

# Pupil premium strategy statement: Kingfisher Primary

1. Summary information					
School	Kingfisher Primary				
Academic Year	2018/19	Total PP budget	£132,000	Date of most recent PP Review	22.03.18
Total number of pupils	364 + FS1	Number of pupils eligible for PP	100 (25.6%)	Date for next internal review of this strategy	Autumn 2018

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths	53%	%
% making progress in reading	-0.5	0.9
% making progress in writing	0.2	-0.2
% making progress in maths	-0.6	-0.3

3. 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> ) Identify barriers that need to be addressed in-school, as well as external issues such as poor home learning environments and low attendance)	
A.	Pupils' reading/writing outcomes against national ARE at KS1 and to a lesser extent KS2 indicate an in-school gap between all pupils and PP pupils
B.	Social/ Emotional issues effect the progress of some pupils who are eligible for pupil premium
C.	Pupils' maths outcomes against national ARE at KS1 and greater depth at KS2 indicate a gap between all pupils and PP pupils
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
D.	Attendance rates for pupils eligible for PP are 94.24% (below the target for all children of 96%).
E.	The learning of some pupils' is impacted by parenting issues.

4. **Desired Outcomes** *(It is not essential to identify four desired outcomes; focusing on fewer aims in more depth is encouraged.)*

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Pupils' reading, writing and maths outcomes will be more in line with other pupils nationally for ARE in KS1 and KS2. An increased number of pupils at KS2 will achieve greater depth.	The in-school gap between PP pupils and other pupils not eligible for PP (national average) will be reduced. More pupils' will make accelerated progress in reading, writing and maths in order to close the gap.
<b>B.</b>	Children who have emotional needs will be identified quickly and will receive appropriate support from the inclusion team in removing barriers to learning. The parents of identified pupils will also be supported by the PSA as necessary (family support).	Identified PP children will have a plan that meets their needs and will access appropriate inclusion provision. Families will receive support from the PSA/ other key agencies as required.
<b>C.</b>	Parents/carers will engage in the Kingfisher Parenting Programme and will implement effective strategies in order to support the needs of their children	Parents will effectively implement the strategies shared during the parent workshops
<b>D.</b>	Increased attendance rates for pupils eligible for PP.	Overall PP attendance improves to 96% or above which is in line with other pupils.

**5. Planned expenditure** *Best practice is to combine professional knowledge with robust evidence about approaches which are known to be effective. You can consult external evidence sources such as: the Teaching and Learning Toolkit, the NFER report on supporting the attainment of disadvantaged pupils, Ofsted's 2013 report on the pupil premium and Ofsted's 2014 report on pupil premium progress.*

<b>Academic year</b>	<b>2018/19</b>
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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**

<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>Improved percentage of writing/ reading at ARE across every year group</p> <p>Increased percentage of pupils reaching greater depth</p>	<p>Consistent approach to the 'Sequence of writing' and the teaching of reading comprehension through quality first teaching</p> <p>A structured approach to the development of language/ vocabulary The introduction and development of P4C throughout school</p>	<p>High quality teaching of writing and reading for ALL pupils. In the EEF Attainment Gap 2017 report, it states that what happens in the classroom makes the biggest difference: improving teaching quality generally leads to greater improvement. There is particularly good evidence around the potential impact of teacher professional development <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/attainment-gap/">https://educationendowmentfoundation.org.uk/evidence-summaries/attainment-gap/</a> Intervention/support should occur during lessons as part of a Quality First approach for all.</p> <p>The EEF report, Improving Literacy in KS1 report states that a focus on developing oral language skills is especially important for the development of a range of reading and writing skills in this age group. <a href="https://educationendowmentfoundation.org.uk/public/files/Publications/Campaigns/Literacy/KS1_Literacy_Guidance.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/Campaigns/Literacy/KS1_Literacy_Guidance.pdf</a></p>	<p>IRIS recordings, learning walks; scrutiny of planning and book looks. Support from Literacy consultant.</p> <p>Monitoring by Literacy Curriculum Team/ SLT confirms appropriate pitch/quality of feedback; book scrutiny shows clear progress and challenge for all.</p>	<p>SLT</p> <p>MM</p>	<p>Half termly</p>

