

1. Summary information					
School	Kingfisher Primary School				
Academic Year	2018/19	Total PP budget	£92,400	Date of most recent PP Review	July 18
Total number of pupils	206	Number of pupils eligible for PP	70	Date for next internal review of this strategy	January 2019

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	33%	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.	Some disadvantaged 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. Parents are harder to reach and more reluctant to engage with the school.

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.



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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 through our rich and broad curriculum.

5. Planned expenditure

Academic year	2018/19
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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	<p>Additional TA support 10 hours a week (£8,000)</p> <p>Targeted pinny time for phonic and mathematical knowledge acquisition</p> <p>Senior leader release time to coach and extend the impact of teaching and interactions (£4,000)</p> <p>Additional teacher time 2 hours a week (£4000)</p> <p>Speech and language therapy (£4000)</p>	<p>Disadvantaged gaps at the end of EYFS 2017 were large.</p> <p>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.</p> <p>Pinny time used to consolidate acquisition of phonics and accelerate pupils reading progress</p> <p>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.</p>	<p>Weekly 1:1s with EYFS lead held by Head of School.</p> <p>Regular evaluations of interventions and interactions between pupils and adults led by SENCo</p> <p>4 weekly evaluation of assessments used to triangulate impact.</p> <p>Regular evaluation of learning within the EY provision.</p>	FA (AHT)	<p>January 2019</p> <p>June 2019</p>



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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 (£25,000)</p> <p>Senior leader release time to coach and extend the impact of teaching (£4000)</p> <p>Release time for Raising Achievement Meetings (£3,200)</p> <p>Speech and Language therapy (£4000)</p> <p>SENCo time to coach, develop and evaluate precision interventions (£500)</p> <p>Dedicated planning time for teachers and TAs (£2,000)</p>	<p>Gaps in attainment across the school are narrowing however some disadvantaged pupils still require additional support through 'Keep up or Catch up' precision interventions.</p> <p>SENCo introduced precision interventions to target specific needs of pupils. TAs lead precise interventions that ensure attainment gaps diminish.</p> <p>Additional teacher time in year 2 and 6 focuses on accelerating progress of all pupils and raising confidence so that attainment gaps are diminished.</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>Head of School</p> <p>Executive Head</p>	<p>January 2019</p> <p>June 2019</p>
Total budgeted cost					£86,700
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?



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Attendance improves	<p>Education Welfare Officer (£3000)</p> <p>Home School Support Worker time (5,000)</p> <p>Counselling (£4,500)</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 becoming persistently absent. Strategies and support is put in place.</p> <p>Counselling is offered to our more vulnerable pupils to support them with their mental and emotional health and well being</p>	<p>Regular 1:1s held with Home School Support Worker and Head of School</p> <p>Weekly evaluation of attendance figures and next steps planned</p>	<p>HoS EH</p>	<p>December 18</p> <p>February 19</p> <p>April 19</p> <p>June 19</p>
Extend experiences	<p>Subsidised curriculum visits (£4000)</p> <p>Griffin Arts and Sports Festivals, Founders day (£3000)</p> <p>Pantomime (£1,500)</p> <p>Hospitality (£300)</p>	<p>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 schools 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.</p>	<p>Regular monitoring of the budget.</p> <p>Curriculum evaluations</p> <p>Assessment outcomes.</p>	<p>HoS EH</p>	<p>January 2019</p> <p>April 2019</p> <p>July 2019</p>
GST charge	<p>Contribution to sponsors – use of funds as displayed on GST website. (£5000.00)</p>				
Total budgeted cost					£26,300

