

Pupil premium strategy statement: Kingfisher Primary

1. Summary information					
School	Kingfisher Primary				
Academic Year	2019/20	Total PP budget	£139,920	Date of most recent PP Review	12.07.189
Total number of children	375 + FS1	Number of children eligible for PP	101	Date for next internal review of this strategy	16.12.19

2. Current attainment		
	Children eligible for PP (your school)	All children in school (national average)
% achieving in reading, writing and maths	53%	67%
% making progress in reading	53%	69%
% making progress in writing	82%	85%
% making progress in maths	76%	83%

3. Barriers to future attainment (for children eligible for PP including high ability)	
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills) Identify barriers that need to be addressed in-school, as well as external issues such as poor home learning environments and low attendance)</i>	
A.	Pupil attitude and resilience to reading leads to an in-school gap between PP children and non PP children.
B.	Children's' emotional and social needs, at times, have a detrimental impact on their ability to engage in learning.
C.	Children limited knowledge and understanding of technical mathematical language and its application within the context of reasoning.
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	

D.	Attendance rates for children eligible for PP are 94.8% (below the target for all children of 96%).
E.	Parental engagement and confidence in supporting their children.

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>
A.	Children's positive attitude and increased resilience in reading will narrow the gap in terms of reading outcomes for PP children compared to non PP children. An increased number of children, at the end of KS2, will achieve the expected standard and subsequently the combined outcome.	Reading fluency training for all staff to increase subject knowledge Reading fluency interventions across school monitored and evaluated for impact Implementation of Language Legends in Y5 and bespoke language groups in Y6 Lexia programme for all children in Y4 (autumn) and identified children in Y2
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 children will also be supported by the PSA/ other relevant agencies as necessary (family support) to provide opportunities to increase confidence and identify next steps. Pre/post skills questionnaire completed which show increased engagement	Referred children supported by the inclusion team and impact monitored, demonstrating improved confidence for target children Families feel positive in meeting the needs of their children with the support of relevant agencies where necessary, thereby securing a consistent level of engagement PP children are able to make at least expected progress in lessons as their emotional, behavioural and social needs are supported
C.	Children gain a deeper understanding of mathematical language and are able to apply this knowledge in different contexts with increased confidence Greater number of PP children achieve greater depth through increased knowledge and understanding Children able to articulate	Consistent use of word wheels which support children's knowledge and understanding (individual books/ learning wall) Children applying mathematical knowledge with different reasoning contexts (book looks/ drop ins)
D.	Overall PP attendance to improve by at least 1% from 2018-19. PA for PP children to be below 10%	Weekly monitoring meeting with EWO Attendance procedures followed by admin team/ PSA/ EWO in supporting families Half termly monitoring of attendance (TMB)

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 children, Ofsted's 2013 report on the pupil premium and Ofsted's 2014 report on pupil premium progress.*

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?
High quality CPD for all staff to ensure all pupils receive high quality first teaching throughout school.	Provision of in-school cover for staff to access training / CPD –Learning Matters Programme, Ad Astra, network development meetings and moderation meetings. Monitoring by curriculum lead/SLT/Astrea lead including learning walks, book looks and pupil interviews. (£30,000)	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 https://educationendowmentfoundation.org.uk/evidence-summaries/attainment-gap/	IRIS recordings, learning walks; scrutiny of planning and book looks. Support from Literacy consultant. Pupil voice Literacy consultant moderation and next steps/actions	All staff	Half termly Termly Annual
To increase staff knowledge in developing fluent and resilient readers throughout the curriculum.	Whole staff CPD in order to increase subject knowledge linked to improving children' fluency and resilience in reading. (£5,000)	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. https://educationendowmentfoundation.org.uk/public/files/Publications/Campaigns/Literacy/KS1_Literacy_Guidance.pdf	External experts to support delivery and assessment alongside class teachers	MM	Termly, annual
To increase children' attitude and resilience in reading.	Continued whole school approach to the teaching of reading through quality first teaching (outlined in expectations document) Monitoring by curriculum lead/SLT/Astrea lead			Curriculum leads	

