



Pupil premium strategy statement: Kildwick CE VC Primary School

1. Summary information					
School	<u>Kildwick CE VC Primary School</u>				
Academic Year	2018 / 19	Total PP budget	£8520 (Including £600 Service children grant)	Date of most recent PP Review	September 2018
Total number of pupils	128	Number of pupils eligible for PP	9	Date for next internal review of this strategy	January 2019

2. Current Y6 attainment 2018		
<i>In line with DfE standards for publication of data for small cohorts, this data has been suppressed to reduce the risk of individual pupils being identified</i>	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% working at age related expectations in reading , writing and maths	*	95%
% working at age related expectations in reading	*	95%
% working at age related expectations in writing	*	100%
% working at age related expectations in maths	*	95%

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.	Some of our PP children have additional individual needs, including SEND and social and emotional needs, which requires additional support in school to support learning.
B.	The attainment of some PP pupils in some cohorts is below non PP pupils in writing and maths.
C.	Low self- esteem and confidence of some PP pupils.
D.	Low involvement, particularly KS1, in after school clubs.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Attendance is below the target figure of 97% for 33% of PP children (lowest 94.3%). This reduces their school hours and causes pupils to fall behind on average.
E.	Some of our PP children would benefit from access to clubs and focussed activities beyond school to promote positive and social interactions and improve confidence and self-esteem.

4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	PP pupils individual needs (including SEND) are met through bespoke interventions provided by skilled teachers and experienced teaching assistants. Evidence: <ul style="list-style-type: none"> • Termly data from summative assessments • Daily classroom formative assessments • Pupil Progress meetings • Lesson observation and work scrutiny • Pupil Voice • Attendance records 	Pupils report that they are happy in school, believe they are working hard and making progress. Pupils with SEND achieve specific targets. Progress is reviewed half termly in pupil progress meetings. Attendance and behaviour is good or better
B.	The Attainment of PP pupils (non SEND) is in line with non PP pupils in writing and maths Evidence: <ul style="list-style-type: none"> • Termly data summative assessments • Daily classroom formative assessments • Pupil Progress meetings • Lesson observation and work scrutiny 	Gap between PP and non PP pupils is closed
C.	PP have raised self-esteem and confidence, helping them to have to have a positive attitude to school and learning. Evidence: <ul style="list-style-type: none"> • In school activities provided specifically aimed at strengths of children • Pupil Voice • Attendance • Participation in wider life of Kildwick School through leadership opportunities. 	PP children have raised self – esteem and confidence, helping them to have a positive attitude to school and learning

D.	<p>PP children access a range of clubs and activities, including visits.</p> <ul style="list-style-type: none"> • Sports tracker • Attendance on trips and visits • Participation in extra curricular 	<p>PP children access a range of clubs and activities, including visits.</p>
E.	<p>Some PP pupils access clubs and focussed activities beyond school which promote positive social interactions and improves confidence and self-esteem.</p> <p>Evidence: Contact with parents and carers signposting clubs and activities Children attend SELFA activities</p>	<p>PP pupils access clubs and focussed activities beyond school which promote positive social interactions and improves confidence and self-esteem.</p>

5. Planned expenditure

Academic year

2018/19

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?
PP pupils individual needs (including SEND) are met through bespoke interventions provided by skilled teachers and experienced teaching assistants.	Small group intervention. Bespoke intervention provided by TA. Additional TA support provided to support learning and pastoral support.	EEF effective use of teaching assistants. Class teachers are guided by the 7 recommendations made by the EEF: Use TAs to deliver high quality one to one and small group support using structured interventions. EEF individualised instruction, reducing Class Size.	PP Progress is reviewed half termly and tracked using Target Tracker. Governor track attainment of PP children	TW	Termly
The Attainment of PP pupils (non SEND) is in line with non PP pupils in writing and maths	CPD in Writing and Maths to ensure QFT. A particular emphasis on promoting mastery in maths and skills for promoting greater depth in writing Precision Teaching – Pupils have appropriate level of support to both promote independence and ensure small group / 1:1 support as needed in class in order to achieve best learning outcomes from class teaching. PP children highlighted on tracking data so that all staff are aware of their progress. Standards and expectations with regard to homework is clear to all pupils and parents.	EEF Research (Teaching and Learning Toolkit) has been used to identify actions with proven moderate and high impact which will be of benefit to the individual learning needs of our PP pupils. We believe many of these strategies will benefit our non pp pupils. EG feedback and mastery We want our pupils to achieve their full potential which may be better than expected attainment. We want to ensure that staff are adequately trained to deliver high quality teaching which meets the needs of all learners.	PP Progress is reviewed half termly and tracked using Target Tracker. Governor track attainment of PP children Termly monitoring of teaching and Learning Reports to governors and regular updates and visits from the PP governor. PP progress is a focus of half termly PP meetings Staff training is highlighted via monitoring and progress of pupils	TW	Termly

