

# Pupil Premium Strategy Statement 2017-18

Summary information					
School	King's Meadow School				
Academic Year	2017-2018	Total PP budget	£67,714	Date of most recent PP Review	September 2017
Total number of pupils	417	Number of pupils eligible for PP	46	Date for next internal review of this strategy	January 2018

Current attainment – Year 1 Phonics				
	Pupils eligible for PP		All Pupils	
	King's Meadow	Nat. Average	King's Meadow	Nat. Average
% working at the expected standard	71%	84%	83%	81%

Current attainment – Key Stage 1				
	Pupils eligible for PP		All Pupils	
	King's Meadow	Nat. Average	King's Meadow	Nat. Average
% working at or above in Reading	60%	79%	84%	76%
% working at or above in Writing	60%	72%	85%	68%
% working at or above in Maths	60%	79%	84%	75%

Current attainment – Key Stage 2				
	Pupils eligible for PP		All Pupils	
	King's Meadow	Nat. Average	King's Meadow	Nat. Average
% achieving in reading, writing and maths	25%	67%	60%	61%
% working at or above in Reading	25%	77%	64%	71%
% working at or above in Writing	63%	81%	85%	76%
% working at or above in Maths	38%	80%	69%	75%

1. Barriers to future attainment (for pupils eligible for PP, including high ability)					
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )					
<b>A.</b>	Emotional and social needs 43% PP pupils are having a detrimental effect on ability to engage in classroom learning.				
<b>B.</b>	14% of PP children are on SEN register compared to in school average of 9%. 40% are currently working below expected standard.				
<b>C.</b>	23% of PP have identified behaviour and concentration issues within a classroom setting.				
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )					
<b>D.</b>					
2. Desired outcomes					
	<i>Desired outcomes and how they will be measured</i>			<i>Success criteria</i>	
<b>A.</b>	PP children able to make expected progress in lessons as behavioural, emotional and social needs are supported.			Expected progress made by PP children across the school.	
<b>B.</b>	PP SEN and lower ability children to make accelerated progress.			Gap between the group and the cohort is narrowed.	
<b>C.</b>	PP children will have the gap narrowed between % achieving expected outcomes in R, W + M in comparison to Non PP in cohort or PP national average.			Year 6 PP to go from 25% to 46%. Gap between the group and the cohort is narrowed in every year.	
<b>D.</b>					
3. Planned expenditure					
<b>Academic year</b>					
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?
Improved attainment in Mathematics.	Staff Inset on Mastery Maths.  Teach in mixed ability groups.  Revised calculation policy.	SEF has identified this as an area for improvement.	SLT, Phase and Staff meetings to plan and evaluate. Lesson Observations Book Scrutiny and data collection Pupil Interviews	KR	Termly Reviews
Growth Mind Set approach to be fully	Staff Inset including invited speakers.	Observations, learning walks, pupil interviews show greater confidence and	SLT and Staff meetings to plan and evaluate.	RL	<b>April 2018</b>

integrated throughout the school.  Increased self-esteem for all pupils.	Professional development opportunities.  Classroom resources.	more evidence of approach visible within class environment.	Lesson Observations Book Scrutiny and data collection Pupil Interviews		
C. PP children will have the gap narrowed between % achieving expected outcomes in R, W + M in comparison to Non PP in cohort or PP national average.	Year 6- Employing PP teacher 4 mornings and 1 afternoon. Year 5 - Employing PP teacher 3 mornings. FSU- 2 HLTAs deployed every morning to support PP children. Year 1- Extra TA supporting phonics to allow for smaller groups.	The NfER report on supporting the attainment of disadvantaged pupils points out that there are several key elements when supporting attainment. Employing more high quality, experienced staff means that smaller class groups allow for pupils' needs to be met more effectively; staff are deployed effectively and we are able to share best practice and increase the quality of teaching throughout the school.	Regular meetings and feedback with year group staff to ensure children are all progressing. CAP meetings with all year group staff, led by head teacher and SLT. Planning scrutinised.	RL & LG	<b>Jan 2018</b>
C. PP children will have the gap narrowed between % achieving expected outcomes in R, W + M in comparison to Non PP in cohort or PP national average.	After school and in school Literacy and Maths tuition offered to those who are working below the expected standard.	The NfER report on supporting the attainment of disadvantaged pupils points out that 'providing targeted support for under-performing pupils during curriculum time (as well as providing learning support outside of school hours)' helps support attainment.	Data reviews at each assessment point in order to think carefully about which children are in need of after school tuition and which group they should be in. Tasks set by Literacy co-ordinator and Year 6 teachers.	RL & LG	<b>Jan 2018</b>
C. PP children will have the gap narrowed between % achieving expected outcomes in R, W + M in comparison to Non PP in cohort or PP national average.	Continue to roll out Mastery curriculum in Maths	The NfER report on supporting the attainment of disadvantaged pupils points out that school's that 'ensure their schools are linked into a number of networks such as local school clusters, teaching school networks, online forums and national education events. They constantly seek out new ideas and put systems in place for staff to share best practice' support attainment.	Regular training attended by Maths coordinator. Training session attended by Year 6 and FSU teacher.	KR	<b>April 2018</b>
<b>Total budgeted cost</b>					£52,730
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>

