

1. Summary information					
School	Kingfisher Primary School				
Academic Year	2017/18	Total PP budget	£79,300	Date of most recent PP Review	June 17
Total number of pupils	215	Number of pupils eligible for PP	61	Date for next internal review of this strategy	July 2018

2. Current attainment – KS2		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths	60%	67%
% making progress in reading	+0.40	+0.33
% making progress in writing	+0.73	+0.17
% making progress in maths	-0.69	+0.28

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Disadvantaged children enter school with significantly lower starting points than their peers
B.	Disadvantaged pupil's attainment is lower than other pupils within the school.
C.	Pupils start school with limited speech and communication skills
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Low aspirations and expectations from home impact on outcomes and progress.

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Gap between Disadvantaged and non-disadvantaged pupils is reduced by the end of year R	Progress of disadvantaged pupils accelerates in year R. No attainment gap at the end of reception.
B.	Progress of disadvantaged pupils accelerates across the school and attainment gap diminished in all year groups.	Disadvantaged pupil's achievement is in line with other children within the school.
C.	Engagement and involvement of parents in children's education improves	Parents of disadvantaged pupils engage in workshops and other learning focused activities within the school. Disadvantaged pupils regularly complete homework set and this is actively supported by parents.

D.	Attendance improves	Attendance of disadvantaged children across the school is in line with all other children.
E.	Extend experiences	All children access range of experiences throughout school

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 and 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?
Reduce gap between Disadvantaged and not disadvantaged in yr R	Additional TA support 10 hours a week (£8,000) Targeted pinny time. Senior leader release time (£4,000) Additional teacher time 2 hours a week (£4000) Speech and language therapy (£4000)	Disadvantaged gaps at the end of EYFS 2017 were large. Additional TA time 2 hours a day allows for targeted intervention of pupils with key focus on specific areas such as speaking, listening and language skills. Pinny time used to consolidate acquisition of phonics and accelerate pupils reading progress Senior leader release time will be used for evaluation, training and networking opportunities with key focus on improving the use of time and space within the EY provision so that learning is maximised.	Weekly 1:1s with EYFS lead held by Executive head. Regular evaluations of interventions and interactions between pupils and adults. 4 weekly evaluation of assessments used to triangulate impact. Regular evaluation of learning within the EY provision.	FA (AHT)	January 2018 July 2018



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<p>Progress of disadvantaged pupils accelerates across the school and attainment gap diminished in all year groups.</p>	<p>TA led interventions (£28,000)</p> <p>Additional teacher time in yr 2 and 6 (£24,000)</p> <p>RWI training (£2000)</p> <p>Release time for Raising Achievement Meetings (£3,200)</p> <p>Speech and Language therapy (£4000)</p>	<p>Gaps in attainment across the school are narrowing however some disadvantaged pupils still require additional support through Keep up or catch up interventions. TA led interventions to ensure that they attain at Age Related Expectations.</p> <p>Additional teacher time in year 2 and 6 focuses on accelerating progress of all pupils and raising confidence so that all achieve at Age Related Expectations.</p> <p>RWI training – All teachers need to be proficient in early reading teaching to ensure that children are able to read and access all elements of the curriculum as they travel through the school and on to secondary school.</p>	<p>Regular evaluation of impact of interventions.</p> <p>Regular evaluation of the impact of teaching on the attainment and progress of disadvantaged pupils</p> <p>Regular triangulation of work in books with assessment data and quality of learning.</p> <p>Evaluation of the teaching of reading across the school – every term.</p>	<p>EH JD</p>	<p>July 2018</p>
Total budgeted cost					£77,000
ii. 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?
<p>Attendance improves</p>	<p>Education Welfare Officer (£3000)</p> <p>Home School Support Worker time</p>	<p>EWO works closely with HSSW to monitor attendance and work with families to improve.</p> <p>Regular attendance clinics held – every 6 weeks that target families who are persistently absent or who are at risk of</p>	<p>Regular 1:1s held with Home School Support Worker and Executive Head</p> <p>Weekly evaluation of attendance figures</p>	<p>EH JD</p>	<p>July 2018</p>



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	Counselling (£4,500)	becoming persistently absent. Strategies and support is put in place.			
Extend experiences	Subsidised curriculum visits (£4000) Griffin Arts and Sports Festivals, Founders day (£3000) Pantomime (£1.500) Hospitality (£300)	Pupils are provided with a wide range of experiences, trips and visits every term and throughout the year. This forms an integral part of the Wide Horizons and Proud Traditions agenda which is fundamental to the school's and Trust's vision. These include residential visits, visits to London and a range of cultural places of interest. As part of the Wide Horizon agenda the school tries to include parents in as many in school experiences as possible so we provide refreshments for parents whenever possible.	Regular monitoring of the budget. Curriculum evaluations Assessment outcomes.	SG DHT	July 2018
GST charge	Contribution to sponsors – use of funds as displayed on GST website. (£5000.00)				
Total budgeted cost					£21,300

6. Review of expenditure				
Previous Academic Year		2016 – 2017		
i. Quality of teaching for all and 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
Improve attainment and progress of disadvantaged children	TA led interventions	Targeted interventions for specific children who have fallen behind their peers in reading, writing or maths. In the majority of year groups gaps between Disadvantaged attainment and not disadvantaged pupils have reduced.	TA interventions worked well. In order for greater more targeted impact they need to be set up and evaluated with greater regularity.	(£28,000)
	Additional Teaching time in year 6			(£20,000)
	Release time for Pupil Progress Meetings	KS2 results R – D 80% ND – 78% W – D 70% ND – 84% M – D 70% ND -82% Pupil resilience has improved. Pace and challenge demonstrates improvement	Intervention worked well. Strategies put in place next year to begin earlier so that chn have more time to consolidate and master skills.	(£3,000)
	SENCO time	Coordinate and organise interventions targeted at disadvantaged pupils. Liaise with outside agencies to ensure that external support is brokered and effective. Progress of SEN and disadvantaged pupils is accelerating in the majority of year groups. Please see achievement summary and SEN data.		(£12,000)
Resilience and readiness for learning.	1-1 counselling	Pupils who received counselling demonstrated improved learning behaviours at the end of the sessions.	Counselling will continue next year. The emotional benefits to pupils is evident. Readiness for learning is improved.	(£4,500)
	Speech and language therapy	Pupils were able to achieve outcomes of the programmes. Outcomes in EYFS – 76% of chn achieved at GLD	Programmes are effective at bridging gaps and supporting children to develop language and speech effectively. Early intervention in FS had considerable impact on pupil confidence and attainment.	(£8,000)
	Occupational therapy	Pupils were able to achieve outcomes of the programmes.	Effective	(£3000)
	Trainee apprentice TA	KS2 results R – D 80% ND – 78% W – D 70% ND – 84% M – D 70% ND -82% Pupil resilience has improved. Pace and challenge demonstrates improvement	Children responded well to male role model within the school.	(£5,500)
Total budgeted cost				£84,000

ii. 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
N/A