



# Pupil premium strategy statement: Knypersley First School

1. Summary information							
School	Knypersley First School						
Academic Year	2019/20	Total PP budget		£62, 480 +£1394 January adjustment	Date of most recent PP Review		21/01/2017
Total number of pupils	295	Number of pupils eligible for PP	61	Number of pupils eligible for EYPP	TBC	CLA	1

2. Current attainment Key Stage 1		
	<i>Pupils eligible for PP – NS Primary 2018</i>	<i>Pupils not eligible for PP NS Primary 2018</i>
% of PP pupils who achieved GLD at the end of Reception (ASP 2019)	50%	76%
% of PP pupils who achieved the Year 1 phonic check (ASP19)		
reading attainment score	73%	82%
writing attainment score	73%	78%
maths attainment score	91%	86%
reading progress score (Current Y2 Internal data)	82%	88%
writing progress score (Current Y2 Internal data)	82%	80%
maths progress score (Current Y2 Internal data)	100%	92%
Year 2 Phonic Retakes		

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>	Some PP eligible pupils baseline in Reception Class is significantly lower than their peers in areas such as Communication and Language, Personal, social and emotional development and Reading skills
<b>B.</b>	Many DA pupils are also SEN or LAP
<b>C.</b>	A good proportion of DA pupils are working at ARE, a limited number are working above
<b>D.</b>	Increasingly frequent and diverse social emotional and mental health needs are being presented by a number of PP pupils, which prevent them from accessing their learning and thriving emotionally.
<b>E.</b>	Children cannot always access all aspects of school life due to the lack of equipment they bring to school.
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>A</b>	Attendance of PP pupils is below that of their peers
<b>B</b>	Many pupils eligible for PP come from homes who do not support learning due to low expectations and lack of money this prevents exposure to high quality reading materials and enrichment opps which broaden vocabulary and deepen knowledge skills and understanding.
<b>C</b>	Parental involvement in all aspects of school life is limited for some PP families which prevents engagement in school events and the completion of home learning.

<b>2. Outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Maintain the accelerated rates of progress for PP eligible pupils in Reception Class	Pupils eligible for PP in the Early years make rapid progress from their very low starting points to meet the Communication and Language and Speaking elements of the Early Learning Goal expectations as well as in Physical Development and Health and Self care by the end of their Reception year
<b>B.</b>	Ensure that potential Higher Ability pupils eligible for the grant make accelerated progress leading to increased number achieving above the age related expectation	More children eligible to PP achieve above ARE Enrichment opportunities make a positive impact on improving Staff provide experiences to enhance cultural capital of PP pupils aspiration, growth mindset and knowledge of life beyond the local area Staff use talent spotting approach to aid aspirational target setting
<b>C.</b>	Ensure that in Y1-4 the attainment gap between pupils eligible for the grant and other pupils closes in reading, writing and maths  Y2 and Y4 reading Y2 and Y4 writing Y4 Maths	The attainment gap in reading, writing and maths in all year groups will close All Staff have raised expectations Teachers target PP children to work at challenge 3 whenever reasonable Targets support progress Staff provide experiences to enhance cultural capital of PP pupils Marking conferences support Staff use new triple A strategy to predict profile and prevent strategies to identify and tackle barriers

<b>D.</b>	Significantly close the attendance gap between PP and NPP pupils	<p>Reduce the % of Persistently Absent pupils who are eligible for the grant so that it matches other groups.</p> <p>Increase the % of families (pupils) eligible for the grant who engage with the school family learning programmes, before and after school clubs and breakfast provision</p> <p>A range of effective regular and consistent rewards and incentives are in place to celebrate improving attendance</p> <p>A range of informal opportunities are available for families to access our school which improve communication. Staff use new triple A strategy to predict profile and prevent strategies to identify and tackle barriers</p>
<b>E.</b>	Improve parental engagement and support for pupils eligible for PP	<p>Increase range of reading materials going home via weekly use of library</p> <p>A range of parental workshops and online resources offer support for PP eligible families</p> <p>CPA Maths, reading, writing and e-safety workshops .</p> <p>Homework can be accessed at home by all pupils identified as eligible for PP.</p> <p>Homework is completed by more than 90% of our pupils.</p> <p>All pupils can access a broad range of learning opportunities to</p> <p>Staff can demonstrate reasonable adjustments both within and outside of lessons to overcome barriers</p>
<b>F.</b>	Create a whole school approach to identifying, supporting and assessing SEMH issues and provide a wider range of opportunities for social and emotional development	<p>Pupils have access to a trained counsellor or specialist SEN support for SEMH related issues.</p> <p>Parents can access to counselling support (Visyon &amp; Trailblazer)</p> <p>Support is secured for home support if parents if appropriate</p> <p>Pupils demonstrate improved independence, resilience and engagement in their learning.</p> <p>Pupils demonstrate a range of coping strategies to support them in the day to day life of the school</p> <p>PP pupils have low rates of behavioural issues at lunchtimes</p> <p>Staff feel they have a range of strategies to support pupils with SEMH issues and are clear and acknowledge the challenges facing some pupils.</p> <p>Clear assessment and tracking systems are in place to identify needs and evidence impact of support</p>

### 3. Planned expenditure

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.