	<p>Opportunities are offered in school (breakfast / after school club / lunchtime) to support pupils with homework when support not available at home.</p>				
Total budgeted cost					£2059

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?
PP have raised self-esteem and confidence, helping them to have a positive attitude to school and learning.	<p>Small group work with a sporting TA, either participating in team games or specific co-operation games / activities.</p> <p>Gardening activities – later in the school year when the ‘Peggy’s garden and grow’ project is underway.</p>	<p>Maslowe’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.</p> <p>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.</p>	<p>Pupil voice Tracking</p> <p>Recap with staff on positive values and the school ethos and have this as a focus for pupil conferences, lesson observations and book scrutinies</p>	TW	Termly
Greater engagement in clubs and extra-curricular activities	Contact parents, subsidise places where necessary. Ensure families are aware of free places for PP children.	A belief that all children should have access to a rich and varied curriculum and experiences.	Sport tracking Strong relationship between parents, staff and pupils.	TW	Termly

Accelerate progress through additional TA support.	Additional TA support both in classroom and out to diminish the gaps and provide emotional support. Use of TA to release teachers to support individuals and small groups.	EEF effective use of teaching assistants. Class teachers are guided by the 7 recommendations made by the EEF: 1. TAs should not be used as an informal teaching resource for low attaining pupils. 2. TAs to add value to what teachers do, not replace them. 3. Use of TAs to help pupils develop independent learning skills and manage their own learning. 4. Ensure TAs are fully prepared for their role in the classroom. 5. Use TAs to deliver high quality one to one small group support using structured interventions. 6. Adopt evidenced based interventions to support TAs in their small group and one to one instruction. 7. Ensure explicit connections are made between learning from everyday classroom teaching and structured interventions.	Tracking Observations Learning Walks	TW	Half Termly
Total budgeted cost					£4,961
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?
Use of PP towards residential, school trips, school milk, snacks, breakfast and after school clubs, sports, uniforms etc	To help support families and finances at home and to ensure that children's physical and emotional well-being is supported and that pupils are able to access the full range of educational provision	Clear evidence that children learn best when they are in good physical health. Pupils' attitude towards learning and achievement will be enhanced by accessing a full range of activities including extra-curricular activities which have a cost implication.	Assess needs of individual children half termly to check that they have appropriate access to these resources. Ensure that all PP pupils can access activities no matter the cost	TW	Termly
Increased attendance rates for PP pupils	Parents to understand the importance of high attendance.	Attainment for pupils cannot improve if they are not attending school. NFER briefing for school leaders identifies addressing attendance as a key step.	Regular checks and communication with parents	TW / SC	Termly

	Monitor closely and follow up any absences immediately				
Total budgeted cost					£1500

Kildwick CE VC Primary School Pupil Premium Strategy Plan End of Year Summary 2017-18

1. Summary Information			
Total PP budget	£8520 (Including £600 Service children grant)	Date of next strategy review meeting	September 2017
Number of pupils eligible for PP	8 (6 + 2 service children)	Link Governor	Natalie Barrett
Total number of pupils in school	125	Lead Teacher	Tim Whitehead

2. 2017 Attainment		
	Pupils Eligible for PP	Pupils not eligible for PP
EYFS GLD %	1 Pupil – 100%	77%
Y1 Phonics %	0 Pupils	94%
Y2 KS1 RWM	1 pupil – RWM = 100%	53%
KS2 % RWM EXS+	2 pupils – RWM = 50%	84%

3. 2017-18 Autumn 2		
	Pupils Eligible for PP	Pupils not eligible for PP
EYFS GLD %	2 pupils – 0%	78%
Y1 Phonics %	1 pupil – 0%	21%
Y2 KS1 RWM	0 pupils	88%
KS2 % RWM EXS+	1 pupil	0%

4. 2017-18 Spring 2		
	Pupils Eligible for PP	Pupils not eligible for PP
EYFS GLD %	2 pupils – 0%	73%
Y1 Phonics %	1 pupil – 100%	63%
Y2 KS1 RWM	0 pupils	82%
KS2 % RWM EXS+	1 pupil	0%

5. 2017-18 End of year update		
	Pupils Eligible for PP	Pupils not eligible for PP
EYFS GLD %	2 pupils – 0%	68%
Y1 Phonics %	1 pupil1 – 100%	83%
Y2 KS1 RWM	0 pupils	77%
KS2 % RWM EXS+	1 pupil	100%

