

Pupil Premium Strategy Statement 2018-19

School	King's Meadow School				
Academic Year	2018-2019	PP funding received	£69,200	Date of most recent PP Review	June 2018
		Total PP budget allocated	£83.494		
Total number of pupils	407	Number of pupils eligible for PP	54	Date for next internal review of this strategy	January 2019

Current attainment 2018 – Year 1 Phonics				
	Pupils eligible for PP Classed as Disadvantaged		All Pupils	
	King's Meadow	Nat. Average (2017)	King's Meadow	Nat. Average
% working at the expected standard	75%	84%	89%	83%

Current attainment 2018 – Key Stage 1				
	Pupils eligible for PP Classed as Disadvantaged		All Pupils	
	King's Meadow	Nat. Average (2017)	King's Meadow	Nat. Average
% working at or above in Reading	50%	79%	71%	75%
% working at or above in Writing	67%	72%	76%	70%
% working at or above in Maths	67%	79%	72%	76%

Current attainment 2018 – Key Stage 2				
	Pupils eligible for PP Classed as Disadvantaged		All Pupils	
	King's Meadow	Nat. Average	King's Meadow	Nat. Average
% achieving in reading, writing and maths	64%	70%	69%	64%
% working at or above in Reading	73%	77%	77%	75%
% working at or above in Writing	64%	81%	84%	78%
% working at or above in Maths	73%	80%	86%	76%

1. 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.	Emotional and social needs 62% PP pupils are having a detrimental effect on ability to engage in classroom learning.				
B.	18% of PP children are on SEN register compared to in school average of 10 %. 89% are currently working below expected standard.				
C.	44% of PP have identified behaviour and concentration issues within a classroom setting.				
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)					
D.					
2. Desired outcomes					
	<i>Desired outcomes and how they will be measured</i>			<i>Success criteria</i>	
A.	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.	PP SEN and lower ability children to make accelerated progress.			Gap between the group and the cohort is narrowed.	
C.	PP children will continue to have the gap narrowed between % achieving expected outcomes in R, W + M in comparison to Non PP in cohort or PP national average.			Gap between the group and the cohort is narrowed in every year.	
D.					
3. Planned expenditure					
Academic year		2018-2019			
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 Reading.	Staff Inset on Guided Reading methods. KS1 children to receive guided reading in groups supported by TA from across the school. KS2 to receive whole class teaching. Booster and Intervention Groups for PP Children.	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	MW + SLT	Termly Reviews

Growth Mind Set approach to be fully integrated throughout the school. Increased self-esteem for all pupils.	Staff Inset including invited speakers. Professional development opportunities. Classroom resources.	Observations, learning walks, pupil interviews show greater confidence and more evidence of approach visible within class environment.	SLT and Staff meetings to plan and evaluate. Lesson Observations Book Scrutiny and data collection Pupil Interviews	RL + SLT	Termly Review
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 Year 5 - Employing PP teacher 2 mornings. Year 1 and 2 - Extra TAs supporting phonics to allow for smaller groups. Extra TA support for Guided Reading Sessions.	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.	LD + SLT	Termly Review
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.	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.	LD + SLT	Termly Review
Total budgeted cost					£65, 716
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 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 Year 5 - Employing PP teacher 2 mornings. Year 1 and 2 - Extra TAs 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	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.	LD + SLT	Termly Review
	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.	LD + SLT	Termly Review

<p>PP children able to make expected progress in lessons as behavioural, <u>emotional and social needs</u> are supported.</p>	<p>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.</p>	<p>The school needs 'strong social and emotional support strategies to help pupils in need of additional support, including through working with their families' (NfER).</p>	<p>Regular CAP meetings after assessment points reviewing barriers to learning and how they are being overcome.</p>	<p>LD + SLT</p>	<p>Termly Review</p>
<p>PP children able to make expected progress in lessons as behavioural, <u>emotional and social needs</u> are supported.</p>	<p>Home School Link Worker (HSLW) hours. Children supported to feel confident to learn.</p>	<p>The school needs 'strong social and emotional support strategies to help pupils in need of additional support, including through working with their families' (NfER).</p>	<p>Regular meetings reviewing barriers to learning and how they are being overcome.</p>	<p>LD,RD,LG & RL</p>	<p>On-going</p>

