

1 Pupil premium strategy statement: Kirk Fenton CE Primary School

1. Summary information					
School	Kirk Fenton CE Primary School				
Academic Year	2017/18	Total PP budget	£21,861	Date of most recent PP Review	n/a
Total number of pupils	196	Number of pupils eligible for PP	16	Date for next internal review of this strategy	July 2018

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths	20%	61%
Attendance	93.8%	96.5%
Progress in reading	-2.41	+2.0
Progress in writing	-3.48	+1.7
Progress in maths	-5.69	+2.4

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<i>In-school barriers (issues to be addressed in school, such as poor oral language skills)</i>	
A.	PP pupils enter Reception with attainment that is well below typical in all areas but especially reading and writing
B.	Lower levels of emotional and social maturity and self esteem
C.	Poor level of mental recall in both maths and spelling
<i>External barriers (issues which also require action outside school, such as low attendance rates)</i>	
D.	Financial pressures inhibit participation in off-site or extra-curricular activities

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	<p>Rapid progress in Reception Year and across KS1 closes gap between PP and non-PP pupils</p> <p>Essential learning in the basic skills of reading and writing reduce access to the curriculum in all areas and this is often exacerbated by a lack of home support for learning. Ensuring that an ethos of achievement for all along with high expectations will be beneficial for all pupils. Targeted support and interventions in EYFS such as Talking Tables and Time to Talk provides small group support. For pupils in Y1 –Y6 interventions such as Alpha to Omega</p>	<ul style="list-style-type: none"> ○ Accelerated progress shown as an impact from interventions used. ○ Pupils report positively upon their individual support. ○ Gaps in attainment compared to non-PP are closing.

	with small group support can be targeted to match pupil needs.	
B.	<p>Improved levels of emotional and social maturity and self-esteem lead to improved behaviour.</p> <p>PP pupils often experience social and emotional issues that affect their learning. These can be brought from home, spill over from playground incidents or be more general worries. These can reduce capacity for sustained learning and concentration. Forest schools is a way of supporting the development of independence and resilience, allowing the growth of a more positive self-image and a child who is more able to cope with the social and emotional demands made upon them. Other more individual benefits can be gained using the Thrive Programme to improve emotional literacy and maturity.</p>	<ul style="list-style-type: none"> ○ Pupils' learning is less affected by issues occurring during the school day, particularly playtimes. ○ Fewer reported behavioural incidents. ○ Improved Thrive scores and social/emotional maturity. ○ Raised self-esteem amongst all pupils
C.	<p>Improved levels of mental recall in both maths and spelling</p> <p>Poor recall of essential mental recall skills such as times tables, other mental maths skills and recalling spelling impacts on key learning of higher order skills within maths, reading and writing. Supporting the learning of key skills alongside dedicated time to practise and apply these skills will improve access to the curriculum and improve achievement, closing the gap between PP and non-PP pupils. It will also support higher attaining pupils to make sustained progress and attainment at greater depth.</p>	<ul style="list-style-type: none"> ○ Recall of key facts and spelling rules is quick and accurate ○ Accelerated progress of PP pupils across maths, reading and writing ○ Gaps between pp and non-PP pupils reduced. ○ Behaviours for learning for all pupils improved so that they are able to challenge themselves.
D.	<p>Increased participation in off-site or extra-curricular activities</p> <p>Parents/carers of PP pupils sometimes struggle to meet some of the financial contributions asked of them to take part in off-site or extra-curricular activities. Providing financial support to access these increases participation and provides essential social opportunities which can increase self-esteem.</p>	<ul style="list-style-type: none"> ○ All PP pupils attend at least one after-school club during the school year ○ Increased participation in educational visits and experiences off-site including residential visits.

5. Planned expenditure					
Academic year	2017/18				
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?
Rapid progress in Reception Year and across KS1 closes gap between PP and non-PP pupils	Improve quality of provision in EYFS unit through training of staff and programme of focused CPD. Ensure transitions from nurseries and into Y1 are planned to provide consistency	EEF research shows that it is often more beneficial to train existing staff well than to employ greater numbers of staff particularly in EYFS	Appropriate and well researched CPD is brokered to fit the needs of our staff and pupils based upon known impact. Training is led internally by experienced EYFS staff and transition planned and reported upon to SLT & governors. CPD costs £450	KH	July 2018
Improved levels of emotional and social maturity and self-esteem lead to improved behaviour.	Implementation of Outdoor Learning/ Forest Schools for all pupils in school	Forest Schools is known to have beneficial and proven results in supporting children's resilience and independence. Forest schools use a high degree of collaborative working and learning which can have +5mths impact for a relatively low cost.	Accredited Forest Schools Level 3 training for 2 staff members. Lessons and planning overseen by SLT as part of normal monitoring activities. 2 x L3 training £2000 Resources to set up £3000	JMc. SB	July 2018
Improved levels of mental recall in both maths and spelling	Implementation of spelling scheme and focused teaching of mental maths facts. Purchase of ReadWrite Inc spelling scheme for the whole school.	Regular and consistent teaching and practice of key skills allows for a mastery approach in these areas. EEF research says that this can lead to +5 months progress. Spelling scheme chosen after observation of impact in a neighbouring school.	Regular monitoring and reporting as part of normal monitoring activities. Impact report showing progress of all pupils across summer term. ReadWrite Inc Spelling Programme £1340	EB/ CTu	July 2018
Total budgeted cost					£6,790
ii. 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?

Rapid progress in Reception Year and across KS1 closes gap between PP and non-PP pupils	Targeted support for pupils in small groups using Talking Tables and Time to talk to improve oracy and vocabulary	EEF research (Feb 2018) shows that this approach can have a high impact for a low cost in EYFS and will provide a secure foundation for KS1 to build upon further.	Well trained staff run interventions in small groups. Regular monitoring and impact reports will show the progress being made in comparison to pupils not receiving the intervention. CPD £180	KH	July 2018
Improved levels of emotional and social maturity and self-esteem lead to improved behaviour.	Thrive programme working with individuals to improve emotional literacy and social relationships. Learning mentor support employed specifically to work with social and emotional behaviours	Based on neuroscience, has a proven benefit within social and emotional development. Impact of programme reported by EP at MEA through case studies in local schools.	Trained members of staff will work with individual pupils. Progress and impact to be monitored and reported to governors as part of SENDco report. License costs £160 Thrive Training £570 Learning mentor x 15 hours £8,426	SB, GM	July 2018
Total budgeted cost					£9,336
iii. 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?
Increased participation in off-site or extra-curricular activities	Funded places at clubs, on trips and residential; additional uniform and PE kit.	Successful inclusion in previous years	Monitor levels of attendance and participation 4 x £350 Y6 residential 4 x £220 Y5 residential 2 x £40 Y3/4 residential Other trips and activities	KW	July 2018
Total budgeted cost					£2,500

6. Review of expenditure

Previous Academic Year

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

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

iii. Other approaches

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

7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.
 Our full strategy document can be found online at: www.aschool.sch.uk