

KATES HILL PRIMARY SCHOOL
PUPIL PREMIUM STRATEGIC REPORTING

ETHOS

Pupil Premium funding is very important to Learning Link MAT because this grant gives us some opportunities to raise attainment and to reduce the barriers to learning which some children and their families find challenging. The effective use of pupil premium is a whole school priority – every adult in each school is aware and focused upon the need to close gaps. Governors play an active role in discussing Pupil Premium priorities and are kept fully up to date with the impact of our spending decisions. Learning Link MAT is in the process of considering the best ways to centrally champion support for the most effective and efficient way to use pupil premium so that this large fund of over £1m can have amazing impact.

STAGES

Stage 1	Identify	<ul style="list-style-type: none"> • Identification of all children entitled to and receiving pupil premium funding • Making all staff aware of who the pupil premium children are and especially any member of staff appointed to work with them.
Stage 2	Know the Child	<ul style="list-style-type: none"> • Knowing the exact attainment, progress and learning characteristics of each child in the group • Discussions with staff, parents and the children to find out as much information as possible to build a picture / case study of: • Key questions: <ul style="list-style-type: none"> - What are the child's interests? - What do they find easy to learn? - What are their gaps? - What are the barriers stopping them make progress? - What do they find difficult? • Compare the data <ul style="list-style-type: none"> - Are there any whole school trends? - Are there year group / subject specific? - Are there any barriers / issues relating to each specific child?
Stage 3	Decide and plan strategy	<ul style="list-style-type: none"> • Decide what the pupil premium strategic plan will look like for providing the best for each pupil premium child <ul style="list-style-type: none"> - What is all of the information we have gathered telling us? - Where and how can we make a difference? - What does this mean we provide within each class? - Plan the spending allocation? Does it meet the grant amount allocated? Does it benefit any other children equally and incidentally? - Are outcomes improved?

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<p>Stage 4</p>	<p>Measure successes, compare, contrast and review</p>	<ul style="list-style-type: none"> • Select precise and accurate milestones which will be applied to measuring the successful use and outcome of pupil premium funding <ul style="list-style-type: none"> - Are measures frequent enough to move each child forward (and not so often as to offer an insecure picture) - Do improvements show in their workbooks, behaviour, well-being and achievement? - Do improvements contribute to the overall view of the school's outcomes for pupils? - Does success close the gap to diminish differences? • Identify and consider your plans <ul style="list-style-type: none"> - What are the shorter term and quick fix solutions? - What will take medium term planning and what actions are longer term? • What are you doing differently for each and any child who has not made the attainment and progress you intended and planned?
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Kates Hill Primary School have six values which permeate everything we do: HAPPINESS, PERSEVERANCE, HONESTY, RESPECT, RESPONSIBILITY, SELF ESTEEM.

Focus of Pupil Premium Spending

We aim to ensure we spend our additional Pupil Premium Grant on things that work and are effective in making a positive difference to our disadvantaged children, helping to combat their many barriers to learning and close any gaps in achievement so they do just as well as the other children. We regularly measure the impact or effect of our Pupil Premium strategies and initiatives using a range of methods including:

- analysis of achievement data to see if we are successfully closing any gaps;
- opportunities to access a wide range of enrichment.
- Speech and Language Therapy targeted support in EYFS and KS1
- Tracking the progress in the intervention programmes they are on and other support they and their families receive to see if they are working using our , leading to an in-depth discussion and guidance from senior managers on how best to help each individual pupil as well as groups of pupils;
- observation of in-class support, intervention programmes and other provision to ensure they are being delivered well and are targeted on the children who will benefit most from them to maximise their effectiveness and impact;
- directly comparing the quality of work and progress in their books to that of the other children in the class;
- Mentoring sessions with pupil premium worker
- feedback from the additional outside agencies we buy in such as our professional counselling service, and from staff about the positive difference these services are making;
- analysis of other relevant key indicators such as attendance, punctuality, behaviour;
- PSHE assessments as well as information relating to Social Care involvement, safeguarding and child protection.
- Investing in resources to boost children's confidence and learning, baseline tests, workbooks and revision aids.

