

Pupil premium strategy statement:

1. Summary information					
School	Kirk Langley C of E Primary School				
Academic Year	2019/20	Total PP budget	£ 15840	Date of most recent PP Review	Jan 2020
Total number of pupils	88	Number of pupils eligible for PP	12	Date for next internal review of this strategy	June 2020

Attainment for: Jan 2020	PP/EVER 6 Secure/ +	Non-PP Secure/ +
NC (PROGESS PP –R=1.5, W=3.3 M=1.5) (R1/6, W 1.5 , M 1.6)		
% expected standard or above in reading, writing and maths	8/12 = 67%	64/76 = 84%
% expected standard or above in reading	11/12 = 92%	69/76=91%
% expected standard or above in writing	9/12 =75 %	68/76=89%
% expected standard or above in maths	9/12 = 75%	71/76= 93%

2. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers <i>(each applies to some but not all eligible children.)</i>	
A.	Prior attainment with basic skills for RWM
B.	Low self-esteem and poor independent skills.
C.	Poor reading skills (phonics)
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
D.	Attendance
E.	Lack of routine (sleep, food, homework,)

3. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Children are able to talk about their feelings in a controlled way and acknowledge problems can be solved.	Children retain more friendships Children have less fall-outs Children need less support in class time to resolve friendship issues
B.	Children make expected or better attainment and talk with enthusiasm about their academic future.	Children talk about their future with enthusiasm Children talk about academic targets with excitement Children set/attempt challenging targets
C.	PP children's reading improves through increased connection to texts.	PP children make better progress in reading so that their writing is influenced by this PP children can achieve well in spelling Children enjoy reading and can talk enthusiastically about a book they are enjoying .
D.	The attendance of PP children in in line with National expectation of 96%	Health issues identified and supported with medications in schools policy. Parents as Partners.

4. 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?
Children are able to talk about their feelings in a controlled way and acknowledge problems can be solved.	PHSE lessons are regular Circle time etc. Class ethos is agreed on a classroom Golden Rules to ensure all children feel safe to talk about their feelings.	Anxiety Gremlin programme enables a child to share anything on their mind and seek support or advice from children and adults. It creates an emotionally safe ethos in the classroom and the children will always feel able to share their thoughts/fears/worries. This will mean the teacher is aware of concerns early on before they become a catalyst for reluctant learning and aspiration.	Dialogue with the children to see that they feel they can talk about their feelings in class Drop ins to lessons will show the class ethos Training will be offered to staff who are unsure about good quality SMSC and PSHE	JS	JULY 2020 review.
Children make expected or better attainment and talk with enthusiasm about their aspirations to shine.	Pupil progress meetings half termly will inform how the children are achieving. Assemblies and lessons will share with the children the purposeful learning and how it can lead to a desired aspirations.	Children who are not on track to meet their end of year target will gain support from intervention. .	Monitor the evidence and outcomes of Pupil learning and attitudes to being resilient.	JS	Across each ½ term.

PP children's reading improves in attainment and diminishes in difference.	Children will receive extra daily reading. Phonics will be addressed in pupil progress meetings if it is a barrier to progress in reading. Books will be celebrated and enjoyed in school Take One Book will be the lead for all learning from YR to Y6.	When children read daily their reading improves. Any areas of difficulty can be address (phonics) and quickly recapped. Assessment outcomes will be accurate and swiftly addressed. Phonics will be encouraged as a strategy to reading in the classroom when necessary. Reading Journals monitored	Pupil progress meetings will review intervention given (daily readers) and progress made. Drop ins will show books are celebrated and phonics is being used as a spelling strategy. .	JS	JULY 2020
The attendance of PP children improves	Topics will interest all children and especially PP children. They will include WOW days and Forest school, Art/dt work and exciting activities throughout the term.	When a child cares about the topics learned and their purpose this can be a hook to want them to come to school. WOW days and exciting activities throughout the term will be fun and the children will want to be part of them. Our PP children enjoy hands on activities and outdoor learning.	Topic webs will be shared with parents and be interesting. Wow days will be shared with the children and parents as something to look forward to. They will be in the diary on the website. Forest school, DT and outdoor learning will be regular.	JS	Ongoing each ½ term and vulnerable pupils weekly if needed.

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?
Children are able to talk about their feelings in a controlled way and acknowledge problems can be solved.	Some PP children will attend nurture time to talk about their feelings. And Anxiety Gremlins will be used. Anger Gremlins will also be used if applicable to some individuals.	Children open up and learn strategies to cope with learning and resilience to learning through well-being. They are actively supported with systems and practices for learning within the setting and beyond.	Intervention support will be continuous and structured.	CT/TAs and monitored by JS	Each ½ term

Children make expected or better attainment and talk with enthusiasm about their learning.	Pupil progress meetings will focus on how the PP children feel about their learning and areas of the curriculum they find both a strength and a development area.	Children are inspired by stories of people who have achieved something even if they once thought they wouldn't. They can begin to see that school teaches them skills which will enable them to be lifelong learners.	Monitoring presentation of their work and how this continues to be transferred to all school books/home learning books.	JS/CT	½ termly and pupil progress meetings.
Number fluency improves and supports calculations and reasoning.	Maths Mastery – Concrete to Pictorial to Abstract learning using White Rose and linking activities to relevance within the subject and across other curriculum areas.	The rationale is a suite of tools to enable I PP to feel they can achieve in this area and value the different learning styles.	Across the academic year 2018 2019 our school was successful in being a part of the White Rose Maths Mastery Hub.	AS	Update in Staff Meetings and intervention for number fluency.

5. Review of expenditure

Previous Academic Year		2018-2019		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost

£ funding in the budget 2018-2019 although we had more pupils eligible across the academic year.	Intervention programmes were put in place from October 2018 to July 2019 delivered by Class Teachers before school and TAs across lunch time in small chunks.	The intervention programmes for Y1 to Y6 ; 1 evening per week for parent/child Mastery Maths after school evenings (Friday) for pupils in Y6 and Literacy Planet Club for the younger age groups every Tuesday supported both PP and non-PP pupils. The after school clubs did not 'draw' in some PP pupils and 9.30 intervention was found the most effective for continuity.	Across 2019 2020 we will use the 9.-9.30 slot for most programmes for non-negotiables. TA time will be used to keep daily systems and practices going especially Reading Journals and number fluency. PP was also used to support extended visits, trips and school uniform with logos. Funding was topped up by the budget. One pupil benefitted from the wrap around care provision being funded by the school.	
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6. Additional detail 2019-2020

Y1 – Small Group Phonics support for Phase 5 and 1:1 support from a qualified Teacher expert in ensuring the bridging gap between the end of EYFS and Year 1 NC 2014. Support to parents for school uniform and PE kit and school trips/Forest School/ TA support.
Y2 - Small Group intervention for Maths Mastery each day x 5 . School Trips and PE kit. TA support for organisational support and daily monitoring of home learning/reading.
Y3 – Enrichment opportunities for History, English and Mastery Maths 1/1 provision for non-negotiables. Enrichment – Daily monitoring by TA for Reading Journal entries and one pupil writing, spelling and table facts.
Y4 – Enrichment opportunities. 1:1 provision x 5 sessions for non-negotiables and PSHE support. School trip, 1.1 tables support. Home learning supported by TA and some TA support for catch-up due to medical needs.
Y5 – HLTA support for pupils to support daily organisational skills and 1:1 reading for attainment and pleasure. Support for residential visits.