

Pupil premium strategy statement

School overview

Metric	Data
School name	Kildwick CE (VC) Primary School
Pupils in school	127
Proportion of disadvantaged pupils	8%
Pupil premium allocation this academic year	£8520
Academic year or years covered by statement	2019-22
Publish date	November 2019
Review date	September 2020
Statement authorised by	Tim Whitehead
Pupil premium lead	Tim Whitehead
Governor lead	Geraldine Sands / Cameron Quinn

Disadvantaged pupil progress scores for last academic year (2018)

Measure	Score
Reading	-0.9
Writing	1.8
Maths	2.7

Disadvantaged pupil performance overview for last academic year (2019)

Measure	Score
Meeting expected standard at KS2	50%
Achieving high standard at KS2	50%

Strategy aims for disadvantaged pupils

Measure	Score
Meeting expected standard at KS2	Click or tap here to enter text.
Achieving high standard at KS2	Click or tap here to enter text.
Measure	Activity
Priority 1- Promote Language acquisition which has a positive impact on learning	To ensure there is a language rich environment across school which is planned for and has a positive impact on learning.

	<p>Focusing on EYFS / KS1 – review the texts available, ensuring repetition, rich vocabulary alongside phonetically decodable texts. Modelling of new vocabulary and ensuring this is available in a wide range of provision areas.</p> <p>Children exposed to a wide variety of texts in planned for story sessions each day. Model and explain new vocabulary to children. Nurturing a love of reading</p>
<p>Priority 2 – To ensure that the progress of Pupil Premium children (non SEND) is in line with non-Pupil Premium children in reading and writing.</p>	<p>Audit the teaching of phonics in Class 1 & 2. Staff to access further CPD in phonics Monitor to ensure consistency of approach Establish non –negotiables. Revise assessment system for phonics and ensure there is a consistent approach to delivering appropriate and timely interventions to those pupils not on target. Ensure that those children not achieving the phonics screening check in Y1or Y2 receive further phonics support and intervention in Y3 upwards. Ensure that reading books have appropriate links to their phonic ability and these are applied through Guided Reading and home reading Audit / review reading books throughout KS1 and 2 – essential reading texts for each year group alongside essential story texts.</p>
<p>Priority 3 – To increase the self-esteem and confidence of those children with complex pastoral needs and those with lower learning attitudes so they can access learning with a positive mind set.</p> <p><i>Maslows’s hierarchy of needs clearly shows that children who feel emotionally safe and secure, have their needs met and are in a better position to learn.</i></p> <p><i>The Christian ethos of our school promotes a belief in the value and uniqueness of every child and a desire to enable them to reach their full potential. Adopting a ‘can do’ attitude with appropriate challenge and support should enable pupils to gain confidence and succeed.</i></p>	<p>Continue to promote and embed the revised core values and vision of our school in all that we do. ‘Learning to Live, Living to Love, Loving to Learn’. In our daily Collective Worship, in class and in the wider community.</p> <p>Promote self-confidence and boost self-esteem by identifying individual talents and interests and then by providing a focus through the following examples</p> <ul style="list-style-type: none"> • Involvement in pupil leadership such as Collective Worship School Council, School Council, Green Group, Sport Leaders, Buddies, BEAM ambassadors • Forest School Activities / ‘Peggy’s Garden & Grow Project’ • Use of TA to support the emotional welfare of groups of children throughout school. This may be to release the teacher to support individuals or groups of children.

	<ul style="list-style-type: none"> • Exposure to enrichment activities • Extra-Curricular activities • SEMH activities across the curriculum
Priority 4 – Greater engagement with in clubs and activities, including visits and residential trips.	<ul style="list-style-type: none"> • Contact parents, subsidise places for clubs and on trips • Promote clubs and increase the range that is on offer to motivate more attendance.
Barriers to learning these priorities address	Ensuring staff use research and evidence- based whole class and small group intervention strategies.
Projected spending (19-20)	Teaching assistant role 1 - £1284 Teaching assistant role 2 - £1284 Teaching assistant role 3 - £1284 Teaching assistant role 4 - £1284 Teaching assistant role 5 - £1325.22 Reading resources - £2059

Teaching priorities for current academic year (19-20)

Aim	Target	Target date
Progress in Reading	Achieve above national average progress scores in KS2 Reading	July 2020
Progress in Writing	Achieve above national average progress scores in KS2 Writing.	July 2020
Progress in Mathematics	Achieve above national average progress scores in KS2 Maths.	July 2020
Phonics	Achieve above national average in PSC	July 2020

Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.

Targeted academic support for current academic year

Measure	Activity
Priority 1 - Promote Language acquisition which has a positive impact on learning	Buy whole class texts and sets of decodable books that match phonic ability
Priority 2 - To ensure that the progress of Pupil Premium children (non SEND) is in line with non-Pupil Premium children in reading and writing	Assessment ensures there is a consistent approach to delivering appropriate and timely interventions to those pupils not on target. Small group interventions for disadvantaged pupils falling behind age related expectations. Purchase extra phonics books which are matched to pupil ability. Purchase essential reading and story texts for each year group.
Barriers to learning these priorities address	Encouraging children to read phonetically linked books at home linked to their learning at school. Encouraging wider reading.
Projected spending	£3,384

Wider strategies for current academic year

Measure	Activity
Priority 3 – To increase the self-esteem and confidence of those children with complex pastoral needs and those with lower learning attitudes so they can	Use of TA to support the emotional welfare of groups of children throughout school. This may be to release the teacher to support individuals or groups of children

access learning with a positive mind set.	
Priority 4 - Greater engagement with in clubs and activities, including visits and residential trips.	Contact parents, subsidise places for clubs and on trips Promote clubs and increase the range that is on offer to motivate more attendance.
Barriers to learning these priorities address	Improving mental health and readiness to learn for the most disadvantaged pupils
Projected spending	£5,136

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for staff professional development in organisation and implementation.	Use of INSE days / staff meetings and additional cover
Targeted support	Ensuring enough time for staff to support small groups	Timetables regularly reviewed to accommodate interventions. Monitored by SENDco and HT.
Wider strategies	Engaging with families facing challenges	External agent support / Compass Buzz / encouraging to utilise support and service on offer