

# Pupil Premium Strategy Statement and Action Plan 2018-2019



## Kibworth CE Primary School

- Leading Pupil Premium in 2018-2019 will be Mrs Gilly Paterson (Headteacher) and Mrs Danielle Marks (Assistant Headteacher). Mrs Lakin will support the pastoral side with her role as an Emotional Literacy Support Assistant (ELSA).
- Monitoring of Pupil Premium takes places each half term and is regularly reviewed as part of weekly work trawls. Pupil interviews and monitoring of tracking will also take place each term.
- Raise Online data shows a decline in the numbers of pupils known to be eligible for Free School Meals (FSM) and therefore Pupil Premium funding and also a significant difference compared to national figures.
- The school Pupil Premium Strategy Review will take place on **2<sup>nd</sup> April 2019**.
- In the school year 2017-2018, the total Pupil Premium income was £89,613
- The EEF and Sutton Trust informs all Pupil Premium practice and spending

1. Summary information					
<b>School</b>	Kibworth CE Primary School				
<b>Academic Year</b>	2018-2019	<b>Total PP budget</b>	56 children eligible for Pupil Premium including post looked after children and service children. Total Amount of PP income = <b>£85,590</b>	<b>Date of most recent PP Review</b>	
<b>Total number of pupils</b>	589	<b>Number of pupils eligible for PP</b>	56	<b>Date for next internal review of this strategy</b>	2 <sup>nd</sup> April 2019
		<b>Number of pupils in receipt of free school meals</b>	32		

	FS	Y1	Y2	Y3	Y4	Y5	Y6	Total school
<b>No of pupils</b>	90	88	79	85	93	76	80	589
<b>Percentage of PP per year group</b>	4%	8%	5%	15%	3%	5%	10%	9.5%

<b>1. Current attainment – Early Years Foundation Stage</b>		
<b>EYFS – all pupils achieving ‘Good Level of Development’</b>	<b><i>Pupils eligible for PP (FSM)</i></b>	<b><i>Pupils not eligible for PP (FSM)</i></b>
80 % achieving good level of development	100 %	78.6 %

- EYFS Good level of Development FSM data is 51.6 % higher than the LA
- EYFS Good level of Development not FSM data is 6.3 % higher than the LA
- The in school gap between FSM and not FSM for EYFS GLD is + 21.2 %

<b>2. Current attainment – KS1 and phonics</b>		
<b>Key Stage 1 – all pupils achieving expected standard or above</b>	<b><i>Pupils eligible for PP</i></b>	<b><i>Pupils not eligible for PP</i></b>
86.6 % making expected or above in reading	50%	91.7 %
81.7 % making expected or above in writing	60%	84.7 %
81.7 % making expected or above in maths	60%	88.9 %
95 % achieving phonics pass rate	100 %	94.8 %

- KS1 reading PP data is 5.5% lower than the LA
- KS1 reading non PP data is 13.6 % higher than the LA
- The in school gap between PP and non PP for reading at KS1 is -41.7%
- KS1 writing PP data is 13.4 % higher than the LA
- KS1 writing non PP data is 11.8 % higher than the LA
- The in school gap between PP and non PP for writing at KS1 is -24.7 %
- KS1 maths PP data is 3.5 % higher than the LA
- KS1 maths non PP data is 10 % higher than the LA

- Phonics pass mark is 12.5 % above National
- The in school gap between PP and non PP for phonics is + 5.2 %

<b>3.Current attainment – KS 2</b>		
<b>Key Stage 2 – all pupils achieving expected standard or above</b>	<b><i>Pupils eligible for PP (your school)</i></b>	<b><i>Pupils not eligible for PP (national average)</i></b>
78.8 % achieving expected or above in reading, writing and maths KS2	73.7 %	80.3 %
85 % making expected or above in reading	89.5 %	83.6 %
96.3 % making expected or above in writing	94.7 %	96.7 %
86.3 % making expected or above in maths	84.2 %	86.9 %
96.3 % making expected or above in spelling, punctuation and grammar	100 %	95.1 %