We use this information to decide which strategies are working well and that we can expand and build-on, and which are not having much effect so need to be targeted on different children, improved, or abandoned and replaced with something better. This information is compared to the cost so we can look for better alternatives if they are not providing 'value for money'

Barriers and Challenges at Kates Hill Primary School

We identify and address barriers to learning faced by individual pupils through:

- Pedagogy and performance
- lesson observations
- Early help or operation encompass concerns
- Mental Health/community concerns
- Pupil voice
- parents and agencies
- rigorous regular tracking of pupil attainment and progress, especially in our pupil progress meetings in which all disadvantaged children (including higher ability PP children) are discussed in detail with senior leaders and evaluating the effectiveness of strategies to overcome their barriers to learning.
- PSE Jigsaw Programme
- Relevant curriculum

The main barriers to educational achievement faced by eligible pupils at the school:

- Low language levels – Our pupils have language delay or difficulties when they arrive in Foundation Stage as identified by teaching staff. This leads to social communication difficulties, and issues with reading and writing
- Low level of basic skills- children enter school well below Age Related Expectations (ARE)
- Previous poor encounters with education
- Broken family structures – family stress and low resilience
- Low parental engagement/parenting skills
- Safeguarding and welfare issues which may lead to Social Services involvement
- Social, emotional
- Socio-economic disadvantage. The school has a 0.2 deprivation indicator, lowest 10% of all schools
- Housing issues i.e. massive overcrowding, temporary poor quality accommodation and friction with neighbours and other members of the community
- Poor health and diet, high level of medical needs, and low attendance
- Special educational needs and disabilities.

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Range of Approaches at Kates Hill Primary School and Impacts		
Approach	Reason	Impact
<p>Our teachers and teaching assistants deliver a wide range of impact-evaluated, highly effective targeted individual and group interventions, mainly in literacy and numeracy.</p> <p>Reading Intervention done by all staff</p>	<p>To close the gaps between PP and non PP groups.</p> <p>To bridge learning gaps</p> <p>Ensure children are reaching Age Related Expectations (ARE).</p> <p>Reading Outcomes need to be increased as does the love of reading</p>	<p>Expected Progress up to Summer 2018</p> <p>See separate data analysis</p> <p>Overall progress for PPG pupils is in line with non ppg and in some years better</p>
<p>Teaching Assistants providing highly effective in-class support and guidance, coaching for improvement, and emotional support to those with behavioral difficulties</p> <p>PPG/LAC Mentor</p> <p>Highly effective Inclusion Team</p>	<p>Sutton Trust research found assessment for learning and effective feedback accelerated the progress of disadvantaged pupils.</p> <p>1-1 Targets addressed</p> <p>25% of pupils with high level needs</p>	<p>- See progress table above</p> <p>Progress of Key pupils who are LAC and have EBd</p> <p>Increase in behavior and happiness of pupils</p>
<p>1:1 tuition and small group teaching in Year 2/6</p>	<p>Poor entrance data, with significant language gaps. internal evaluations show this boosts learning and helps close gaps.</p>	<p>- Children closing gaps in learning and receiving individualised and personalized learning</p>
<p>Additional 1:1 TA support for PP children with social, medical and behavioural needs</p>	<p>Personalised Learning</p>	<p>- Children are able to access learning and are included in all aspects of the curriculum.</p>