	<p>Writing and reading intervention groups identified from Y1 -6</p> <p>Lexia reading programme to be delivered in Y2/5 initially and then allocated to Y3/Y4</p>	<p>To monitor and evaluate expected progress towards success criteria. In the EEF Attainment Gap 2017 report, it states that targeted small group and one-to-one interventions have the potential for the largest immediate impact on attainment  <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/attainment-gap/">https://educationendowmentfoundation.org.uk/evidence-summaries/attainment-gap/</a></p> <p>Lexia's research-proven program provides explicit, systematic, personalized learning in the six areas of reading instruction, targeting skill gaps as they emerge, and providing teachers with the data and student-specific resources they need for individual or small-group instruction</p>	<p>Half-termly evaluation/ impact of interventions shared with Deputy and class teacher.</p> <p>Regular monitoring using the online tools and personalised intervention as required using the pre-prepared lessons.</p>	<p>AP/staff</p> <p>Class teachers</p>	
<p>Improved percentage of maths at ARE across every year group</p>	<p>Continued use of block teaching approach to maths mastery, through quality first teaching, using a range of manipulatives.</p> <p>Use of real life contexts and bar modelling in order to develop pupils' reasoning skills.</p> <p>Daily use of Times Table Rock stars in KS2</p>	<p>'A mastery approach exposes almost all of the children to the same curriculum content at the same pace, allowing them all full access to the curriculum by focusing on developing deep understanding and secure fluency with facts and procedures, and providing differentiation by offering rapid support and intervention to address each individual pupil's needs'. NCETM</p> <p>Quality First Teaching is seen as one of the 7 Building Blocks for Success when supporting the attainment of disadvantaged pupils -  <a href="https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/473976/DFE-RS411_Supporting_the_attainment_of_disadvantaged_pupils_-_briefing_for_school_leaders.pdf">https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/473976/DFE-RS411_Supporting_the_attainment_of_disadvantaged_pupils_-_briefing_for_school_leaders.pdf</a>  <a href="https://trockstars.com/page/features">https://trockstars.com/page/features</a></p>	<p>Lesson drop ins/learning walk; scrutiny of planning  Monitoring by Maths lead  CPD with maths consultant linked to real life maths and bar modelling.</p> <p>Monitoring intervention plans</p> <p>Lesson drop ins, arithmetic outcomes including application of times tables knowledge through reasoning activities</p>	<p>SLT  NY</p> <p>JH</p> <p>AP</p> <p>Class teachers</p>	<p>Jan 2017</p>
<b>Total budgeted cost</b>					£49,094

<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>
Quality interventions to be undertaken by teachers/ TAs	Half termly intervention groups to be evidenced through provision maps/ intervention plan (E.g. Rapid reading, success@arithmetic, first class@ number and teacher planned interventions	<a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/teaching-assistants/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/teaching-assistants/</a> Evidence suggests that TAs can have a positive impact on academic achievement where they support individual pupils or small groups.	Monitoring of interventions (half termly) Whole school data sharing – staff meeting Summative Assessments Pre/ post assessments	AP/ teaching staff	Half termly
To increase the outcomes of the more able PP pupils in reading with a focus on Y4/6.	Use of 'Reading Gladiators programme (after school club Y4/6) delivered by experienced teachers	'Reading Gladiators helps develop deeper reading skills, builds reading stamina and helps to nurture adventurous readers.' We want to provide extra support to maintain high attainment. Small group interventions with highly qualified staff have been shown to be effective, as discussed in reliable evidence sources such as Visible Learning by John Hattie and the EEF Toolkit.	Use of pupil assessment	LK HS HF SK	Half termly
Raise attainment and progress in Maths Reading and SPAG.	Year 6 Booster sessions (after school)	EEF indicates that small group tuition can increase pupil's progress. Experienced teachers/support staff to deliver sessions. <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit</a> Evidenced that extending the school times makes a positive impact on academic outcomes.	Small groups sizes to maximise impact. Needs analysis following 15:1 outcomes Fluidity of groupings	LS HS	Half termly
<b>Total budgeted cost</b>					£50,342

<b>iii. Other approaches</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>
Raise attainment and progress in Reading, Writing and Maths by addressing emotional needs. (KS1 focus)	Provide pastoral programmes tailored to children's needs.  Play workers to engage pupils in positive play	Meeting children's emotional needs has an identifiable and significant impact on attitudes to learning, social relationships in school and attainment itself (on average 3 to 4 months' additional progress) Sutton Trust EEF.	Boxhall profiles Data tracking Staff scaled score checklist (SDQ)	Inclusion team	Half termly
Increased attendance rates	PSA/ admin staff to monitor pupils and follow up quickly on absences. First day response provision. EWO fortnightly in school	NFER briefing for school leaders identifies addressing attendance as a key step to improving attainment. Good attendance is also listed in the top 10 approaches for disadvantaged pupils in <a href="https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully">https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully</a>	Principal reports (governors) Fortnightly meeting with EWO	LA, JP, AP EWO	fortnightly
Increased parental engagement	Coffee and conversation sessions for families  Parent/ child craft sessions  Kingfisher bespoke Parenting course (based around elements of 'The Incredible Years'	The Incredible Years® are evidence-based courses which focus on developing the relationship between parent, teacher and child. The Education Endowment Foundation has researched the positive benefits of improving parental engagement on learning <a href="https://educationendowmentfoundation.org.uk/school-themes/parental-engagement/">https://educationendowmentfoundation.org.uk/school-themes/parental-engagement/</a>	Evidence file Weekly telephone conversations between school and parents Parental questionnaire	JP, RP, HB	At the end of parenting programme
To increase participation in a range of wider opportunities.	Support the funding of PP children to participate in after school clubs, residential visits etc	<a href="https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully">https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully</a> - In line with the research, providing pupils with access to a full range of educational experiences can decrease outcome gaps.	Monitor pupil engagement		Post participation
<b>Total budgeted cost</b>					£62,364