- KS2 reading , writing, maths combined PP data is 27.8 % higher than the LA
- The in school gap between PP and non PP for reading , writing, maths combined is – 6.6 %
- KS2 reading PP data is 28.5 % higher than the LA
- KS2 reading non PP data is 3.3 % higher than the LA
- The in school gap between PP and not PP for reading at KS2 is + 5.9 %
- KS2 writing PP data is 29.1 % higher than the LA
- KS2 writing non PP data is 12.9 % higher than the LA
- The in school gap between PP and non PP for writing at KS2 is – 2.0 %
- KS2 maths PP data is 84.2 % higher than the LA
- KS2 maths non PP data is 6.2 % higher than the LA
- The in school gap between PP and not PP for maths at KS2 is – 2.7 %

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>	To ensure pupils make expected progress in writing	
<b>B.</b>	To ensure children have social, emotional and mental health difficulties which are hindering learning addressed	
<b>C.</b>	To close the progress gap in maths attainment for disadvantaged and non disadvantaged pupils.	
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )		
<b>D.</b>	<ul style="list-style-type: none"> <li>Attendance and lateness</li> </ul>	
2. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Writing - Disadvantaged pupils in all year groups make accelerated progress and achievement gaps diminish (School SDP target) . Children are given the right feedback at the right time in order for them to make best possible progress.	<ul style="list-style-type: none"> <li>Focused interventions in writing for disadvantaged pupils and vulnerable groups to ensure they meet their individual targets,</li> <li>Regular &amp; purposeful writing assessment to inform disadvantaged pupils' next steps.</li> <li>Monitor the enrichment and depth and quality of disadvantaged higher attaining writers.</li> <li>Monitor/address trends in disadvantaged pupils' writing progress</li> <li>Appropriate feedback at the right time</li> <li>Feedback informed by research collaborative</li> </ul>
<b>B.</b>	Social and emotional support – children's emotional needs will be met in order to make best possible learning progress	<ul style="list-style-type: none"> <li>PP children have key person to provide social and emotional support and unpick issues that may be affecting learning in school.</li> <li>Given tools to deal with emotional issues</li> </ul>
<b>C.</b>	To ensure that upper KS2 disadvantaged pupils make better progress in maths	<ul style="list-style-type: none"> <li>Pupils in upper key stage 2 are in interventions as appropriate</li> <li>Use of online learning platforms in maths to increase confidence, enable practise, support learning and tailor learning to need</li> </ul>
<b>D.</b>	Focus on reducing persistent absence in attendance	<ul style="list-style-type: none"> <li>Persistent Absence reduces significantly from its rising trend of 7.9% to below 4% by summer 2019.</li> </ul>

E.	KS check points – all PP children have appropriate targeted support to ensure they achieve highest possible scores at phonics, KS1 SATs, Y4 times tables check, KS2 SATS	<ul style="list-style-type: none"> <li>Provision mapping is checked against pupils and interventions target PP children. All PP children not on track for expected or greater depth receive targeted support in required areas.</li> </ul>
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3. Planned expenditure					
Academic year	2018-2019				
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?
To enable all teachers to take part in research study to improve areas outlined in the SDP.	Learning Collaboratives inspired by data  Cost = £13,143	All teachers part of a collaborative linked to school development foci.  EEF Metacognition and self-regulation + 7 months gain  EEF feedback + 8 months  Collaboratives on feedback ; challenge – relate to writing	<ul style="list-style-type: none"> <li>Regular reviews of collaborative time</li> <li>Each teacher feeds back from their collaborative to their Yr teams</li> <li>Research leads to change in classrooms</li> <li>Research leads to change in teaching</li> <li>Each group to prepare an impact report</li> </ul>	SLT	Termly

To provide high quality intervention for PP pupils	Teaching assistant staffing  Cost = £ 19,000	EEF + 1 month	<ul style="list-style-type: none"> <li>• High quality interventions in reading, writing and maths e.g reading recovery, DIPT, DILP, maths</li> <li>• Tracking of interventions</li> <li>• Provision maps reviewed termly and children discussed in progress meetings</li> <li>• Intervention supports quality first teaching</li> </ul>	D Marks	Annually
To provide all children with access to Mathletics and Times Tables Rockstars online learning to support maths development	All children given accounts for Mathletics and Times Tables Rockstars online platforms  Cost = £3000 +£200	EEF digital technology + 4 months	<ul style="list-style-type: none"> <li>• Training for teachers by maths leads</li> <li>• Maths lead to monitor use of TT Rockstars and Mathletics across the school</li> <li>• Review of homework policy at staff meeting to include use of online platforms</li> </ul>	D Swift / G Roantree	Annually
<b>Total budgeted cost</b>					<b>£35,343</b>
<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>