B. PP SEN children to make accelerated progress.	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	Termly Review
Total budgeted cost					£10,331
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?
Ensure PP Children are engaged in all aspects of school life.	Subsidising cost of visits. Targeted support for after school activities. Lucky Lunch	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. Lucky Lunch	Children are able to experience a wide range of personal and social achievements.	Monitoring children's sheet.	LG	On-going
Total budgeted cost					£7,447
Total Budgeted Cost for Sections i, ii and iii					£83,494

4. Review of expenditure				
Previous Academic Year		2017 – 18		
i. Quality of teaching for all ii. Targeted support 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
Improved attainment in Mathematics.	<p>Staff Inset on Mastery Maths.</p> <p>Teach in mixed ability groups.</p> <p>Revised calculation policy.</p>	<p>Yr 1 Children achieving expected plus is above last year's GLD of 50%.</p> <p>Yr 2 Children achieving expected plus is below GLD (1 child now left school) but same last year's number achieving expected plus.</p> <p>Yr 3 Children achieving expected plus is above the GLD and below KS 1 and last year's number achieving expected plus (1 child).</p> <p>Yr 4 Children achieving expected plus is the same as GLD, KS1 and last year's number achieving expected plus.</p> <p>Yr 5 Children achieving expected plus is above the GLD and above last year's number achieving expected plus. Below at KS1.</p> <p>Yr 6 Pupil Premium - Children achieving expected plus is above the GLD and same as last year's number achieving expected plus. Below at KS1. However, four Year 6 Children were not at KMS in Year 2.</p>	<p>The Mastery Maths approach within mixed ability groups has been seen to have a positive affect on the standards in Maths across the whole school, not just on the disadvantaged pupils. 86% of children are working at the expected level in Maths in Year 6.</p> <p>The school will continue with this approach.</p>	
<p>Growth Mind Set approach to be fully integrated throughout the school.</p> <p>Increased self-esteem for all pupils.</p>	<p>Staff Inset including invited speakers.</p> <p>Professional development opportunities.</p> <p>Classroom resources.</p>	<p>Growth Mind Set was implemented in January 2018. The impact has yet to be measured properly. Children are more aware of having a positive growth mind set but more work is required to embed the approach within lessons.</p>	<p>The school will continue with this approach. It is a priority point on the School Development Plan.</p>	
<p>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>	<p>Year 6- Employing PP teacher 4 mornings and 1 afternoon.</p> <p>Year 5 - Employing PP teacher 3 mornings.</p> <p>FSU- 2 HLTAs deployed every</p>	<p>Year 6 -</p> <p>Disadvantaged</p> <p>% achieving in Reading, Writing and Maths 64%</p> <p>% working at or above in Reading 73%</p> <p>% working at or above in Writing 64%</p> <p>% working at or above in Maths 73%</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 booster groups. Extend to looking at working at Greater Depth.</p>	

	<p>morning to support PP children. 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>Continue to roll out Mastery curriculum in Maths</p>	<p>All Pupils</p> <p>% achieving in Reading, Writing and Maths 69% % working at or above in Reading 77% % working at or above in Writing 84% % working at or above in Maths 86%</p> <p>The gap between Disadvantaged and Non Disadvantaged in % achieving in Reading, Writing and Maths has closed from 47% to 5%</p>		
PP children able to make expected progress in lessons as behavioural, emotional and social needs are supported.	Home School Link Worker (HSLW) increased hours. Children supported to feel confident to learn.	Emotional well being of identified pupils have been observed to improve. HSLW very closely involved with PP families with specific emotional and social needs and issues.	Emotional and social needs are still a huge barrier to learning for over 3/5 of PP pupils. All chosen actions to continue. Continue to monitor the needs of the PP children and implement specific additional interventions if and when required.	£52,730
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.	There were 9 SEN children receiving PP. Although progress is constant, the majority of the children (7) are not making accelerated. All 9 children have emotional and social needs. 4 of 7 children started KMS after Year 2.	All actions to continue.	£12,837
Ensure PP Children are engaged in all aspects of school life. Improve opportunities for PP children, both inside and outside school.	Subsidising cost of visits. Targeted support for after school activities. Lucky Lunch 40 things to do before I leave KMS. Book Clubs and Homework Club	All pupils who wished to attend residentials and school visits were able to do so. School supplies purchased when required. After school clubs funded when and where required.		£7,447

	Lucky Lunch Greater engagement of families.			
PP Funding Received				£67,714
Total Budgeted Cost for Section i, ii and iii				£73,014