6. Review of expenditure				
Previous Academic Year		2017-2018		
i. Quality of teaching for all				
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
Improved percentage of writing at ARE across every year group	<p>Consistent approach to the 'Sequence of writing' and the teaching of reading comprehension through quality first teaching</p> <p>Develop quality of feedback given by adult to child. Half-termly scrutiny of books and data</p> <p>Writing and reading intervention groups identified from Y1 -6</p> <p>Lexia reading programme to be delivered in Y5/6 initially and then allocated to Y2/Y3</p>	<p>Consistent approach to the 'sequence of writing' and the teaching of reading seen across school (evidenced through lesson observations, drop ins, book looks, data outcomes)</p> <p>% reaching the required standard (Year 1 Phonics) PP – 90%/ Non PP – 75%</p> <p>Year 2</p> <p>% reaching the required standard in reading (PP – 45%/ Non PP – 65%)</p> <p>% reaching the required standard in writing (PP – 45%/ Non PP – 65%)</p> <p>Year 6</p> <p>% reaching the required standard in reading (PP – 65%/ Non PP – 63%)</p> <p>% reaching the required standard in writing (PP – 71%/ Non PP – 81%)</p> <p>Lexia</p> <p>26% at/above expected standard (Sept 2017)</p> <p>68% at/above expected standard (June 2018)</p>	<p>Continue approach with a focus on the development of vocabulary/ language</p> <p>Lexia reading programme to be started at an earlier point (Autumn 1) for Y2 pupils</p> <p>Personalised writing interventions to be teacher led/ planned where necessary</p>	£43,811

Improved percentage of maths at ARE across every year group	<p>Block teaching approach to maths mastery, through quality first teaching, using a range of manipulatives.</p> <p>Use of learning walls to support current/past learning strategies and methods.</p> <p>Use of real life contexts and bar modelling in order to develop pupils' reasoning skills.</p>	<p>Consistent approach to the teaching of maths mastery throughout school – evidenced through lesson observations, drop ins, book looks, data outcomes.</p> <p>Learning walls consistent and current in all classrooms</p> <p>Effective use of manipulatives (pictorial, concrete and abstract approach)</p> <p>Year 2 % reaching the required standard in reading (PP – 36%/ Non PP – 73%)</p> <p>Year 6 % reaching the required standard in reading (PP – 76%/ Non PP – 74%)</p> <p>Over 50% of pupils in all year groups at ARE in maths (Y4 – 31%)</p> <p>80%+ achieving at least expected progress in all year</p>	<p>Continued use of maths mastery with an increased focus on reasoning and bar modelling.</p> <p>Further development of mathematical language/ vocabulary and the ability to justify/explain answers clearly and precisely.</p> <p>Maths interventions to support PP children in Y3 and Y5 in order to increase the % achieving ARE.</p>	
<b>ii. Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Quality interventions to be undertaken by teachers/ TAs	Half termly intervention groups to be evidenced through provision maps/ intervention plan	All interventions closely monitored by TA, class teacher and SLT. Y2 Rapid Reading progress PP – 2y 10m, Non PP(2) – 4y Y3 Rapid Reading progress PP – 1y 5m, Non PP – 1y 6m Success@Arithmetic progress PP – 1y 7m, Non PP 1y 7m	Teacher planned interventions more difficult to measure impact –B squared assessment tool purchased to measure small step impact	£57,408
To increase the outcomes of the more able PP pupils in reading.	Use of 'Reading Gladiators programme (after school club Y4) delivered by experienced teachers	Pupils increased enjoyment and love for reading through the Reading Gladiators programme All pupils made at least 2 steps progress over 2 terms	Continue in 2018-19	

Raise attainment and progress in Maths (Autumn term) and Literacy (Spring term).	Year 6 Booster sessions (after school)	Booster sessions fluid to meet the needs of individuals Small group/ 1:1 sessions had positive impact as evidenced in KS2 SATs results (see above) 100% pupils made at least expected progress in reading, writing and maths	Continue strategy	
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### iii. Other approaches

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
Raise attainment and progress in Reading, Writing and Maths by addressing emotional needs.	Provide pastoral programmes tailored to children's needs. Play workers to engage	Significant impact in terms of social and emotional progress which enables all pupils to access learning and make progress, significant reduction in CPOMS behaviour entries. Boxhall profiles for key pupils show a positive impact	Use of the inclusion team to be continued to support the emotional needs of key pupils	£53,348
Increased attendance rates	PSA/ admin staff to monitor pupils and follow up quickly on absences. First day response provision.	Whole school attendance – 95.22% Pupil Premium Pupils – 94.24% Non Pupil Premium Pupils –95.53%	Thorough processes in place to support attendance – first day calls, parental meetings/discussions, FPN's issued, EWO referrals Continue approaches	
Increased parental engagement	Coffee mornings/ information session for parents  Incredible Years Parenting course	Core group of parents attending coffee/ conversation sessions on a regular basis with an increasing number joining. Parent/ child craft sessions (termly) well attended (15 – 20 parents) First parenting session completed (8 parents) – parental feedback positive	Continue to increase the number of parents attending the coffee/ conversation meetings and to run subsequent parenting courses	