

Pupil premium strategy statement: Knypersley First School



1. Summary information								
School	Knypersley First School							
Academic Year	2017/18	Total PP budget		£71,520	Date of most recent PP Review			21/01/2017
Total number of pupils	335	Number of pupils eligible for PP	46	Number of pupils eligible for EYPP	TBC	CLA	1	

2. Current attainment Key Stage 1		
	<i>Pupils eligible for PP – NS Primary 2016</i>	<i>Pupils not eligible for PP NS Primary 2016</i>
% of PP pupils who achieved GLD at the end of Reception (Raise 2016)	71%	75%
% of PP pupils who achieved the Year 1 phonic check (Raise 16)	100%	95%
reading attainment score (Current Y2 Internal data)	83%	72%
writing attainment score (Current Y2 Internal data)	80%	68%
maths attainment score (Current Y2 Internal data)	83%	72%
reading progress score (Current Y2 Internal data)	95%	78%
writing progress score (Current Y2 Internal data)	93%	78%
maths progress score (Current Y2 Internal data)	90%	80%
Year 2 Phonic Retakes (Raise 2016)	100%	91%

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.	PP eligible pupils baseline in Reception Class is significantly lower than their peers in areas such as Health and Self Care, CLL and PD.
B.	Many DA pupils are also SEN of which the vast proportion are boys- eg Y1 and 4
C.	Limited number of pupils working above ARE in KS1
D.	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.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
A	Although improving, attendance is not always seen as a priority- this includes holidays taken in term time and lateness.
B	Many pupils eligible for PP come from homes who do not support learning due to low expectations, lack of adult support and limited access to high quality reading materials

2. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Maintain the accelerated rates of progress for PP eligible pupils in Reception Class	Pupils eligible for PP in Foundation Stage 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.	Ensure that potential Higher Ability pupils eligible for the grant make accelerated progress leading to increased number achieving greater depth at the end Year 2.	Pupils eligible for PP identified as potential high ability make at least the same progress as 'other' pupils identified as high ability so that both groups make more progress than pupils in 2017 by the end of Key Stage 1 in maths, reading and writing. At least 25% pupils will attain the greater depth
C.	Ensure that Y1-4 PP boys make as much progress as PP girls and both make more progress than their peers in reading writing and mathematics	The gap between progress for girls and boys in reading, writing and mathematics is reduced
D.	Increase the rate of attendance for those eligible for the grant	Reduce the % of Persistently Absent pupils who are eligible for the grant so that it matches other groups. Increase the % of families (pupils) eligible for the grant who engage with the school family learning programmes and before and after school clubs.
E.	Improve parental engagement and support for pupils eligible for PP	Increase range of reading materials going home via weekly use of library A range of parental workshops offers support for PP eligible families Numicon, phonics, handwriting, comprehension and spelling. Homework is completed by more than 90% of our pupils.
F.	Improve access to specialist counselling provision to tackle SEMH issues and provide a wider range of opportunities for social and emotional development.	Pupils have access to a trained counsellor or specialist SEN support for SEMH related issues. Pupils demonstrate a range of coping strategies to support them in the day to day life of the school PP pupils have low rates of behavioural issues at lunchtimes

		Staff feel they have a range of strategies to support pupils with SEMH issues.
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3. Planned expenditure

Academic year

2017/18

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?
Improve the rate of progress for eligible pupils in Reception Class	Additional Teaching Assistants to ensure smaller numbers of pupils receive targeted teaching Additional TA in reception for term 2/3 for 3 days a week. Additional staff will ensure quality first teaching across the Phase and provide targeted intervention Early intervention by holding summer school for new intake pupils	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. Internal progress suggests new pupils take longer to settle into school routines and to adapt to school expectations.	Monitoring of Provision- planning and learning opportunities Support the deployment of all adults CPD- peer observations	EYFS Leader	Feb 2018
Improve attainment at the end Key Stage 1 ensuring that Higher Able pupils eligible for the grant who exceeded at the end of Reception convert to working at greater depth.	Appointment of new intervention teacher High quality CPD based on quality first teaching. Introduction of new higher level text based reading. Review of existing topics	Recent EEF reports on how TAs and additional teachers can be effectively used to support progress CPD based around editing/redrafting and creative writing. EEF research suggests the impact of high quality feedback.	Additional training for relevant members of staff. KS1 Teaching and Learning Review termly Key driver for our School Development Plan via AfL Action plan (SDP) and incorporates regular reporting mechanisms with Governor involvement.	Associate HT	Feb 2018
Ensure that PP boys make as much progress as PP girls and both make more progress than their peers in reading, writing and mathematics	Improve the opportunities for writing CPD including handwriting, written comprehension and spelling and numicon intervention Increase the opportunities for application of writing	Feedback and use of summative and formative assessment is well documented by EEF as having significant impact. Clear evidence suggests pupils make great gains where maths is presented visually/pictorially before being tackled in a concrete written method . Well researched formal interventions	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	JB CN LG AR	April 2018

	<p>and mathematics across the curriculum</p> <p>Access to diagnostic and summative testing materials to enhance progress</p> <p>Focussed additional support from TAs and additional teacher.</p> <p>Broaden range of learning opportunities to promote writing eg Forest school.</p> <p>Increase number of boy friendly reading materials- real books and higher level materials</p>	<p>delivered by trained staff can effectively support pupil progress.</p> <p>Use of outdoor learning has been proven within our school to improve boys motivation and reason to write.</p> <p>Gary Wilson research clear indicates boy friendly materials increasing motivation and willingness to read</p>			
<p>TA costs £40,000, ½ Teacher intervention £4475, £3000 forest school, Puma SPAG PIRA £2000, General resources- books, dictionaries, games £ 1250</p>					<p>£49,475</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?
<p>Improve attainment at the end of Key Stage 1 by ensuring that potential and higher ability pupils eligible for the grant achieve the higher standard in all subjects.</p>	<p>Provide additional small group work/intervention for Highest ability PP eligible pupils</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.</p> <p>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>JB CN LG</p>	<p>Feb 2018</p>

Ensure that Y1-4 PP boys make as much progress as PP girls and both make more progress than their peers in reading, writing and maths	Additional Teachers and experienced school staff identified to lead smaller group teaching of core areas. This ensures 'quality first' teaching. Review the style of teaching to ensure maximum learning from boys Implement some formal interventions to support gross and fine motor skills	Some of the pupils need targeted support to catch up. 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. 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.	Each classteacher 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	SLT	Termly
Vysion £3000, ½ teacher intervention £4475 Lunchtime £1320, after school boosters £2000					£8795
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?
Increase the rate of attendance and subsequent persistent absence figures for those eligible for the grant	Daily contact/monitoring Variety of parent workshops and family learning sessions.	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. 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).	Monitored by Exec HT and Curriculum and standards committee termly Rolling programme of parental engagement activities	EHT	Half termly
Access to educational visits and extra curricular provision for all.	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.	This universal benefit is planned to reflect the falling income for vulnerable families as a result of the government's welfare reforms.	Take up of this subsidy will be monitored by the Federation Business manager.	Associate HT	April 18

Increase the number of opportunities for parents to engage with our school	Ensure all PP parents have access to written and verbal communication- via workshops, information evenings, fun engagement events and informal events.	Without parental support and learning outside of the school day pupils are not always well prepared and ready to engage.	Regularity of parental engagement activities SDP questionnaire	Associate HT	May 18
£2000 events funding, £3000 enrichment, before and after school club , out of school activities etc £ Access to ICT hard and software £5000Total budgeted cost					£10,000