To improve percentage of Year 5 and 6 PP children on track for expected and / or greater depth in mathematics	Artificial Intelligence (AI) Maths project – Century Training  Half day training for 6 teachers out of class plus SLT  Cost = £900 supply	EEF Metacognition and self-regulation + 7 months gain	Each year group to have planned time to use the website for maths – teacher present. Teachers to monitor and set tasks weekly and TAs provide individualised support	Emily Hyman – Y6  Jordi Cornish – Y5	6 weeks into project
To ensure PP children have social, emotional and wellbeing support	ELSAs Lunch clubs Breakfast clubs Parents support  Cost = £31,500	EEF Social and emotional learning + 4 months gain	ELSAs line managed by Assistant headteacher / senco	D Marks	Termly
To provide specialist assessments where needed	Specialist assessment e.g dyslexia assessment for targeted pupils  Cost = £1000	Where PP children are thought to have underlying difficulties such as dyslexia, specialist services are used to diagnose / provide advice for staff.	SENCo assesses individual need and looks at impact or additional gain to be had by specialist services. Cases considered on individual basis.	D. Marks	Annually
To provide PP children with additional sports provision and intervention	Wakey Shakey club and targeted sports interventions  Cost = £8,445.06	EEF sports participation + 2 months gain		L. Kostecki	Termly
<b>Total budgeted cost</b>					<b>£41,905.06</b>
<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>

To improve attendance and lateness of PP children	Employment of Education welfare Officer (EWO) Cost = £4000	% of PP have persistent low attendance – affecting learning  % of PP have persistent lateness – affecting learning	EWO working with office administrator and SLT	G Paterson	Termly
To ensure PP children have access to after school clubs	PP children have priority for school clubs  Cost = £300	PP children may not take part in other activities after school  Gives PP children additional experiences  EEF sports participation + 2 months gain	Up front policy of giving PP children first choice in clubs	S Adams	Termly
To ensure PP children have access to trips and residential	25 % reduction in school trips and residential for PP children Approx. £2100	Educational trips can be costly for families. Reduction reduces cost for these families.	PP children not signed up to go on residential – SLT to discuss reason with parents for this decision.	SLT	Annually
To reduce the cost of school uniform for PP children	PP children given amount of uniform per year Cost = £35 x 50 = £1750	All PP children have some uniform provided – school logo items.  EEF – 0 months gain	Uniform take up tracked by school office.	J Marsh	Annually
<b>Total budgeted cost</b>					<b>£8,150</b>
<b>TOTAL</b>					<b>£85,438.06</b>



4. Review of expenditure				
Previous Academic Year		2017-2018		
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
Teachers trained in 'Reciprocal reading.'	INSET day training for teachers (EEF reading comprehension strategies + 6 months)	<ul style="list-style-type: none"> <li>Reciprocal reading embedded across all year groups</li> <li>KS2 PP reading data was higher than KS2 non PP reading data at Y6 SATS 2018.</li> </ul>	<ul style="list-style-type: none"> <li>School will continue with this approach to reading.</li> <li>Year groups have been flexible – whole class and intervention sessions</li> </ul>	£1,424.40
To enable all teachers to take part in research study to improve areas outlined in the SDP.	1 hour per week collaborative research learning time per teacher  PE staff cover PE	<ul style="list-style-type: none"> <li>Each learning collaborative has led to changed practice across the school</li> </ul>	<ul style="list-style-type: none"> <li>Learning collaboratives to continue this year linked to new school development plan.</li> </ul>	£13,143
Early Years Foundation Stage Pupil Premium Project	EYFS leader leads PP collaborative for EYFS	<ul style="list-style-type: none"> <li>All PP children met 'Good Level Development' in Early Learning Goals</li> </ul>	<ul style="list-style-type: none"> <li>More awareness of PP children at EYFS and better targeted support towards those children</li> <li>More awareness of who may become PP in the future</li> </ul>	£600
Reduce class sizes in Key Stage 2 - which is where the higher number of Pupil Premium children are (one teacher each in Y4,	Classes not having to go beyond 30  No mixed year group classes	<ul style="list-style-type: none"> <li>Not having classes of over 30 means teacher shave appropriate time for planning and feedback to all children</li> </ul>	<ul style="list-style-type: none"> <li>Class sizes kept at 30</li> </ul>	£44,000
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