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<p>Nurture Provision Inclusion</p>	<p>Essential to enable the children to attend school and access learning at their level</p>	<ul style="list-style-type: none"> - Children are receiving calm time and sensory input as well as a key worker to help overcome any barriers to learning. - Children manage emotions and behaviour and have built resilience; ready for learning.
<p>Communication and Language screening and dedicated language and social communication groups in EYFS and KS1</p>	<p>Language development and building of confidence and self-esteem</p> <p>Interventions daily Tracking and more in depth screening of SPLD pupils</p>	<ul style="list-style-type: none"> - Children have further developed curriculum vocabulary and are showing improved use of language during teaching and learning sessions. - Social skills have improved further. - Parent classes - Progress scores of pupils involved:
<p>Teacher led boosters in Maths and English</p>	<p>To maximise learning through providing additional outstanding teaching in core subjects and diminish disadvantage</p>	<ul style="list-style-type: none"> - Children have accessed 'Maths Interventions in Year 2 and 6. Phonics in Year 1 which have aimed to address children's mathematical misconceptions and phonics gaps prior to moving learning on. - Reading and Writing booster groups have shown an improvement in children's basic skills. <p>Catch Up specific intervention has took place with _____ pupils.</p>
<p>New arrival/EAL language unit = English as an additional language support groups and additional focussed support for PP children who are also New Arrivals</p> <p>Additional Trained teachers to support afternoon sessions</p>	<p>We have found specialist EAL teaching area to be effective in supporting children rapidly gain basic language fluency</p>	<ul style="list-style-type: none"> - Children who are new to English, quickly developing English language and accessing the national curriculum. - EAL children making good progress. - A number of children new to English have reached ARE.

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		<ul style="list-style-type: none"> - The unit caters for 6 -10 pupils on a daily basis
EIS Home visits, attendance surgeries and drop ins.	Increase attendance of identified pupils to enable greater access to learning	<ul style="list-style-type: none"> - Key PP children are also persistent absentees. - Attendance clinics have supported parents in ensuring that their child attends school regularly.
Wide range of extra-curricular clubs and activities. Trips funded 100%	Research suggests that where extra-curricular clubs are learning based they impact positively.	<ul style="list-style-type: none"> - Pupil Premium children accessing extracurricular activities and enrichment. 25 % of PPG pupils attend afterschool clubs

1. Summary information

Kates Hill Primary School					
Academic Year	2018/19	Total PP budget expected 18/19	£ 238,920	Date of most recent PP Review	June 2019
		Total Planned PP spend 18/19	£ 239,000		
Total number of pupils	174	Number of pupils eligible for PP = 181 / 450 = 40 %	Reception: 20 Year 1: 20 Year 2: 24 Year 3: 28 Year 4: 34 Year 5: 29 Year 6: 26	Date for next internal review of this strategy	February 2019

Baseline Achievement Data(Autumn 2017)Actual 2018 Summer SATS RESULTS

	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>	All pupils – combined
% achieving ARE or above in reading, writing and maths	26 pupils 35%	32 pupils 37%	45%
% KS1-KS2 ARE or above in reading	59%	52%	55%

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% KS1-KS2 ARE or above in writing	59%	65%	62%
% KS1-KS2 ARE or above in maths	56%	48%	52%

Achievement Review (internal assessment Nov 2018)

	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>	All pupils – combined
% attaining ARE or above in reading, writing and maths	27 pupils 44%	39%	41%
% KS1-KS2 ARE or above in reading	48%	55%	52%
% KS1-KS2 ARE or above in writing	52%	48%	50%
% KS1-KS2 ARE or above in maths	52%	55%	54%

2. Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers

A.	Low levels on entry of pupil premium pupils Pupils RWM skills in KS2 need to be improve to close the gap on national attainment Pupils motivation and confidence intervals are low
B.	Low levels in language development, vocabulary and receptive language.
C.	Children need to develop resilience and independence to reach their full potential and be aspirational for their future
D.	A large number of pupils are also on the SEN register 21%

External barriers

E.	Low attendance for a group of children across the school is hindering their academic achievement. 93%
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F.	Parental engagement = There are a number of families who require additional support from outside agencies
G.	Lack of aspirations, lack of life skills - Enrichment beyond the Curriculum.

3. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	<p>ACHIEVEMENT/ACCELERATION A higher proportion of Pupil Premium Children reach Age Related Expectations (ARE)</p> <p>Rainbow readers Reading buddies An increase in GLD in EYFS</p>	<ul style="list-style-type: none"> - Data reflects a narrowing of the gap between PP and non PP groups in Reading, Writing and Maths. - Pupils attaining Age Related Expectations - Expectation of at least 2 points progress each term - PPG pupils to achieve better results or in line
B.	<p>ACCELERATION Increase the number of pupil premium pupils gaining greater depth across the curriculum.</p>	<ul style="list-style-type: none"> - PP pupils to make 6 points progress whatever their starting point. - Close to NA progress scores
C.	<p>ACCESS/ASPIRATION To increase capacity in school to improve Speech and Language in the Early Years and KS1 Language First Programme results</p>	<ul style="list-style-type: none"> - Children to develop curriculum vocabulary - Children to improve reading and writing skills - Children to make progress in baseline tests - Results of Language Bid
D.	<p>ASPIRATION/ACCOUNTABILITY To support the Mental HEALTH Agenda.To develop children's social, emotional and mental well being. Mental Health Change team Anti Bullying Ambassadors</p>	<ul style="list-style-type: none"> - Children come to school ready to learn. - Children are resilient and there is a reduction of behaviour incidents. - Children have increased opportunities to experience a wide range of activities and enrichment experiences. - Jigsaw programme
E.	<p>ACCELERATION To raise PP attendance</p>	<ul style="list-style-type: none"> - Pupils to attend school regularly - Attendance in line with non PP children - Reduction in the number of persistent absentees - Analysis and evidence of intervention
F.	<p>ASPIRATION Increase parental engagement through a variety of</p>	<ul style="list-style-type: none"> - Children to receive learning support at home - Parents feel empowered to support children with all aspects relating

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	workshops and family learning on site. Family Learning Hub status	to school.
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1. Planned expenditure

Academic year	2018/19
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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?	ii. COST
<p>A) A higher proportion of Pupil Premium Children reach Age Related Expectations (ARE)</p> <p>Improve reading skills</p>	<p>Implement an immersive curriculum</p> <p>Teacher lead boosters and Interventions</p> <p>Selected PPG children for reading</p>	<p>Need to stimulate and focus pupils giving independence</p> <p>In school research shows that small group interventions with high quality staff are effective in boosting pupil progress</p>	<p>Pupil voice and workshop on their books Curriculum book trawls Environment walks in LLMAT</p> <p>Termly data analysis</p> <p>Pupil Progress meetings will discuss target pupils and interventions.</p> <p>Book trawls will demonstrate skills are being transferred across the curriculum.</p>	<p>SLT</p> <p>SLT</p> <p>RB</p>	<p>Termly</p> <p>Yearly/Termly</p>	<p>See Edukey</p>

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<p>B) Increase the amount of pupils attaining greater depth.</p>	<p>SLT/SENCO identify pupils with potential to achieve greater depth in different areas of the curriculum. Effective feedback Quality marking Teaching assistants run interventions in reading, writing and maths.</p>	<p>School data shows the need to increase the number of PPG pupils with greater depth. Research shows that quality feedback can enable children to make additional progress. Pupil progress can be boosted by 3-5 months when Teaching Assistants deliver evidence based interventions in which they are trained and experienced.</p>	<p>Baseline and evaluation data of evidence based interventions Pupil Progress meetings demonstrate that children are making expected progress (2 APS points per term) Termly data analysis Extra teaching groups especially Summer Term years 1 and 5 Extra teacher in Year 2/6</p>	<p>SLT Inclusion Team Class teachers</p>	<p>Termly</p>	<p>£ 24 044 Edukey</p>