An increased number of children, across school, will achieve the expected standard and subsequently the combined outcome at the end of KS2.	including learning walks, book looks and pupil interviews. (£9,000)	There is a strong link between spoken language skills and learning. This link applies across many areas of learning, though poor language can have a devastating impact on literacy skills especially reading comprehension. There are equally strong links between speech, language and communication needs and children’s social and emotional development, with SLCN impacting long term on wellbeing and mental health. https://www.yiecommunicationtrust.org.uk/media/540327/tct-takingaboutgeneration-report-online.pdf	Monitoring by S&L consultant and class teachers	Y5 staff	Termly, annual
	A structured approach to the development of language/ vocabulary using ‘Language Legends’ in Y5. (£5,000)				
	Bespoke language programme for identified children in Y6. (£5,000)				
	Lexia reading programme to be delivered in Y2/4 initially and then allocated to Y3 as needs. (£1,151)	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	Regular monitoring using the online tools and personalised intervention as required using the pre-prepared lessons.	Class teachers/TAs	Termly
Increased percentage of children achieving greater depth in maths across all year groups.	Introduction of language word wheels	Quality First Teaching is seen as one of the 7 Building Blocks for Success when supporting the attainment of disadvantaged children - https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/473976/DFE-RS411_Supporting_the_attainment_of_disadvantaged_children_-_briefing_for_school_leaders.pdf	Lesson drop ins/learning walk; scrutiny of planning Monitoring by Maths lead CPD with maths consultant linked to variation/ language enhancement Monitoring intervention plans	All staff	Termly, annual
	Embedding opportunities for ‘variation’ and reasoning within maths lessons (£5,000)				

Total budgeted cost					£69,908

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?
Quality interventions to be undertaken by teachers/ TAs for target children including more able children based on secure assessment outcomes identifying next steps.	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 (£28,000)	https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/teaching-assistants/ Evidence suggests that TAs can have a positive impact on academic achievement where they support individual children 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 pupil fluency and understanding with increased pupil confidence and independence.	Fluency intervention groups identified from Y2 -6 (see above for costings)	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 https://educationendowmentfoundation.org.uk/evidence-summaries/attainment-gap/	Observations/ monitoring by SLT/ literacy lead Whole school data sharing – staff meeting Pre/post assessments	teaching staff/ SLT	Half termly
Raise attainment and progress in Maths at greater depth and Reading at the expected standard from outcomes at the end of KS2, to endure at least expected progress for all.	Year 6 Booster sessions (£2,000)	EEF indicates that small group tuition can increase pupil's progress. Experienced teachers/support staff to deliver sessions. https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/ 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	Termly
Total budgeted cost					£31,151

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?
PP children are able to make at least expected progress in lessons as their emotional, behavioural and social needs are supported to improve resilience and confidence	Provide bespoke pastoral programmes tailored to children's needs. All staff to engage children in positive play in order to build positive relationships (£17,274)	This approach is in line with research that demonstrates that Social and Emotional Learning interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself, which produces +4 months of progress. https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/social-and-emotional-learning/	Boxhall profiles Data tracking Staff scaled score checklist (SDQ) Discussions with children and staff	Inclusion team	Termly
Increased attendance rates for PP children to close gap to national	PSA/ admin staff to monitor children and follow up quickly on absences. First day response provision. EWO weekly meeting in school with AP, JP & LA (£5,700)	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 children in https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully	Weekly attendance team meeting with EWO Principal reports (TMB) Pupil progress presentations identifying actions to address next steps	LA, JP, AP EWO	Weekly, half termly, annually
Increased parental engagement/ confidence in school life to enable increased engagement by families with their own children	Continued Coffee and conversation and or parent/ child craft sessions for families Kingfisher bespoke Parenting course (based around elements of 'The Incredible Years' Parent/child workshops (£13,387)	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 https://educationendowmentfoundation.org.uk/school-themes/parental-engagement/	Parenting course - Evidence file, conversations between school and parents Parental questionnaire	JP, MM, staff	At the end of parenting programme Following each workshop
To increase participation in a range of wider opportunities.	Support the funding of PP children to participate in after school clubs, residential visits etc (£2,500)	School supported the cost for some children in order to attend the Y6 residential visit Other wider opportunity events which were subsidised by school include Children's University, The Brilliant Club, Young voices, sporting events	Pupil voice	All staff	Ongoing
Total budgeted cost					£40,861