#### 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?
<p>Improve the rate of progress for eligible pupils in Reception Class to ensure attainment gap closes</p>	<p>Additional Teaching Assistants to ensure smaller numbers of pupils receive targeted teaching Additional staff will ensure quality first teaching across the Phase and provide targeted intervention</p> <p>Promote additional outdoor learning opps to improve engagement and language/communication skills</p> <p>Speak Write speech therapist to provide CPD for staff, small group work, 1-1 support for identified EYFS children including KS1 children.</p> <p>EYFS parent workshops to support the early years development</p> <p>Conversation corners being a new driven area with the EE EYFS provision</p> <p>Early identification of learning difficulties for early years pupils and targeted</p>	<p>Leadership will ensure that training opportunities and appraisal linked to performance for Teaching Assistants are in place utilising recent EEF reports on how TAs and additional teachers can be effectively used to support progress in early years through improving quality first teaching by improving CPD opportunities.</p> <p>Internal progress suggests new pupils take longer to settle into school routines and to adapt to school expectations.</p> <p>KS1 children still working within the EYFS curriculum for communication &amp; language.</p> <p>There is a significant increase in children who are delayed with speech or have difficulties with communication.</p> <p>With the specialist help additional funding can lead to 1-1 support for pupils with additional needs.</p>	<p>Monitoring of Provision- planning and learning opportunities Support the deployment of all adults CPD- peer observations</p>	<p>EYFS Leader</p> <p>Inclusion Lead</p>	<p>Feb 2020</p>

	<p>outside agencies contacted to support</p> <p>AEN funding applications made where appropriate</p>				
<p>Ensure that potential Higher Ability pupils eligible for the grant make accelerated progress leading to increased number achieving above the age related expectation</p> <p>Y3 Reading, Writing Y2 R, W Y4 Maths</p>	<p>Appointment of new intervention teacher High quality CPD based on quality first teaching.</p> <p>Introduction of new higher level text based reading. Review of existing topics</p>	<p>Recent EEF reports on how TAs and additional teachers can be effectively used to support progress CPD based around editing/redrafting and creative writing.</p> <p>EEF research suggests the impact of high quality feedback.</p>	<p>Additional training for relevant members of staff. KS1 Teaching and Learning Review termly</p> <p>Key driver for our School Development Plan via AfL Action plan (SDP) and incorporates regular reporting mechanisms with Governor involvement.</p> <p>CPD on new core offer for all staff and talent spotting to support aspirational target setting.</p>	HT	Feb 2020
<p>Ensure that in Y1-4 the attainment gap between pupils eligible for the grant and other pupils closes in reading, writing and maths</p> <p>Y2 and Y4 reading Y2 and Y4 writing Y4 Maths</p>	<p>Improve the opportunities for writing CPD including for SPAG and teacher assessment. Increase the opportunities for application of writing across the curriculum and for pleasure. Access and CPD to LAP toolkits to enhance progress Focussed additional support from TAs and additional teacher. Broaden range of learning opportunities to promote engagement eg visits, visitors, outdoor learning. Creative writing, physical development, reading &amp; maths workshops, for parents.</p>	<p>Feedback and use of summative and formative assessment is well documented by EEF as having significant impact.</p> <p>Clear evidence suggests pupils make great gains where they have opportunities to explore through role play, talk and reading before participating in creative writing opportunities</p> <p>Well researched formal interventions delivered by trained staff can effectively support pupil progress.</p>	<p>High quality CPD and links to staff appraisal Provision of required resources including forest school leader Monitoring and review of provision- every 10 weeks via PPM's Promote use of new core offer to profile predict and prevent barriers for our most disadvantaged</p>	EG JoB, NE, CE	April 2020
<p><b>Visyon, Forest School Intervention, Trail blazers, Additional Lunchtime support, Intervention teacher</b></p> <p style="text-align: right;"><b>Total budgeted cost</b></p>					<p><b>£47, 600</b></p>

