

Pupil premium strategy statement (primary)

1. Summary information					
School	KIRKDALE ST LAWRENCE CHURCH OF ENGLAND VA PRIMARY SCHOOL				
Academic Year	2019/2020	Total PP budget	£139,408	Date of most recent PP Review	11.09.2019
Total number of pupils	220	Number of pupils eligible for PP	118 = 52%	Date for next internal review of this strategy	June 2020

2. Attainment 2018/2019			
KEY STAGE 2	<i>Pupils eligible for PP</i>	<i>School</i>	<i>LA</i>
% of pupils reaching the Expected Level + in reading, writing and maths	68%	65%	61%
% of pupils reaching the Expected Level + in reading	68%	81%	73%
% of pupils reaching the Expected Level + in writing	68%	65%	78%
% of pupils reaching the Expected Level + in maths	68%	74%	79%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<p>Aim of the school is to ensure that all children are able to access all aspects of the school's provision in order to achieve the highest standards of achievement and the greatest possible progress in relation to children's individual starting points. Some of our children start school well below national expectations. They often increase in complexity as the children get older.</p> <ul style="list-style-type: none"> • Attendance and punctuality • Poor attitudes to learning • Poor language/communication skills • Poor self-esteem/lack of confidence (children and parents) resulting in low expectations and aspirations • Limited access to opportunities beyond school life 	
In-school barriers	
A.	Oral language skills in EYFS are limited for many pupils upon entry.
B.	Social/communication difficulties for pupils hinders their readiness to learn. [Low levels of personal, social and emotional development].
C.	Vocabulary & Language understanding are limited for many pupils in KS1 and KS2 which affects reading and writing progress.
D.	Low starting points of PP pupils requires accelerated progress in KS1 to make expected levels.
E.	Low starting points for PP pupils on entry to KS2 requires accelerated progress to ensure this group makes expected +standard at end of KS2.
F.	Some pupils have increased emotional needs and/or demonstrate challenging behaviour.

External barriers		
G.	Home support. Family disengagement in learning process; reduced opportunities for home learning and curriculum enrichment.	
H.	Low attendance and high absentee rates. Attendance rates for pupils eligible for PP are below target for all children of 95-97%.	
I.	Increasing numbers of families with external support or early help due to family circumstances.	
J.	Limited life experiences and the prevalence of low aspirations.	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improve oral language skills for pupils eligible for the Pupil Premium in EYFS. Progress will be measured against checklist after completion of teaching programme.	Pupils will make accelerated progress in speech, language and communication
B.	Improved learning in prime goals and GLD.	PP pupils increase in GLD and prime goals.
C.	KS1 pp pupils increase progress in phonics.	Gap closes between pp pupils and national in KS1 classes.
D.	SEND pupils in receipt of the Pupil Premium make good progress in relation to the targets set on their individualised learning plans/profiles.	Targets met and new targets set after each term
E.	Higher rates of progress will be seen across KS1 for higher attaining pupils in receipt of the funding. End of Key Stage results, as well as on-going tracking documents will determine the success	At the higher level, the gaps between pupils in receipt of the funding and 'others' will be narrowed
F.	The gap between those in receipt of the pupil premium and 'others' in the cohort will be narrowed at the end of KS2 in reading and mathematics. Test results and formative tracking documents will determine the success.	The attainment gap will be narrowed
G.	Those pp pupils with higher prior attainment maintain progress to achieve greater depth at end of KS2.	Access to pertinent curriculum to challenge and progress learning at greater depth is achieved.
H.	Improved attendance and persistent absence [pp pupils] is improved.	Decrease number of PA pupils. Overall attendance for pp improves.
I.	Improve family engagement in learning. Improve aspirations through experiences.	Ability of funding for experiences, breakfast club, trips, visits, activities.

