**Pupil premium strategy statement (primary)**

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| 1. **Summary information**
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| **School** | Kislingbury CEVC Primary School |
| **Academic Year** | 2019-20 |  |  | **Date of most recent PP Review** | September 2019 |
| **Total number of pupils** | 156 | **Number of pupils eligible for PP** | 10 +1 ES | **Date for next internal review of this strategy** | January 2020 |

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| 1. **Current attainment (Results from 2019) – Includes pupils who are now not at the school from last Year’s Year 6**
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|  | *Pupils eligible for PP (your school)* | *Pupils not eligible for PP (national average)*  |
| **EYFS – Achieving a good level of development - No PP pupils** | 0 |  |
| **Year One and Two Phonics – No PP pupils** | 0 |  |
| **Key Stage One – Age expectation in Reading - 5 PP Pupils** | 80% at age + | 75% |
| **Key Stage One - Age expectation in Writing - 5 PP Pupils** | 80% at age + | 69% |
| **Key Stage One – Age expectation in Maths 5 Pupils** | 80% at age + | 76% |
| **Key Stage Two – Age expectation in Reading (3 pupils)** | 67% | 73% |
| **Key Stage Two – Age expectation in Writing ( 3 pupils)** | 100% | 79% |
| **Key Stage Two - age expectation in Maths (3 pupils)** | 100% | 79% |

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| 1. **Barriers to future attainment (for pupils eligible for PP, including high ability)**
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|  **In-school barriers** *(issues to be addressed in school, such as poor oral language skills)* |
|  | Of the 7 PP (E6) pupils currently in Key Stage Two, three are also SEND and have specific learning difficulties. |
|  | Of the 4 PP (E6) pupils in KS1 two are also SEND.  |
| **C.** | A high number of the children who are PP in KS2 have social and emotional challenges and have support through our family support worker. These lead to children who are often distracted and not focussed. Challenges out of school also lead to limitations on learning at home.  |
| **External barriers** *(issues which also require action outside school, such as low attendance rates)* |
| **D.**  | Attendance and punctuality are an issue for a small number of the PP pupils. These are monitored closely by the school.Of our 10 P.P pupils across the school 6 have social and emotional issues and require regular and consistent input by our FSW to both the children and their families,  |
| 1. **Desired outcomes**
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|  | *Desired outcomes and how they will be measure* | *Success criteria*  |
|  | To develop support networks around the children and families through the use of the schools Family Support Worker and external agencies. |  Vulnerable families, including those who are P.P. to have a clear line of communication through the school other than through the class teacher and support to be provided that will allow vulnerable children to make greater levels of progress both academically and in terms of their social and emotional development. |
|  | To support the two SEND children in KS2 who are PP allowing greater support for them and the other three PP children who are in one of these classes.  | Support is provided for these children and allows them to make progress and support to also be available for the other members of their class. |