1:1 tuition for Y5 children	1:1 tuition teacher employed for a day per week to target	<ul style="list-style-type: none"> <li>• More focused support and targeted teaching to selected group of pupils.</li> <li>• Excellent feedback from pupils</li> </ul>	<ul style="list-style-type: none"> <li>• Less PP children in Y5 in 2018-2019 so 1:1 tuition will be reviewed</li> </ul>	£3000
ELSA emotional wellbeing support assistant	Full time ELSA 5 days per week	<ul style="list-style-type: none"> <li>• Outstanding support for pupils suffering from emotional issues.</li> <li>• Excellent support for parents of these pupils</li> <li>• Excellent feedback from parents and pupils</li> </ul>	<ul style="list-style-type: none"> <li>• Review ELSA role next year – school feel the need to employ an ELSA and a parent support worker. Review in process</li> </ul>	£17,987.62
To provide PP children with additional sports provision and intervention	3 x sports coaches to do 1.5 hours intervention per week	<ul style="list-style-type: none"> <li>• Targeted children do Wakey Shaky and sports interventions</li> <li>• Impact on pupil learning in class</li> <li>• Impact on pupil health</li> </ul>	<ul style="list-style-type: none"> <li>• Continue with this next year</li> </ul>	£8,445.06
<b>iii. Other approaches</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>
25 % reduction in school trips, residential trips and school swimming for Pupil Premium children	All PP children have a reduction in school trips and residential	<ul style="list-style-type: none"> <li>• Not all PP children take up the residential offer as overall cost of trip still high.</li> <li>• PP parents do take up the offer for educational visits, meaning visits can take place with all pupils</li> </ul>	<ul style="list-style-type: none"> <li>• Providing this cost makes more trips accessible for parents of PP children</li> <li>• This approach will be continued next year</li> </ul>	£2,096.50
Ensure Pupil Premium children have adequate school uniform.	PP children all receive 3 school logo jumpers plus a PE t shirt each year.	<ul style="list-style-type: none"> <li>• Uniform taken up by all parents of PP children</li> </ul>	<ul style="list-style-type: none"> <li>• Small cost but makes a difference to many families</li> </ul>	£2,100

ELSA to attend Virtual School adoption conference to support parents	ELSA attends virtual school learning conference to better be able to support PP adopted children with SEMH issues.	<ul style="list-style-type: none"> <li>• 25 % of our PP children are adopted</li> <li>• Parents pleased with parental offer to attend</li> <li>• ELSA has developed knowledge in supporting these children</li> </ul>	<ul style="list-style-type: none"> <li>• School will continue to work with the Virtual school and follow their advice re LAC and ex LAC pupils.</li> </ul>	£85
To ensure PP children have access to after school clubs	PP children take priority over non PP children in after school clubs	<ul style="list-style-type: none"> <li>• All PP children who have signed up to clubs have at least one club offered.</li> </ul>	<ul style="list-style-type: none"> <li>• This approach will be continued next year.</li> </ul>	£300
			<b>Total Pupil Premium income 2017-2018</b>	<b>£87,632</b>
			<b>Total Pupil Premium expenditure 2017-2018</b>	<b>£93,181.58</b>

## 5. 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](http://www.aschool.sch.uk)

### Pupil Premium Aims for 2018- 2019 :

1. To ensure all families eligible for Pupil Premium funding are identified and apply for funding. (The school office is responsible for promoting Pupil Premium and for sending letters out periodically e.g to all children who start school; to all children at the end of KS1 )
2. To strive for all Pupil Premium children to reach end of year age related expectations for reading, writing and mathematics
3. For teaching and learning to be at the highest quality, where children are actively engaged with their learning.
4. Pupil Premium children to receive learning tailored to their needs. To receive regular effective feedback enabling them to reach their full potential.
5. To provide all children with the skills to learn effectively.

6. To provide Pupil Premium children with the necessary support in school from the school ELSA (emotional literacy support assistant) and Pupil Premium Champion in order for them to engage effectively; to also provide family support where necessary.
7. To provide high quality intervention within the classroom setting tailored to needs.
8. To provide online learning platforms to support learning in mathematics – these can be accessed in school and children will be provided with time in school where they do not have access to home ICT equipment.
9. All staff are fully aware of who the Pupil Premium, FSM and vulnerable children are.
10. All Pupil Premium children benefit from the funding, not just those underperforming.
11. To ensure that underperformance at all levels is targeted and children are supported at all levels.