted Support

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?
<p>To lead short and measurable intervention programmes to raise attainment in reading, writing and maths</p>	<p>Small targeted group tuition informed by previous end of year data Identify booster groups needed - looking at pushing Expected standard to Greater Depth as well as Working towards to Expected standard</p>	<p>To address individual pupils' key barriers to learning ensuring that they make expected progress over the year.</p>	<p>SLT will support teaching assistants and lead interventions to ensure that staff are trained well to carry out effective interventions. Assessment procedures will be put in place to measure impact.</p>	SLT	Termly
<p>To target underperforming PPG</p>	<p>1:1 intervention programme carried out by</p>	<p>To address individual pupils' key barriers to</p>	<p>Teachers to communicate with support</p>	SENCO Class teachers	Termly

children to ensure expected progress made	support staff which is managed by the class teacher	learning ensuring that they make expected progress over the year.	staff who are carrying out the intervention to ensure that clear measurable targets are given and that the intervention is structured to embed learning which supports the pupils within the classroom.		
To increase the percentage of PPG children achieving the pass score in the phonics screening check	Read, Write, Inc. Phonics support Read, Write, Inc. leading teacher	To ensure that we achieve the Herts target of 70% of children passing the phonics test. Give pupils early English skills to allow them to become fluent readers and writers.	RWI leading teacher will support staff in running their RWI programmes. RWI leading teacher will run phonics intervention groups and assess children on their progress.	SLT RWI lead English SL	Half termly
To raise attainment in reading and writing in EYFS and KS1	Read, Write, Inc. programme Other phonics schemes to be used for pupils who can't access RWI strategies	Read Write Inc. is proven to get children reading and writing fluently. Adapting approach for pupils who aren't making steady progress	Staff to attend RWI training or other appropriate phonic training. Phonics resources are purchased to support the teaching of RWI.	SLT RWI leading teacher	Termly
To raise the attainment and progress in maths in KS2	1:1 tuition programme for Y6 SATs and 1:1 catch up programme for Y4 and Y5.	To improve our maths outcomes at Key stage 2 compared to 2016.		SLT Maths SL	Summer term
To support children in EYFS with speech and language development	Resources- story sacks, CDs and CD player Healthy lunch club- parental involvement Movement group- singing and story telling	Story-telling and singing will help to promote children's language skills	Pupil Premium coordinator to liaise with the EYFS team to identify resources needed and find suitable music and movement groups.	HT EYFS team	Summer term

Total budgeted cost £14,000

3. Other Approaches

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?
To provide a comprehensive and engaging range of enrichment opportunities which raise aspirations and support curriculum learning	To offer a wide variety of clubs, trips and activities which represent a broad spectrum of pupil interests	Providing children with the cultural understanding, character development and broad range of interests that they will need to take full advantage of their learning throughout their educational careers. Identifying skills, talents and interests for pupils who may not have another forum in which to develop these.	Offering clubs and activities which reflect pupils' interest Ensuring reserved places for children most in need and ensuring costs are accessible Carry out an audit of club and activity popularity Send letters out to parents so that they are aware of the clubs and funding available to them	Teachers Sports TA	Ongoing
To provide an enriched curriculum which engages and motivates pupils	Resources Class Trips Extra Curricular Activities Residential	Providing enriched learning opportunities will engage all pupils and promote a love of learning	SLT will lead on planning and timetabling with each coordinator supporting teachers	SLT Subject Leaders	Ongoing
To increase the rate of attendance for PPG children	Incentive and reward scheme for attendance Breakfast club	Breakfast club ensures that children have a good start to the day whilst also promoting social skills so that they are ready to learn when entering the classroom. Good attendance ensures that children are not	SLT to keep a track of attendance rates- identifying pupils who are missing a lot of school and communicating with parents to establish reasons why.	SLT	Half Termly

Premium Grant Expenditure Report 2016/2017

		missing learning opportunities.	key			
Total budgeted costs: £7580						