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| 1. **Planned expenditure**
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| **Academic year** | **2019-20** |
| 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.  |
| 1. **Quality of teaching for all**
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| **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?** |
| To develop higher order reading skills with in the Upper Key Stage Two area through additional Reading support groups | The PP pupils with in the current Year Five and Six Cohort will benefit from additional reading comprehension skill work. The running of a reading ‘ club’ also allows additional pupils to benefit.  | A number of the PP children have little input at home in terms of reading to family members. They require additional work, not only in terms of time reading but also talking about their reading and discussing their books. This allows us to run two additional support groups each week**.** | Tracking of pupil’s reading levels through the schools tracking system together with pre and post club assessments. | **Headteacher / Year Six HLTA** |  **February 20** **£ 1200.00** |
| **Total budgeted cost**Per Academic Year | **£ 1,200.00** |
| 1. **Targeted support**
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| **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?** |
| To improve the behaviour and academic achievement for five PP pupils with in the Year Three classroom | An additional Teaching Support will be employed to work with two pupils with in this classroom. Some funding is coming through one pupils SEND allowance but PP is covering the rest of the cost | Two PP pupils, one ever six, have behaviour difficulties linked to differing diagnosis.. This allows specific interventions to take place for these two children and also allows the other staff to develop the other three pp pupils and the remainder of the class  | AS part of the monitoring carried out by the SLT and the SENCO the role of the TA in this are and her planned use will be monitored as will the children’s progress.  | KS2 lead and SENCO | January 2020£ 3,000.00 |
| Social and emotional Support for pupils with vulnerable home lives  | Family Support Worker to employed to work with vulnerable pupils and families including the | A number of our PP pupils have vulnerable home lives and have little support in their learning from home. One of the roles of the family support worker is to get those families more engaged in their learning. The FSW will also work with some of these children on their social and emotional development which will in tern positively effect their learning | The SLT meet with the FSW three times each term to review her work and progress meetings on the PP children will involve FSW input. | FSW and HT | January 2020£ 4,700.00 |
| Provision of Free School Meals for all PP children each day | Free School meal provision  | Free meal provision for all PP children in the school |  | Bursar | £ 2,300.00 |
| **Total budgeted cost**Per Academic Year | **£10,300.00** |
| 1. **Other approaches**
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| **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?** |
| Children to have a wide range of experiences through school and to have an enriched curriculum | Financial support for pupils to enable them to take part in both residential visits and trips out of school | We feel for those pupils to be excluded due to cost would have a detrimental effect both on their social and emotional development but also in their own self-esteem. | The school bursar will liaise with the Headteacher, Family Support Worker and Teaching staff to ensure all children from vulnerable families are informed of the support available for trips / residential etc.  | NT | A log of all visits and payments made through the PP fund will be kept by the Bursar. £ 500.00 |
| Children to have the opportunity to develop their learning outside of the normal curriculum  | Financial support to enable pupils to take part in Music lessons and extra-curricular clubs. | To enable pupils to access music and sport tuition outside of their normal school curriculum help to develop a wider range of life skills and encourages higher levels of self-esteem. | School to liaise with parents and ensure access to the NPAT music teaching and the before and after school sports provision is not limited by funds for the PP pupils.Take up and engagement monitored | NT | Music £ 650.00Sports £ 450.00 |
| Children to feel part of the school and not stand out as different or not included. | Financial support to enable pupils to buy the school uniform | Uniform is an important part of the being part of the school and it is difficult for the children and parents if they are unable to purchase uniform and shoes to enable them to be part of the wider school family in terms of appearance. | The school bursar will liaise with the Headteacher, Family Support Worker and Teaching staff to ensure all children from vulnerable families are informed of the support available for uniform | AD | £ 270.00 |
| To provide a regular scheduled breakfast and activity club in the mornings to raise attendance and punctuality with vulnerable pupils including some PP pupils | To continue to use money to support PP pupils  | The provision of this club has not only improved punctuality with some of those children taking part it also ensures they have a healthy breakfast in the morning, engage with other children in conversation over mealtime and are taught social skills as well as a healthy living message. | The headteacher will monitor attendance and provision. FSW and Headteacher will highlight children / families to ‘invite to join and then evaluate the effect  | NT / EW | £ 450.00 |
| Provision of Milk for all PP children in KS1 | A cost which some of our PP pupil families do not want to incur  |  |  | AD | £ 200.00 |
| LEGO therapy training and resources for some PP pupils | A number of our PP pupils have Social and emotional issues supported by this group | We have found a number of our PP pupils find social interaction challenging and they have shown a real benefit from the work carried out through the Lego Therapy group. We have trained two staff and purchased some equipment. | Report on pupil engagement and development through the therapy work each term. | Senco  | £ 500.00 |
|  |  |  |  |  | £ 300.00 |
| **Total budgeted cost** | **£ 3,320.00** |