<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>
<p>Ensure that potential Higher Ability pupils eligible for the grant make accelerated progress leading to increased number achieving above the age related expectation</p> <p>Y2 and Y4 reading Y2 and Y4 writing Y4 Maths</p>	<p>Provide additional small group work/intervention for Highest ability PP eligible pupils</p> <p>Gold challenge is pushed – exposed more from the potential Silver challenge group</p>	<p>We want to invest PP in ensuring that our pupils have a greater number of opportunities for small group work with teachers to focus on specific areas such as the use of creative language and editing and redrafting skills</p> <p>Feedback and use of AfL is well documented by EEF as having significant impact. TA focus is limited to intervention which, where properly trained through CPD, is effective at raising attainment.</p>	<p>Improved teacher appraisal systems and HAP tracking</p> <p>Increased % of children on track and above ARE in end of year assessments will be monitored through pupil progress meetings.</p> <p>TAs will be focussed on intervention only.</p> <p>CPD on new core offer for all staff and talent spotting to support aspirational target setting.</p>	NE, CE, LG	Feb 2020
<p>Ensure that in Y1-4 the attainment gap between pupils eligible for the grant and other pupils closes in reading, writing and maths</p> <p>Y2 and Y4 reading Y2 and Y4 writing Y4 Maths</p>	<p>Experienced Teachers and support staff identified to lead smaller group teaching of core areas. This ensures 'quality first' teaching.</p> <p>Implement some formal interventions to support gross and fine motor skills</p> <p>Apply the strategies from the toolkits and make the reasonable adjustments</p>	<p>Some of the pupils need targeted support to catch up or practise skills. This is a methodology which ensures that teaching is provided by experienced teachers and has been recognised as effective practise during external reviews of teaching and learning.</p> <p>Audit of processes and procedures to evaluate the impact of current practise has identified greater need for implementing targeted programmes by TAs rather than 'plugging gaps' where they may not have the necessary knowledge.</p>	<p>Each class teacher will select the best approach to match the needs the children with first reference to Pupil Premium Children. Effectiveness of teaching, learning and progress will be assessed during termly Teaching and Learning reviews, learning walks and pupil progress meetings. CPD using new intervention programmes</p> <p>Promote use of new core offer to profile predict and prevent barriers for our most disadvantaged</p>	SLT	Termly

<p>Create a whole school approach to identifying, supporting and assessing SEMH issues and provide a wider range of opportunities for social and emotional development</p>	<p>Employ a specialist counsellor for 11/2 day per week to support on a 1:1 and group basis as required</p> <p>Trailblazers to support children with mental health needs</p> <p>Mental health team to support families with availability at parents evening and half termly</p>	<p>Mental health needs are a complex area needing specialist involvement. SEMH needs can be a huge barrier to pupils developing both academically and emotionally.</p>	<p>Regular reviews will take place between the SENCO, specialist staff and when appropriate parents.</p> <p>Pupil progress meetings- outcomes of support on attitudes to learning</p>	<p>SLT</p>	<p>½ termly</p>
<p><b>Speak Write, TA support</b></p>				<p><b>Total budgeted cost £ 12,274</b></p>	
<p><b>iii. Other Approaches</b></p>					
<p><b>Desired outcome</b></p>	<p><b>Chosen action/approach</b></p>	<p><b>What is the evidence and rationale for this choice?</b></p>	<p><b>How will you ensure it is implemented well?</b></p>	<p><b>Staff lead</b></p>	<p><b>When will you review implementation?</b></p>
<p>Significantly close the attendance gap between PP and NPP pupils</p>	<p>Daily contact/monitoring Support clinics Accessibility to support online, face to face and paper based Target focus families for intense support Provide breakfast club Provide for basic needs- clothes /equipment Provide transport</p>	<p>PA and overall attendance is not always as strong as it could be due to environmental factors affecting a child's health and well-being.</p> <p>EEF research suggests that Family workers in Central London (Lambeth and Southwark) are making significant improvements in attendance by meeting basic needs first (Maslow's hierarchy).</p>	<p>Monitored by HT and LAB termly Rolling programme of parental engagement activities Targeted support for focus PP families</p> <p>Promote use of new core offer to profile predict and prevent barriers for our most disadvantaged in order to challenge poor attendance</p>	<p>LG/JoB</p>	<p>Half termly</p>
<p>Improve both parental and <b>pupil engagement</b> and support for the parents of pupils eligible for PP</p>	<p>To ensure that all children are able to attend all visits by subsidising these and providing enrichment opportunities such as music lessons and additional extended school provision.</p> <p>Ensure a range of clubs are offered throughout the</p>	<p>This universal benefit is planned to reflect the falling income for vulnerable families as a result of the government's welfare reforms.</p>	<p>Take up of this subsidy will be monitored by the Federation Business manager.</p> <p>CPD on new core offer for all staff by making reasonable adjustments for our most disadvantaged.</p>	<p>HT</p>	<p>April 19</p>

	<p>school day and many without a cost attached</p> <p>Increase the pupil leadership team to provide a sense of responsibility and raise self-esteem</p> <p>Become more involved with community and MAT events</p>				
<p>Improve both <b>parental</b> and pupil <b>engagement</b> and support for the parents of pupils eligible for PP</p>	<p>Ensure all PP parents have access to written and verbal communication- via workshops, information evenings, website fun engagement events and informal events.</p> <p>Invite parents in for Secret reader</p> <p>Select parents for trip helps – don't ask for volunteers.</p> <p>Weekly parent dropins</p> <p>Parent engagement days</p> <p>Refer to agencies for help –eg Home Start.</p>	<p>Without parental support and learning outside of the school day pupils are not always well prepared and ready to engage.</p>	<p>Regularity of parental engagement activities</p> <p>Breadth of resources available to parents</p> <p>SDP questionnaire</p> <p>CPD on new core offer for all staff by making reasonable adjustments for our most disadvantaged.</p>	HT	May 19
<b>Enrichment</b>					
					<b>Total budgeted cost £ 4000</b>