6. Review of expenditure

Previous Academic Year		2018-2019		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on children not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
<p>Improved percentage of writing/ reading at ARE across every year group</p> <p>Increased percentage of children 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>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>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 – 88%/ Non PP – 85%</p> <p>Year 2 % reaching the required standard in reading (PP – 67%/ Non PP – 70%) % reaching the required standard in writing (PP – 73%/ Non PP – 64%) Significant improvements in narrowing the gap for PP children in both reading and writing</p> <p>Year 6 % reaching the required standard in reading (PP – 53%/ Non PP – 77%) % reaching the required standard in writing (PP – 82%/ Non PP – 87%)</p> <p>Lexia Y5 - 24% at/above expected standard (Sept 2018), 48% at/above expected standard (Dec 2018)</p>	<p>Considerable improvements in Y2 in both reading and writing – strategies used previously to continue</p> <p>Whole school focus on fluency in reading and Continued focus on the development of vocabulary/ language</p> <p>Y5 children to access whole class Language Legends (Autumn)</p> <p>Y6 children to access bespoke language development programme linked with Sophie Whittaker (S&L specialist)</p> <p>Lexia reading programme consistently used by Y2/ Y5 however not used regularly enough in Y3/4. Therefore Lexia to be started at an earlier point (Autumn 1) for Y2 children and all children in Y4 during Autumn term.</p>	£49,094

Improved percentage of maths at ARE across every year group	Continued use of block teaching approach to maths mastery, through quality first teaching, using a range of manipulatives. Use of real life contexts and bar modelling in order to develop children' reasoning skills. Daily use of Times Table Rock stars in KS2	Consistent approach to the teaching of maths mastery throughout school – evidenced through lesson observations, drop ins, book looks, data outcomes, visit by Astrea maths lead. Year 2 % reaching the required standard in reading (PP – 80%/ Non PP – 64%) Year 6 % reaching the required standard in reading (PP – 76%/ Non PP – 87%) Over 60% of children in all year groups at ARE in maths (Y4 – 42%) SK lead for Times Table Rockstars from Jan 2019 resulting in a more consistent approach from Y2-Y6	Maths is a continuing strength across school and strategies currently used will continue to be implemented with th aim to move more children into greater depth Use of intervention groups as appropriate e.g. Becoming first class@maths, First class@maths, Success@arithmetic, bespoke programmes Continue focus on Times Table Rockstars with SK driving the initiative	
ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on children not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
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	All interventions closely monitored by TA, class teacher and SLT. Provision maps updated and reviewed regularly and impact clearly evidenced.	Teacher planned interventions more difficult to measure impact – use of different assessment tools to measure impact e.g. B squared, PIRA/PUMA	£50,342
To increase the outcomes of the more able PP children in reading with a focus on Y4/6.	Use of 'Reading Gladiators programme (after school club Y4/6) delivered by experienced teachers	Children increased enjoyment and love for reading through the Reading Gladiators programme 86% made at least expected progress and 13% made greater than expected progress during the autumn term	Intervention only focuses on a small group, use of whole class Language Legends as the children move into Y5 and bespoke language groups for Y6 (S&L support)	

Raise attainment and progress in Maths Reading and SPAG.	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 data outcomes) 100% children made at least expected progress in reading, writing and maths	Staff to ensure previous outcomes data is utilised to target specific children and increase the % achieving combined at the end of KS2	
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iii. Other approaches

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on children 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. (KS1 focus)	Provide pastoral programmes tailored to children's needs. Play workers to engage children in positive play	KS1 outcomes July 2019 show a positive increase in R,W & M since 2018 Inclusion team staff have supported a number of key children in KS1 in order to ensure their social and emotional needs are met and subsequently enable them to access learning and make progress, significant reduction in CPOMS behaviour entries. In addition, Boxhall profiles for key children show a positive impact	Use of the inclusion team to be continued to support the emotional needs of key children	£62,364
Increased attendance rates	PSA/ admin staff to monitor children and follow up quickly on absences. First day response provision.	Whole school attendance – 95.87% (95.5% 2018) Pupil Premium Children – 94.8% (94.38% 2018) Non Pupil Premium Children –96.3% (95.9% 2019)	Slight increase in attendance for PP children and good reduction in PA- strategies used to be continued 2019/20. Thorough processes in place to support attendance – first day calls, parental meetings/discussions, FPN's issued, EWO referrals	
Increased parental engagement	Coffee and conversation sessions for families Parent/ child craft sessions	Increasing number of parents now attend the coffee and conversation Significant number attending Parent/ child craft sessions (Parenting session completed (8 parents) – parental feedback positive	Focus on child/parent workshops linked to the curriculum Continue to increase the number of parents attending the coffee/ conversation meetings, joining Friends of Kingfisher and to run subsequent parenting courses	
To increase participation in a range of wider opportunities.	Support the funding of PP children to participate in after school clubs, residential visits etc	School supported the cost for some children in order to attend the Y6 residential visit Other wider opportunity events which were subsidised by school include Children's University, The Brilliant Club, Young voices, sporting events	Continue to subsidise wider opportunity events for children and to offer reduced cost for PP children to attend after school clubs	