End of year whole school attainment data 2017-18

Year Group	Reading PP % at ARE	Reading Non PP % at ARE	Writing PP % at ARE	Writing Non PP % at ARE	Maths PP % at ARE	Maths Non PP % at ARE
Rec (2 pupils)	0%	68%	0%	68%	0%	74%
1 (1 Pupil)	100%	83%	100%	78%	100%	78%
2 (0 Pupils)	-	88%	-	82%	-	77%
3 (1 Pupil)	100%	71%	100%	71%	100%	76%
4 (1 Pupil)	100%	79%	100%	68%	100%	63%
5 (3 Pupils)	66%	78%	66%	72%	66%	72%
6 (1 pupil)	100%	95%	100%	100%	100%	95%

6. Barriers to future attainment for PP (for pupils eligible for PP, including high ability)	
A	To accelerate the progress of PP children (at least 6 steps on Target Tracker) in writing across all year groups to close the attainment gap with their non – PP peers
B	To accelerate the progress of PP children (at least 6 steps on Target Tracker) in maths across all year groups to close the attainment gap with their non – PP peers
C	To increase the number of PP children achieving GLD at the end of EYFS in line with their non PP peers.
D	To ensure vulnerable children in year 4 and 5 receive targeted pastoral support in order to develop positive learning behaviours that will impact on progress, attainment and personal well-being.
E	Ensure that PP children are involved in extracurricular activities

7. Outcomes		
	Desired outcomes and how they will be measured	Success Criteria
A	To accelerate the progress of PP children (at least 6 steps on Target Tracker) in writing across all year groups to close the attainment gap with their non – PP peers .	All PP children make at least 6 steps progress on Target tracker for Writing. Data outcomes show that PP children in all year groups attain in line with their peers and that they meet, or exceed, their prior attainment targets.
B	To accelerate the progress of PP children (at least 6 steps on Target Tracker) in maths across all year groups to close the attainment gap with their non – PP peers	All PP children make at least 6 steps progress on Target tracker for Writing. Data outcomes show that PP children in all year groups attain in line with their peers and that they meet, or exceed, their prior attainment targets.
C	To increase the number of PP children achieving GLD at the end of EYFS in line with their non PP peers.	EYFS PP children to achieve GLD in line with their non – peers – target 66% (2 out of 3 pupils)
D	To ensure vulnerable children in year 4 and 5 receive targeted pastoral support in order to develop positive learning behaviours that will impact on progress, attainment and personal well-being.	PP children are engaged in their learning and demonstrating positive learning behaviours as seen in lesson observations, book scrutiny, pupil voice, home / school discussions and staff feedback. PP children in year 5 engaged in a range of extracurricular activities. School, home and any outside agencies working cooperatively to support individual children.
E	<i>Ensure that PP are engaged and involved in extracurricular activities.</i>	Monitor through group lists to ensure proportionate amounts of PP children are attending and supported to access groups if required.

Actual Outcomes 2017-8	
A	<p>To accelerate the progress of PP children (at least 6 steps on Target Tracker) in writing across all year groups to close the attainment gap with their non – PP peers.</p> <ul style="list-style-type: none"> • The majority of PP pupils are progressing in line with their peers. • 66% (5/8) of pupils achieved age related expectations. Close monitoring, tracking and intervention has shown increased progress of all PP pupils. All children made 5/6 steps of progress
B	<p>To accelerate the progress of PP children (at least 6 steps on Target Tracker) in maths across all year groups to close the attainment gap with their non – PP peers</p> <ul style="list-style-type: none"> • 66% (5/8) of pupils achieved age related expectations. Close monitoring, tracking and intervention has shown increased progress of all PP pupils. • The majority of PP pupils are progressing in line with their peers.

C	<p>To increase the number of PP children achieving GLD at the end of EYFS in line with their non-PP peers.</p> <ul style="list-style-type: none"> This target was not achieved although progress of PP children in EYFS was expected. These children will remain a priority for focussed intervention to ensure progress continues to be more than expected.
D	<p>To ensure vulnerable children in year 4 and 5 receive targeted pastoral support in order to develop positive learning behaviours that will impact on progress, attainment and personal well-being.</p> <ul style="list-style-type: none"> Group support has been given to this group of children and will continue as they move into Year 6. It has been noted that this has had a positive impact on pupils engagement within their learning. This is to aid their transition to secondary school.
E	<p>Ensure that PP are engaged and involved in extracurricular activities.</p> <p>Outcomes:</p> <ul style="list-style-type: none"> The vast majority of PP children have taken part in a club within school during the year 2017-18 The vast majority of KS2 PP children have represented school in an extra-curricular sporting competition The few children that haven't are engaged in extra - curricular activities organised by their parents.