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| 1. **Review of expenditure**
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| **Previous Academic Year** | **2018-19** |
| 1. **Quality of teaching for all**
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| **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** |
| Ensure good levels of progress with in the Year 2 class with 40% of the class PP | Additional LSA employed to support the five PP pupils but particularly the two with SEN behaviour issues | 80% of the PP pupils in the Year 2 setting reached age expectation in RWM and 40% were at GD in RWM. Through the support of the two SEN pupils through their behaviour management the school achieved above national averages in RWM with all pupils. |  It was a valuable use of some of the PP funding for these five pupils as the additional work put in by the new LSA not only allowed these two pupils to make good progress but freed up the other staff to focus on the remaining children including the other three PP pupils.  | £ 4,300.00 |
| 1. **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** |
| PP children in KS2 to make good progress and attainment levels by the end of the Sumer Term | KS2 PP children given additional targeted support in Reading, Writing and Maths through lunchtime and after school intervention groups | All PP pupils in Year Six reached age expectation in Writing and Maths and 2 reached age expectation in Reading.Of the other two PP pupils in KS2 one is SEND and has had individual support from a TA and the SENCO making acceptable progress at his level. The other has made very good progress in Year 4 particularly in Reading and Maths and although still just below age expectation they have closed the gap on their peers. | This has benefitted our PP pupils and other pupils with in these classes. A high number of the PP pupils are also SEND and we must ensure close tracking of their progress with the new SENCO from September  | £ 860.00 |
| Social and emotional Support for pupils with vulnerable home lives  | Employment of a School Family Support worker. A high numer of the PP pupils have family, social and emotional issues  | The FSW role has been highly valued by the pupils, families and the staff. We have seen marked improvement in communication and relationships between certain families and the school. Children are happy to work with the FSW and we have had a number of families take part in Parenting courses, behaviour management courses and developed support groups. | This has been an invaluable asset for the school. A high number of our PP pupils and their families have worked with and been supported by the FSW and so have many other families in the school.It is very important that this role continues. | £4,700.00 |
| 1. **Other approaches**
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| **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** |
| To provide a regular scheduled breakfast and activity club in the mornings to raise attendance and punctuality with vulnerable pupils including some PP pupils | Money was used to support a ‘Get Started club for vulnerable pupils in the school including four of the PP pupils. | The attendance of the pupils asked to come along to the Get Started club last year averaged out at 97.6%. This was 0.5% above the school average and 1% above national levels. For the four PP pupils who are asked to attend the average attendance is 97.8%, higher than the overall level.In addition to attendance this club is also developing social and independence skills and a healthy attitude to eating and exercise. | The only issue we need to work on is encouraging some of the other vulnerable pupil’s families to bring them along. Something we are working at with the Family support worker. | **£ 740.00** |
| To provide PP pupils with opportunities to take part in extra-curricular activities that they could not usually access through home funding. | We pay for a number of PP pupils to take part in music tuition and sports clubs.We also supported a number of PP children to take part in residential and trips | This allows some of our children to develop interests outside of the normal curriculum through creative and sport based clubs.Although this may not be a long term interest it allows them to develop interests outside of the normal curriculum and builds their confidence | We really value extra-curricular activities as a school and outside learning such as trips and the residentials we offer. It is vital all children have the same opportunity so it is important we are able to fund these again next year.  | Music £ 661.00Sport£ 471.00Trips / residential£ 341.00 |
| To enable pupils to have the correct uniform and to feel part of the school family and not concerned over their clothes. | We have provided a number of school uniform vouchers to enable pupils who’s families cannot afford to  | It is important that the children feel part of the school family and it was a strong emotional support for their family to know that we could support them with the expense of uniform. The parent is very engaged in school life now and the children are happy in school and making very good progress.  | Some parents of PP pupils are unaware of the uniform fund and we need to ensure this is made clear to all PP families. | £ 150.00 |
| School meal provision for al PP pupils across the school | Free School Meals |  |  | £ 2188.00 |
| Provision of Educational Phycologist reviews for two PP children | Some PP children needed to have reviews from an Ed Phyc as part of their SEND needs  | It was important that the school was able to obtain expert advise on the needs of two children who are SEND and also PP. This has led to additional funding for next year for both pupils through HNF | Should not be needed next year | £ 504.00 |