PP children will have the gap narrowed between % achieving expected outcomes in R, W + M in comparison to Non PP in cohort or PP national average.	Year 6- Employing PP teacher 4 mornings and 1 afternoon. Year 5 - Employing PP teacher 3 mornings. FSU- 2 HLTAs deployed every morning to support	The NfER report on supporting the attainment of disadvantaged pupils points out that there are several key elements when supporting attainment. Employing more high quality, experienced staff means that smaller class groups allow for pupils' needs to be met more effectively; staff are deployed	Regular meetings and feedback with year group staff to ensure children are all progressing. CAP meetings with all year group staff, led by head teacher and SLT. Planning scrutinised.	RL & LG	<b>Jan 2018</b>
	After school and in school Literacy and Maths tuition offered to those who are working below the expected standard.	The NfER report on supporting the attainment of disadvantaged pupils points out that 'providing targeted support for under-performing pupils during curriculum time (as well as providing learning support outside of school hours)' helps support attainment.	Data reviews at each assessment point in order to think carefully about which children are in need of after school tuition and which group they should be in. Tasks set by Literacy co-ordinator and Year 6 teachers.	RL & LG	<b>Jan 2018</b>
PP children able to make expected progress in lessons as behavioural, <b><u>emotional and social needs</u></b> are supported.	Children supported to feel confident to learn. -Arch readers in Year 3 and Year 4 supporting Literacy and emotional needs. - PE mentor providing fun and active games for pupils who lack confidence in sports. - Play therapy -School trips to be funded. -School jumpers to be purchased. - After school clubs to be funded.	The school needs 'strong social and emotional support strategies to help pupils in need of additional support, including through working with their families' (NfER).	Regular CAP meetings after assessment points reviewing barriers to learning and how they are being overcome.	RL & LG	<b>Jan 2018</b>
PP children able to make expected progress in lessons as behavioural, <b><u>emotional and social needs</u></b> are supported.	Home School Link Worker (HSLW) increased hours. Children supported to feel confident to learn.	The school needs 'strong social and emotional support strategies to help pupils in need of additional support, including through working with their families' (NfER).	Regular meetings reviewing barriers to learning and how they are being overcome.	LD,RD,LG & RL	<b>On-going</b>

B. PP SEN children to make accelerated progress.	New SENCo implementing training sessions and scrutinies of SEN data throughout the year. Interventions bought in and regularly assessed by SENCo. Data monitored carefully and input modified if necessary.	The school should 'ensure that teaching assistants (TAs) are well trained in supporting pupils' learning as well as in specific learning interventions, so TAs can provide effective support to individual pupils or small groups. They also ensure strong teamwork between teachers and support staff.' (NfER).	Regular scrutinies of SEN paper work. Learning walks completed by SENCo and SEN advisor. CAP meetings.	LG & RL	<b>Jan 2018</b>
<b>Total budgeted cost</b>					£12,837
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Ensure PP Children are engaged in all aspects of school life.	Subsidising cost of visits. Targeted support for after school activities.	Children are able to be part of all school activities. Pupil question.	Monitoring take up of activities.	LG and RL	On-going
Improve opportunities for PP children, both inside and outside school.	40 things to do before I leave KMS. Book Clubs and Homework Club Greater engagement of families.	Children are able to experience a wide range of personal and social achievements.	Monitoring children's sheet.	LG	On-going
<b>Total budgeted cost</b>					£7,447
<b>Total Budgeted Cost for Sections i, ii and iii</b>					£73,014