5. Planned expenditure					
Academic year	2019/20				
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? Cost?

<p>A. Improve oral language skills for pupils eligible for the Pupil Premium in EYFS. Progress will be measured against checklist after completion of teaching programme.</p>	<p>Staff to attend CPD on achieving the Greater Depth standard and training via SEN consortia on oral language.</p>	<p>Through networking with other schools using this approach and undertaking approved training.</p>	<p>Hold half termly review sessions through pupil progress meetings and ongoing via the Inclusion Manager and EYFS Lead.</p>	<p>SLT Inclusion EC EYFS FM EYFS LH EYFS NI</p>	<p>July 2020</p> <p>£2,200</p>
<p>B. Improved learning in prime goals and GLD.</p>	<p>Small class sizes with two teachers [threshold] prime purpose to improve quality of learning. Quality of the learning environment. Improvement in focused teaching of early reading Early identification of needs.</p>	<p>Baseline/entry data results. Improve the quality of tasks for outdoor learning. Staff led modelling of vocabulary and language, Impact of pupils with undeveloped readiness for school and for learning.</p>	<p>Half termly pupil progress meetings. Tracking and target support.</p>	<p>SLT Inclusion EC EYFS FM EYFS LH EYFS NI</p>	<p>July 2020</p> <p>£50,500</p>
<p>C. KS1 pp pupils increase progress in phonics.</p>	<p>Revisit phonics training/refresher training. Invest in new resources and phonic based early reading books.</p>	<p>Phonics learning to be reviewed. Groups to be assessed frequently. Training refreshed and followed up.</p>	<p>Monitoring of teaching and learning of phonics including paired learning walks. Phonic test improves scores.</p>	<p>SLT FM AM PE BH LSA x 2</p>	<p>£8,900</p>
<p>D. SEND pupils in receipt of the Pupil Premium make good progress in relation to the targets set on their individualised learning plans/profiles.</p>	<p>PP pupils [large group white UK boys] have target to make accelerated progress in learning – achieve via steps within their Individual learning plans.</p>	<p>Small groups and interventions completed within class and avoidance of being undertaken at the same curriculum time.</p>	<p>Review of individualised plans. Monitoring by SLT. Evaluation of resources.</p>	<p>SLT EC</p>	<p>£10,600</p>
<p>E. Higher rates of progress will be seen across KS1 [KS2] for higher attaining pupils in receipt of the funding. End of Key Stage results, as well as on-going tracking documents will determine the success</p>	<p>Effective feedback/marking New specific reading resources to aid the progress in EYFS, KS1 and KS2 of more able readers so they reach the Greater Depth standard at the end of each key stage</p>	<p>The EEF Teaching and Learning Toolkit states that effective marking/feedback has high impact for low cost focused on supporting disadvantaged pupils achieving the highest level</p>	<p>Monitoring sessions to determine the impact of the feedback/marking Observe writing lessons across the school Analyse assessment data in reading/writing and mathematics</p>	<p>SLT FMcA EP</p>	<p>£6,700</p>

<p>Improved progress for more able pupils in receipt of the Pupil Premium</p> <p>KS1</p> <ul style="list-style-type: none"> • Reading • Writing • Maths <p>KS2</p> <ul style="list-style-type: none"> • Reading • Maths 	<p>Maths resources for higher attaining pupils in EYFS, KS1 and KS2. Training accessed.</p> <p>Development of outside learning for Maths problem solving.</p>	<p>The impact of outdoor learning and using learning styles and contexts to apply and challenge pupils to be mathematicians. Across year all classes – planning by class teacher to meet curriculum.</p>	<p>Evaluation by staff and pupils and observations. Observations and feedback.</p>	<p>KJ EP <i>Learning Outdoors*</i></p>	<p>£8,500</p> <p>£10,100</p>
<p>F & G. Improved attainment at the expected standard+ by the end of KS2 [R,W,M]</p>	<p>CPD across RWM. Engage in internal and external moderation processes Small-group writing sessions in Year 6 led by experienced teachers Peer assessment promoted</p>	<p>Experienced teachers lead intervention to raise attainment EEF Toolkit states that peer-assisted learning has high impact for low cost. [2 x teachers Y6 1.0 + 0.5]</p>	<p>Book monitoring Analysing writing tracking grids Lesson observations</p>	<p>SLT JP EP KJ</p>	<p>July 2020</p> <p>£4,800</p> <p>£18,000</p>
Total budgeted cost					£120,300

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?
<p>More able pupils in KS1 make suitable progress</p>	<p>Small-group literacy sessions to accelerate progress, led by an experienced teacher</p> <p>Differentiated reading sessions for more able readers, with specific resources, tailored to their needs</p>	<p>Experienced teachers to lead intervention sessions to raise attainment EEF – Reading Strategies = low cost and high impact</p>	<p>Observe groups and analyse progress tracking grids</p>	<p>SLT</p>	<p>July 2020</p> <p>£1,600</p>

