

Pupil premium strategy statement (primary)

1. Summary information					
School	Kingswood Primary School				
Academic Year	2017/18	Total PP budget	£20,380	Date of most recent PP Review	Feb' 18
Total number of pupils	121	Number of pupils eligible for PP	14	Date for next internal review of this strategy	Feb' 19

2. Current attainment					
	Pupils eligible for PP (your school)				Pupils not eligible for PP (national average)
	Y6	Y5	Y4	Y3	
% achieving in reading, writing and maths	83%	78%	67%	84%	75%
% making progress in reading	50%	100%	75%	100%	92%
% making progress in writing	100%	100%	75%	100%	95%
% making progress in maths	100%	100%	100%	100%	91%

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.	Opportunities for pupils to develop their mathematical reasoning are not provided as regularly as they need to be
B.	Feedback and evaluation of progress does not always support the need of disadvantaged pupils
C.	Quality of teaching in reading and phonics does not always enable pupil premium children to make expected progress
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Attendance rates for pupils eligible for PP are below the target for all children (97%)

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improve opportunities for pupils to develop and apply their mathematical reasoning	Pupils eligible for PP make at least expected progress in maths; Leader of learning for maths to identify opportunities in books where mathematical reasoning has been applied
B.	Feedback for disadvantaged pupils to be detailed so that pupils understand how to progress	Regular evidence of staff feedback with pupil response and evaluation in accordance with new feedback policy in place since Jan 2018
C.	Improve the quality of teaching in reading and phonics for PP children	PP children to make at least expected progress in reading

D.	Increased attendance rates for pupils eligible for PP	Overall PP attendance improves from 92% to 95% by May 2018
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5. Planned expenditure

Academic year

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?
A. Improve opportunities for pupils to develop and apply their mathematical reasoning	Staff training through KULB maths leader, use of White Rose resources, guidance from leader regarding structure of week to support application of reasoning	Analysis of previous year SAT's papers showed us that reasoning needed improvement; Ofsted identified that reasoning in EYFS and KS1 needed more opportunities.	Use of maths leader time to ensure consistency of approach and regular use of reasoning. Termly monitoring of books by HOS and Exec Head. Analysis of progress termly through diminishing the difference document.	DW	July 2018
B. Improve the quality of teaching in reading and phonics for PP children	Improving teaching of phonics in Year R and KS1.	Falling standards in Year 1 phonics screening and Year 2 retakes in 2017 data set. Ensure that quality of teaching improves so that outcomes improve in 2018	Regular assessment of Year 1/Year 2 pupils in phonics. Teachers to be accountable for ensuring that pupils are taught effectively. Phonics review meetings held to ensure that this is having a positive impact	CJ	July 2018

Total budgeted cost £11000

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?
Feedback for disadvantaged pupils to be detailed so that pupils understand how to progress	Revised feedback strategy for all pupils with particular emphasis for use with vulnerable pupils	EEF toolkit suggests that high quality feedback is a low cost high impact strategy to improve attainment. It had been identified during PM and class review meetings that the system needed to be applied more effectively	All stakeholders involved in reviewing the system and designing of new model. Implemented in January 2018 and will be monitored as part of the FIP.	EH	Term 4 & Term 6 2018

Total budgeted cost					£3000
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?
Increased attendance rates for pupils eligible for PP	Regular attendance monitoring, reward schemes, attendance certificates and incentives; Use of federation FLO and attendance officer when required	To improve the attainment of pupils through increased attendance. There is a significant gap between the attendance rates of disadvantaged pupils and their peers.	Weekly monitoring of attendance, regular communication with parents	DW	Termly
Total budgeted cost					£3000

6. Review of expenditure					
Previous Academic Year					
i. Quality of teaching for all					
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	
Increase the accountability of middle leaders to diminish the difference between outcomes of PP children against others	Subject leaders held to account for data within their subjects. Leaders given time to analysis and evaluate performance. Reports shared across Federation	Medium/high impact – PP children achieved similar levels in writing and maths to other children. In reading there is still a difference in attainment and progress. Success criteria partly met	Approach had a positive impact in maths and writing. The teaching of reading needs revising and will be a priority in the 2017/18 FIP	£30,000 (this was partly funded by KAH bid)	
ii. 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	

Improved Year 6 outcomes in mathematics	Use of KULB maths leader to work with teachers across KS2 to establish a clear curriculum to include mastery and reasoning.	Impact high – met target set for KS2 in Year 6; PP children achieved as well as other children. 75% achieved expected standard. Success criteria met.	Extend this approach to Key Stage 1 and Early Years.	£13,500
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iii. 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
Improve attendance for disadvantaged pupils	Attendance monitoring of pupils causing concerns at termly basis	Medium impact – attendance improved for some individual pupils. Success criteria partly met	Some families need more intensive support/incentives. FLO to be used to support and HOS to look at ways to reward pupils with high levels of attendance each term.	£3000

7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.
Our full strategy document can be found online at: www.aschool.sch.uk