6. Review of expenditure																	
Previous Academic Year		2017 – 2018															
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												
Reduce gap between Disadvantaged and not disadvantaged in yr R	Additional TA support 10 hours a week	100% of pupils made at least expected progress from their starting points in EYFS.		TA interventions worked well however through evaluation not all were delivered with enough precision on specifics. Greater focus placed on precise timely intervention.	(£8,000)												
	Targeted pinny time.	<table border="1"> <thead> <tr> <th></th> <th>2017 GLD</th> <th>2018 GLD</th> </tr> </thead> <tbody> <tr> <td>PP</td> <td>42%</td> <td>50%</td> </tr> <tr> <td>All</td> <td>74%</td> <td>70%</td> </tr> </tbody> </table>				2017 GLD	2018 GLD	PP	42%	50%	All	74%	70%	(£4,000)			
		2017 GLD	2018 GLD														
PP	42%	50%															
All	74%	70%															
Senior leader release time	Attainment gaps between PP and non PP children have reduced in all areas.		Coaching and development through senior leader support worked well to ensure provision and learning opportunities were strong. Continue.	(£4000)													
Additional teacher time 2 hours a week	Speech and language therapy	<table border="1"> <thead> <tr> <th>2017</th> <th>Reading</th> <th>Writing</th> <th>Maths</th> </tr> </thead> <tbody> <tr> <td>PP (7)</td> <td>42%</td> <td>42%</td> <td>42%</td> </tr> <tr> <td>All (30)</td> <td>79%</td> <td>79%</td> <td>79%</td> </tr> </tbody> </table>		2017	Reading	Writing	Maths	PP (7)	42%	42%	42%	All (30)	79%	79%	79%	Speech and language therapy impacts positively on achievement of pupils and supports readiness for KS1. Continue	(£4000)
		2017	Reading	Writing	Maths												
		PP (7)	42%	42%	42%												
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<table border="1"> <thead> <tr> <th>2018</th> <th>Reading</th> <th>Writing</th> <th>Maths</th> </tr> </thead> <tbody> <tr> <td>PP (10)</td> <td>60%</td> <td>50%</td> <td>60%</td> </tr> <tr> <td>All (30)</td> <td>77%</td> <td>70%</td> <td>77%</td> </tr> </tbody> </table>		2018	Reading	Writing	Maths	PP (10)	60%	50%	60%	All (30)	77%	70%	77%	Additional teacher time adds capacity and greater opportunities for development. Continue.			
2018	Reading	Writing	Maths														
PP (10)	60%	50%	60%														
All (30)	77%	70%	77%														
RWI phonic assessments indicate that X% of children are on track compared to X% in 2017.																	
Progress of disadvantaged pupils accelerates across the school and attainment gap diminished in all year groups.	TA led interventions	Gaps between pupils eligible for pupil premium and pupils who are not eligible have reduced in the majority of year groups.		The delivery of interventions across the school has been reviewed this year and precision teach targeted interventions set up for 2018/2019 to ensure that impact is more rapid and delivery is consistent and rigorous.	(£28,000)												
	Additional teacher time in yr 2 and 6	Attainment gaps at the end of KS2 widened this year with 40% of disadvantaged pupils having significant SEN needs.			(£24,000)												
	Release time for Raising Achievement Meetings	Progress of pupils in year 2 and 6 accelerated.			Additional teacher ensures greater opportunity for precise tailored delivery of lessons. Continue.	(£3,200)											
	Speech and Language therapy			Raising achievement meetings are effective and provide time to evaluate and plan next steps in all classes. Continue.	(£4000)												
				Speech and language therapy and the continued intervention provided by school staff team effectively support pupils to improve literacy and communication skills.													
				Total budgeted cost	£79,200												

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
Attendance improves	Education Welfare Officer Home School Support Worker time Counselling	Attendance at the end of 2017.2018 academic year was 95.8% for the whole school with persistence absence at 6.5% Attendance	Attendance of pupils continues to rise. Continue	(£3000) (£4,500)
Extend experiences	Subsidised curriculum visits Griffin Arts and Sports Festivals, Founders day Pantomime Hospitality	Gaps between pupils eligible for pupil premium and pupils who are not eligible have reduced in the majority of year groups.	Curriculum visits have a significant impact on pupil engagement in their learning. It also impacts positively on their readiness for the next stage of their education as it broadens their experience and language acquisition. Our festivals and traditions add great value and richness to the curriculum that we offer. Pupils experience places and people that without them they would not have the opportunity to do so. Parental engagement in EYFS is strong and consistent. As pupils move up the school engagement from parents reduces considerably.	(£4000) (£3000) (£1.500) (£300)



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GST charge	Contribution to sponsors – use of funds as displayed on GST website.	Gaps between pupils eligible for pupil premium and pupils who are not eligible have reduced in the majority of year groups.		(£5000.00)
Total budgeted cost				£21,300

7. Additional detail

N/A