8. Planned Expenditure					
Desired outcome	Chosen action/ support	Evidence and rationale	Implementation	Staff lead	Review
A. To accelerate the progress of PP children (at least 6 steps on Target Tracker) in writing across all year groups to close the attainment gap with their non – PP peers .	<ul style="list-style-type: none"> All staff to ensure they know which children are PP in their class. Use of same day intervention time, eg Collective Worship to target PP children Ensure PP have additional 1:1 TA time for reading across the week if not consistently reading at home. Subject leaders and SENDco to monitor QFT for PP through lesson observations, book scrutiny, pupil voice Subject leaders and SENDco to monitor progress and attainment of PP children in year 4, 5 and 6 with prior attainment of 2c /b in KS1 ATA afternoon interventions to target those PP children 	2016-17 – data shows that there was a PP / Non PP attainment gap in writing in year 3/4/5	Ongoing	TW, Subject lead, SENDco	Review termly in pupil progress meetings

	who are making slow progress as identified through monitoring and tracking linked to pupil progress meetings				
B. To accelerate the progress of PP children (at least 6 steps on Target Tracker) in maths across all year groups to close the attainment gap with their non – PP peers	<ul style="list-style-type: none"> Teachers to ensure support staff know which children are PP within their class and share targets, provision and planning to meet their needs. Delivery of First class at number maths intervention to include Y5 PP All teachers to ensure that PP children receive same day / catch up slots as and when a need is required. Lesson observations to have a section for PP children Teachers to ensure maths tasks are appropriately scaffolded for PP children to promote independent learning – eg – use concrete, pictorial and then abstract approach 	<p>TA's to provide interventions in: Handwriting – Yr 6</p> <p>Ginger bear – Speech and Language – EYFS Speech sessions – EYFS Dough Disco – EYFS Spelling club – Year 6</p> <p>These focus groups with mixed ability children (EYFS groups) will allow the children to develop skills through their peers as well as giving them the opportunity to work in smaller learning groups addressing specific issues which may be having an impact on learning in core subjects.</p> <p>These sessions also aim to improve confidence and self-esteem.</p>	Ongoing	TW, Maths lead	Review termly in pupil progress meetings
C. To increase the number of PP children achieving GLD at the end of EYFS in line with their non PP peers.	<ul style="list-style-type: none"> Ensure all staff are aware of PP within EYFS Use ATA interventions to target the needs of PP children Ensure good home / school links are developed with families. Use of PP funds to pay for enrichment activities – trips, clubs etc 	<p>The following interventions will be delivered</p> <p>Ginger bear – Speech and Language – EYFS Speech sessions – EYFS Dough Disco – EYFS</p> <p>Good home school links have been developed via the use of</p>	Ongoing	DA	Review termly in pupil progress meetings

	<ul style="list-style-type: none"> EYFS leader to monitor progress and attainment of PP children carefully planning provision and next steps with class teachers to provide specific targeted support. 	<p>Marvellous Me – outlining the learning for the following week and how parents can assist</p> <p>Communication between EYFS leader and all support staff, with particular reference to the PP children</p>			
D. Ensure that PP are engaged and involved in extracurricular activities.	<ul style="list-style-type: none"> School to increase the number of groups and activities offered to all children before and after school. This will include: gym club, reading club, lego club, running club, football and rugby, construction club, choir, spelling (KS2), Phonics (Rec / KS1), Fencing and samba band. Where there is a cost, PP families will be assisted where required. <p>Staff to ensure that PP children are involved in peer led groups</p>	<p>Attending groups will provide children the opportunity to develop in a number of areas as well as ensuring that they are fully included in day to day school life, building and developing relationships with peers and self-esteem and confidence.</p>	On going	<p>TW / DA / JP</p> <p>LP – Peer Led groups – school council, fairtrade and Eco Council</p>	Monitor termly

Financial Year 2017-18	Breakdown of Pupil Premium
Funding	£8520
ATA Role 1	£1284
ATA Role 2	£1284
ATA Role 3	£1284
ATA Role 4	£1284
GTA Role 5	£1325.22
Sportscool lessons	£576
Rugby Tots	£60
Homework club for PP – snacks etc	£53
Y6 Residential	£600
Drama Days in school	£50.80
Swimming subsidy	£150
Nell Bank trip KS1 and EYFS	£33
Pantomime subsidy	£90
Gymnastics club	£116
Samba Club	£15
Spare school clothes	£65
Whitby Trip	£38
Great Yorkshire Show	£22
Breakfast Snack	£55
High Adventure Activity	£30
Canal and River Explorers	£14
Light Water Valley Trip	£41.74
Robin Hood's Bay Trip	£30
Crucial Crew	£18.90
Total	8519.66