More able pupils (those who exceeded the expected level at the end of Year 2 –Level 3) exceed the expected level in reading in Year 6	Experienced teacher to lead small group interventions in reading for more able pupils	Experienced teachers to lead intervention sessions to raise attainment EEF – Reading Strategies = low cost and high impact	Track progress/liaise with intervention teacher/ book monitoring	SLT	July 2020 £4,600
Year 6 pupils who were off-track in maths at the end of year 5 to achieve the expected level+ by the end of year 6	Support lower attaining Year 6 pupils in maths, as identified from their end-of-year 5 results		Regular assessments and monitoring		£3,400
Total budgeted cost					£9,600
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?
All pupils make the desired progress based on their ability and prior attainment.	Highly-trained teaching assistants to support learning in all classrooms, with clear direction on how to help children achieve	Support staff understand their role in helping pupils to achieve They understand the importance of ensuring that all day-to-day teaching meets the needs of each learner	Examine planning and the roles assigned to the teaching assistants Observe lessons and determine the impact of teaching assistants on learning Liaise with teachers.	SLT	July 2020 £3,100
Good progress is made in all subjects and pupil confidence is enhanced	Train children to work in partners, to critique each other's' work in a meaningful way to bring learning forward	EEF Toolkit states that peer-assisted learning has high impact for low cost	Observations Feedback from pupils Evidence of progress in books and results	SLT	July 2020
Pupils enjoy learning	Provide enrichment workshops linked to the curriculum for pupils	Pupils will be motivated and engage in a broad curriculum	Observe Gather feedback from staff and subject leaders	SLT	July 2020 £1,400
Home support is improved	Workshops for parents	Pupil learning can be consolidated and enhanced	Feedback from workshops	SLT	July 2020 £850
Progress is maximised by pupils from all ability groups	Reduced class sizes in Year 6 for target teaching groups	EEF states that if class size is significantly reduced, gains can be seen. Reduced class size allows for a broader range of teaching strategies to be used and improved feedback to be given.	Book monitoring Lesson Observations Discussions with pupils and staff	SLT	July 2020 £4,150
Total budgeted cost					£9,500
TOTAL BUDGET COSTS					£139,400

Current Strategies and actions:			
Review of Previous Academic Year 2018-2019		<p>Strategies for improvement included assessment, intelligent use of data and key information. Analysis enables social, emotional and learning needs to be addressed through a range of appropriate resources. Target the underperformance, thus leading to effective closure of some gaps. Assessments, both formative and summative inform planning, teaching and learning. Data is cross referenced so strengths are widened across all subjects.</p> <p>Daily feedback and encouragement during lessons within a positive learning environment, results in pupils who believe in themselves and are motivated to succeed and achieve.</p> <p>A stimulating and engaging curriculum, reflecting learning needs through modern culture and interests, aims to captivate learners and accelerate progress. There are additional teachers in Reception and Deputy Head teacher in Y6 every morning. Additional support to address learning gaps is provided through interventions.</p> <p>All staff have high expectations of all children (Code of Conduct, Behaviour traffic lights, Christian and British Values, SMSC. The quality of learning and teaching is consistently good some lessons being outstanding. Time is not wasted, no opportunity is lost. The expectation is to expect nothing less than the 'best' for every child.</p> <p>Every decision made has the children and their progress at the very heart of it, underpinned by our core school values. <i>Be strong and courageous. Do not be afraid; do not be discouraged, for the Lord your God will be with you wherever you go. Joshua 1:9.</i></p>	
<u>Quality of teaching for all</u> 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)
To ensure all pupils receive the best possible teaching	CPD for all staff	Positive: overall pupils in receipt of the Pupil Premium have achieved well, and the impact was positive for those not in receipt of it also.	CPD and the sharing of good practice from experienced teachers in key areas will continue to be an area we will spend on.
<u>Targeted support</u> 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)
To close attainment gaps between those in receipt of the pupil premium and those who aren't (within school)	Experienced staff worked across all Key Stages with specific pupils [Maths and English] Afterschool sessions with more able and less able pupils	PP pupils at the end of KS1 and KS2 achieved well compared with starting points. Gaps within the cohort were greatest at the higher levels in both KS1 and KS2.	PP and Non PP pupils benefitted from the extra staff involved, but it is important to explore ways to close gaps at the higher levels in reading and maths in 2019/2020. Experienced teachers will continue to target. Year 6 teacher will continue to work with specific groups to raise attainment further, particularly amongst more able pupils in receipt of the Pupil Premium.
<u>Other approaches</u> 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)
To improve behaviour and learning	Smaller class sizes in years 5 and 6	Pupils benefitted from the smaller class sizes and attainment and progress were good for most pupils. The SEN pupils require reviewed targets for next year	Smaller class sizes will remain for Year 6 pupils only and a support worker with specific SEN/behaviour training will provide additional support for the pupils with SEN.