4. Review of expenditure				
Previous Academic Year		2016 – 17		
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
C. PP children will have the gap narrowed between % achieving expected outcomes in R, W + M in comparison to Non PP in cohort or PP national average.	<p>Year 6- Employing PP teacher 5 mornings.</p> <p>Year 4- Employing PP teacher 1.5 days.</p> <p>FSU- 2 HLTAs deployed every morning to support PP children.</p> <p>Year 1- Extra TA supporting phonics to allow for smaller groups.</p> <p>After school and in school Literacy and Maths tuition offered to those who are working below the expected standard.</p> <p>Revised implementation of Guided Reading.</p> <p>Mastery curriculum investigated by Maths co-ordinator.</p>	<p><b>Year 1</b> - Number of PP children attaining Expected plus is greater than the number of Non PP in all subjects.</p> <p><b>Year 2</b> - Number of PP children attaining expected plus increased from 2015/16 to 2016/17 in all subjects The gap between PP children reaching expected plus has narrowed in all subjects.</p> <p><b>Year 3</b> - Number of PP children attaining expected plus in 2015/16 remained the same in 2016/17 in all subjects. The gap between PP children reaching expected plus has increased in all subjects.</p> <p><b>Year 4</b> - Number of PP children attaining expected plus in 2015/16 increased from 2016/17 in writing and maths. It remained the same in Reading. In maths, the number of PP children attaining expected plus in maths was greater than Non PP in 2016/17. The gap between PP children reaching expected plus has narrowed in all subjects.</p> <p><b>Year 5</b> - Number of PP children attaining expected plus in 2015/16 increased in 2016/17 in writing and maths. It remained the same in Reading. The gap between PP children reaching expected plus has narrowed in writing and maths. It increased in reading.</p> <p><b>Year 6</b> - Number of PP children attaining expected plus in 2015/16 increased in 2016/17 in writing and maths. It remained the same in Reading. The gap between PP children reaching expected plus has narrowed in maths.</p>	<p>Continue with use of additional teaching staff to ensure gap continues to be narrowed. On going impact to be monitored.</p> <p>Continue with specific interventions and monitor on-going impact.</p> <p>Continue Literacy and Maths tutoring. Extend to looking at working at Greater Depth.</p>	£75,737.26

<b>ii. Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
A. PP children able to make expected progress in lessons as behavioural, <b>emotional and social needs</b> are supported.	<p>Emotional Literacy Support Assistant (ELSA) trained to support children across school.</p> <p>Home School Link Worker (HSLW) increased hours.</p> <p>Children supported to feel confident to learn.</p> <p>-Arch readers in Year 3 and Year 4 supporting Literacy and emotional needs.</p> <p>- PE mentor providing fun and active games for pupils who lack confidence in sports.</p> <p>- Play therapy</p> <p>-School trips to be funded.</p> <p>-School jumpers to be purchased.</p> <p>- After school clubs to be funded.</p>	<p>Emotional well being of identified pupils have been observed to improve.</p> <p>HSLW very closely involved with PP families with specific emotional and social needs and issues.</p> <p>Emotional well being of identified pupils have been observed to improve.</p> <p>Emotional well being of identified pupils have been observed to improve.</p> <p>Emotional well being of identified pupils have been observed to improve.</p> <p>All pupils who wished to attend residential and school visits were able to do so.</p> <p>School supplies purchased when required.</p> <p>After school clubs funded when and where required.</p>	<p>Emotional and social needs are still a huge barrier to learning for over 2/5 of PP pupils.</p> <p>All chosen actions to continue.</p> <p>Continue to monitor the needs of the PP children and implement specific additional interventions if and when required.</p>	£15,016.85
<b>iii. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
A. PP children able to make expected progress in lessons as <b>behavioural</b> , emotional and social needs are supported.	<p>Fun Time Friday and Fix It Friday-</p> <p>New school wide behaviour management system in place.</p>	<p>Behaviour of the vast majority of PP, and non PP, observed to improve.</p>	<p>Continue and monitor on going impact.</p>	

Increased attendance rates for individual PP children with particularly low attendance.	Identified children increase attendance.	Attendance increased in relation to both identified children.	One child has now left the school. Continue to monitor attendance of other identified child and PP children in general.	£5,117
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