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?	Cost

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<p>C)To increase capacity in school to improve Speech and Language in the Early Years and KS1</p>	<p>Employ a language specialist Language package and training Language support Team to support children in class, small group and one to one.</p>	<p>Provide expert intervention for specific targets Early intervention proven to increase pupil progress Children to develop speaking and listening skills show boosted progress with regards to reading and writing skills. EAL pupils received specific support and made good progress in language acquisition and development.</p>	<p>Timetable adjustments Base line Early Years data and Impact at the end of the year. Data analysis Book Trawls Pupil Progress Meetings. Detailed assessments of pupils</p>	<p>SLT KL EYFS CS KL CR</p>	<p>Termly</p>	<p>£20,108.40 for KL (annual) £7,993.68 (50% CR salary) £39,604.24 (SL annual)</p>
<p>D) Mental Health Agenda. To develop children's social, emotional and mental well being. New PSHE Curriculum</p>	<p>Nurture Programme ran by Learning Mentor and Teaching Assistant Time Mental Health Screening Mental Health Hub Wishes and Feelings work Meet and Greets Jigsaw PSHE</p>	<p>Research indicates and emotionally resilient children are ready to learn and make good progress. Happy pupils thrive Pupils did not have the skills to be emotionally resilient Provide a variety of resources to support LAC/PPG pupils</p>	<p>Boxhall Profile data Pupil Progress meetings Feedback from staff Feedback from children during Lifestyle Surveys Pupil voice/Circle time Parents needs PEP meetings</p>	<p>SENCO Inclusion Manager LC AS</p>	<p>Termly</p>	<p>£23,410.54 (LC annual) 12,716 3276 1940 £17,680 Psychology UK £8,372 B2A Counselling 5922.44 3678.00 436.92</p>

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<p>E) To raise PP attendance</p>	<p>Parent Liaison Officer to monitor attendance</p> <p>Attendance Clinics for those at risk of poor attendance</p> <p>Subsidised Breakfast Club</p>	<p>Recent monitoring of attendance of Pupil Premium children shows that attendance is currently at ...92%..... below the target of 96%</p>	<p>Meetings with attendance officer</p> <p>Attendance and meeting Early Help</p> <p>Parental engagement</p> <p>Parent Hubs</p> <p>Staff/parents engagement meetings</p>	<p>Head</p> <p>Parent Liaison Officer</p> <p>EIS</p>	<p>On going</p>	<p>£2,109 (Education Attendance Solutions) £8,950.29 (25% RV salary)</p>
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F) Increase parental engagement through a wide variety of workshops	Reading sessions with parent-child Inspire Workshops Stay and Play sessions	Pupils who get more support at home tend to accelerate progress. Increased parental educational opportunities Improve outcomes for pupils. Recent evaluations and feedback from inspire workshops indicates that parents feel inspire workshops help them understand how to support their child with their learning.	Feedback from parents Questionnaires	SLT	Yearly	
Homework Books purchased	Timetable of family learning Authors/Visitors		Increased ownership			
Family Lessons/workshops	Induction Meetings Work with external agencies to access programs such as the Positive Parenting Program					
Communication systems improved through apps	School app purchased to aid communication Anomoly board	Parents requested more links with school	Parental feedback is positive			
						£440
						£4,200

iii. Other approaches

Desired outcome	Chosen	What is the evidence and	How will you ensure it is	Staff lead	When will you	COST
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	action/approach	rationale for this choice?	implemented well?		review implementation?	
Staff further developing teaching strategies in order to deliver quality first lessons.	Planned CPD for all staff delivering evidence based interventions in order to ensure PP children receive quality teaching.	Pupil progress can be boosted by 3-5 months when Teaching Assistants deliver evidence based interventions in which they are trained and experienced. Quality first teaching ensures expected progress and enable children to reach ARE.	Provision Mapping and CPD planning in place	SLT Inclusion Team	Termly	£40,000 30,000
The immersive relevant curriculum supporting pupils in their learning	Cross curricular whole school planning based on themes Raise attainment and aspirations of PPG pupils I pads	Pupils do not retain information Pupils need to be immersed in learning through a variety of styles Help create the learning journeys/pupil centered learning	Audit of Books Book trawls Pupil voice See difference in how evidence is collected			£900 £3,600
	Edible Playground	Create awe and wonder and opportunities for outdoor learning	Architectural drawings Forest School planning Training for staff			£5,000

The Pupil Premium Report and Strategy 2018-2019 is a working document and will be updated as required.

	Total budgeted cost	