

Pupil premium strategy statement: Knypersley First School



1. Summary information							
School	Knypersley First School						
Academic Year	2018/19	Total PP budget		£57060+ 9100 (£66160)	Date of most recent PP Review		21/01/2017
Total number of pupils	349	Number of pupils eligible for PP	48	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 2018)	79.5%	84.9%
% of PP pupils who achieved the Year 1 phonic check (ASP18)	84%	83%
reading attainment score (Current Y2 Internal data)	56% (31%)	70% (37%)
writing attainment score (Current Y2 Internal data)	64% (18%)	80% (16%)
maths attainment score (Current Y2 Internal data)	55% (18%)	86% (22%)
reading progress score (Current Y2 Internal data)	100% (73)	100% (78%)
writing progress score (Current Y2 Internal data)	100% (64%)	98% (45%)
maths progress score (Current Y2 Internal data)	100% (45%)	96% (53%)
Year 2 Phonic Retakes (Raise 2016)	N/A	100%

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 or LAP of which the vast proportion are boys- eg Y2
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.
E	Children can not always access all aspects of school life due to the lack of equipment they bring to school.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
A	Attendance of PP pupils is below that of their peers
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.
C	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.

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.	At least 25% pupils will attain the greater depth Enrichment opportunities make a positive impact on improving aspiration, growth mindset and knowledge of life beyond the local area
C.	Ensure that in Y1-4 the attainment gap between pupils eligible for the grant and other pupils closes in writing.	The attainment gap in writing in all year groups will close All Staff know how to scaffold and support learning for LAP Teachers confidently assess writing by using a range of evidence to support their judgements Writing targets and marking strategies support progress
D.	Significantly close the attendance gap between PP and NPP pupils	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, before and after school clubs and breakfast provision A range of effective regular and consistent rewards and incentives are in place to celebrate improving attendance

		A range of informal opportunities are available for families to access our school which improve communication.
E.	Improve parental engagement and support for pupils eligible for PP	<p>Increase range of reading materials going home via weekly use of library A range of parental workshops and online resources offer support for PP eligible families Numicon, phonics, handwriting, comprehension and spelling. Homework can be accessed at home by all pupils identified as eligible for PP. Homework is completed by more than 90% of our pupils. All pupils can access a broad range of learning opportunities to</p>
F.	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. Pupils demonstrate improved independence, resilience and engagement in their learning. 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 and are clear and acknowledge the challenges facing some pupils. Clear assessment and tracking systems are in place to identify needs and evidence impact of support</p>

3. Planned expenditure					
Academic year	2018/19				
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 Promote additional outdoor learning opps to improve engagement and language/communication skills	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 2019
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 2019
Ensure that in Y1-4 the attainment gap between pupils eligible for the grant and other pupils closes in writing.	Improve the opportunities for writing CPD including for SPAG and teacher assessment. Increase the opportunities for application of writing and across the curriculum	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 they have opportunities to explore through role play, talk and reading before participating in creative writing	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 JoB LG AR	April 2019

	<p>and for pleasure. Access to diagnostic and summative testing materials to enhance progress Focussed additional support from TAs and additional teacher. Broaden range of learning opportunities to promote writing eg Forest school. Increase number of boy friendly reading materials- real books and higher level materials. Creative writing workshops, small world play and visits to stimulate creativity and vocab.</p>	<p>opportunities Well researched formal interventions 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. Gary Wilson research clear indicates boy friendly materials increasing motivation and willingness to read</p>			
Total budgeted cost					£46550

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 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>JB CN LG</p>	<p>Feb 2019</p>

Ensure that the Y1-4 PP/NPP attainment gap closes in writing	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
Create a whole school approach to identifying, supporting and assessing SEMH issues and provide a wider range of opportunities for social and emotional development	Employ a specialist counsellor for 11/2 day per week to support on a 1:1 and group basis as required Broaden staff awareness of specific SEMH issues Develop growth mindset approaches in staff and pupils Track progress in SEMH	Mental health needs are a complex area needing specialist involvement. SEMH needs can be a huge barrier to pupils developing both academically and emotionally.	Regular reviews will take place between the SENCO, specialist staff and when appropriate parents. Pupil progress meetings- outcomes of support on attitudes to learning	SLT	½ termly
Total budgeted cost					£ 13,610
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?
Significantly close the attendance gap between those pupils eligible for the grant and other pupils	Daily contact/monitoring Accessibility to support online, face to face and paper based Target focus families for intense support Provide breakfast club	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)	Monitored by Exec HT and Curriculum and standards committee termly Rolling programme of parental engagement activities Targeted support for focus PP families	EHT	Half termly

	Provide for basic needs- clothes /equipment	are making significant improvements in attendance by meeting basic needs first (Maslow's hierarchy).			
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 19
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, website fun engagement events and informal events. Open' at work mornings	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 Breadth of resources available to parents SDP questionnaire	Associate HT	May 19
Total budgeted cost					£6,000