

Pupil Premium Strategy Statement 2019-20

School	King's Meadow School				
Academic Year	2019-2020	PP funding received	£70,575	Date of most recent PP Review	Sept 2019
		Total PP budget allocated			
Total number of pupils	423	Number of pupils eligible for PP	55	Date for next internal review of this strategy	Jan 2020

Current attainment 2019 – Year 1 Phonics				
	Pupils eligible for PP Classed as Disadvantaged		All Pupils	
	King's Meadow	Nat. Average (2018)	King's Meadow	Nat. Average (2019)
% working at the expected standard	100%	72%	87%	82%

Current attainment 2019 – Key Stage 1				
	Pupils eligible for PP Classed as Disadvantaged		All Pupils	
	King's Meadow	Nat. Average (2018)	King's Meadow	Nat. Average (2019)
% working at or above in Reading	50%	62%	83%	75%
% working at or above in Writing	50%	55%	79%	69%
% working at or above in Maths	50%	63%	77%	76%

Current attainment 2019 – Key Stage 2				
	Pupils eligible for PP Classed as Disadvantaged		All Pupils	
	King's Meadow	Nat. Average (2018)	King's Meadow	Nat. Average (2019)
% achieving in reading, writing and maths	46%	51%	71%	65%
% working at or above in Reading	54%	64%	79%	73%
% working at or above in Writing	62%	67%	84%	78%
% working at or above in Maths	69%	64%	80%	79%

1. Barriers to future attainment (for pupils eligible for PP, including high ability)					
In-school barriers (issues to be addressed in school, such as poor oral language skills)					
A.	Emotional and social needs 50%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 in one, two or all of the subject areas.				
C.	44% of PP have identified behaviour and concentration issues within a classroom setting.				
External barriers (issues which also require action outside school, such as low attendance rates)					
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		2019-2020			
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 Maths, with a focus on Greater depth.	Staff Insets ongoing for Mastery Maths. Booster and Intervention Groups for PP Children.	Via Ofsted we have identified this as an area across the school for improvement.	SLT, Phase and Staff meetings to plan and evaluate. Lesson Observations Book Scrutiny and data collection Pupil Interviews	RC + SLT	Termly Review
Mindfulness/well-being Increased self-esteem for all pupils.	Staff training. Professional development opportunities. Classroom resources.	Observations, learning walks, pupil interviews.	SLT and Staff meetings. Learning walks Pupil Interviews	LG + 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 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 boosters 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					£51,994
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 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
	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

PP children able to make expected progress in lessons as behavioural, emotional and social needs 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. -Lucky lunch	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.	LD + SLT	Termly Review
PP children able to make expected progress in lessons as behavioural, emotional and social needs are supported.	Home School Link Worker (HSLW) 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 & MW	On-going
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					£31,963
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. Musical box offered to Y5 and Y6 School uniform subsidised	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
Total budgeted cost					£2,736
Total Budgeted Cost for Sections i, ii and iii					£86,693

4. Review of expenditure				
Previous Academic Year		2018 – 19		
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
i. 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.	Yr 1 children achieving expected plus is in line with last year's GLD of 83%. Yr 2 children achieving expected plus is in line with GLD of 50%. Yr 3 children achieving expected plus is in line with last year's KS1 data of 83% and above the GLD of 67%. Yr 4 children achieving expected plus is in line with KS1 data of 78% and above the GLD of 56%. Yr 5 children achieving expected plus is in line with GLD and KS1 data of 60% Yr 6 children achieving expected plus is 54% above their GLD of 15% and their KS1 data of 53%.	This new approach to Guided Reading has been seen to have a positive affect on the standards in reading across the whole school, not just on the disadvantaged pupils. 79% of children are working at the expected level in Reading in Year 6. The school will continue to use this approach.	£65, 716
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.	Growth mindset is now embedded throughout the school. This is evident in lesson observations and marking in children's books. Every class has a growth mindset display. Children also are using the language now in their learning.	Growth mindset is now embedded, and children are more willing to challenge themselves and 'have a go'. Continue to embed into every day learning and ethos in the school.	
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. Literacy and Maths tuition offered to those who are	Year 6 – Disadvantaged % achieving in Reading, Writing and Maths 46% % working at or above in Reading 54% % working at or above in Writing 62% % working at or above in Maths 69% All Pupils % achieving in Reading, Writing and Maths 71% % working at or above in Reading 79% % working at or above in Writing 84% % working at or above in Maths 80%	Continue with use of additional teaching staff to ensure gap continues to be narrowed. On going impact to be monitored. Continue with specific interventions and monitor on-going impact. Continue Literacy and Maths booster groups. Greater depth boosters to continue.	

	working below the expected standard.	<p>Comparing disadvantaged to non-disadvantaged children within the cohort. 46% of disadvantaged children achieved the expected standard in Reading, Maths and Writing compared to 79% The gap between Disadvantaged and Non Disadvantaged in % achieving in Reading, Writing and Maths has widened from to 33%</p> <p>3 of the disadvantaged children that did not achieve Reading, Maths and Writing at KS2 were not at KMS at KS1 (23%)</p> <p>2 of the disadvantaged children that did not achieve Reading, Maths and Writing at KS2 were at KMS at KS1 but were SEN (15%)</p> <p>At KS1, 38% of the disadvantaged children achieved 2b in all subjects. At the end of KS2, this had increased to 46%. This is 5% below the 2018 National Average but 1% above Oxfordshire's Average.</p>		
ii. PP children able to make expected progress in lessons as behavioural, <u>emotional and social needs</u> are supported.	<p>Children supported to feel confident to learn.</p> <ul style="list-style-type: none"> -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>Home School Link Worker (HSLW) hours. Children supported to feel confident to learn.</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 and social needs are still a huge barrier to learning for over 3/5 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>	£10,331
PP SEN children to make accelerated progress.	SENCo implementing training sessions and scrutinies of SEN data throughout the year.	<p>There were 9 SEN children receiving PP.</p> <p>Although progress is constant, the majority of the children (7) are not making accelerated.</p>	All actions to continue.	

	Interventions bought in and regularly assessed by SENCo. Data monitored carefully and input modified if necessary.	All 9 children have emotional and social needs. 4 of 7 children started KMS after Year 2.	
iii.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 Greater engagement of families. Lucky Lunch	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
PP Funding Received			£69,200
Total Budgeted Cost for Sections i, ii and iii			£83.494