



Pupil premium strategy statement: Kemble Primary School

| 1. Summary information | | | | | |
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| School | Kemble Primary School | | | | |
| Academic Year | 2018/19 | Total PP budget | £13,200 | Date of most recent PP Review | November 18 |
| Total number of pupils | 98 | Number of pupils eligible for PP | 7 | Date for next internal review of this strategy | October 2019 |

| 2. Current attainment | | |
|--|--------------------------------------|----------------------------|
| Attainment for: 2017-2018 (2 pupils) | Pupils eligible for PP (your school) | Pupils not eligible for PP |
| % achieving expected standard or above in reading, writing and maths | 50% | 71% (school) |
| % achieving expected standard or above in reading | 50% | 88% (school) |
| % achieving expected standard or above in writing | 50% | 75% (school) |
| % achieving expected standard or above in maths | 50% | 75% (school) |

| 3. Barriers to future attainment (for pupils eligible for PP, including high ability) | |
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| In-school barriers (issues to be addressed in school, such as poor oral language skills) | |
| A. | Internal analysis of data shows that some disadvantaged pupils are not making enough progress in R/W/M to reach Expected Standard |
| B. | Pupil premium pupils lack confidence |
| C. | Internal analysis of data shows that some disadvantaged pupils lack the basic calculation skills to enable them to achieve Expected Standard |
| External barriers (issues which also require action outside school, such as low attendance rates) | |
| D. | Some children have social and emotional needs and are dealing with difficult circumstances outside of school. |
| E. | Due to low income some children do not have access to technology which means they cannot complete homework tasks online. |

4. Desired outcomes

| | <i>Desired outcomes and how they will be measured</i> | <i>Success criteria</i> |
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| A. | PP children's outcomes in R/W/M match non-pp children - measured by end of phase data | Quality first teaching Tailored interventions which are regularly assessed for efficacy. |
| B. | Confident pupils will have more positive learning attitudes and better resilience- measured by ELSA and feedback from teachers | Involvement in School projects ELSA and Pupil Premium forging positive relationships which encourage pupils to engage fully in school life. |
| C. | PP will be fluent in basic calculation skills which enable to them to achieve well in regular assessments- interventions and assessments in class | Tailored interventions for pupils who are working below Expected MODA boost calculation skills and address misconceptions |

5. Planned expenditure

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| Academic year | 2018 / 19 |
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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

| 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's outcomes in R/W/M match with non-pp children | Quality first teaching . Reorganisation of marking and feedback to allow teachers to spend less time on marking and more on in class 1:1 feedback, prioritising PP children | Data from 2017-9 shows that PP children did not achieve in line with non PP children in R/W/M EEF evidence for Quality First Teaching EEF evidence that quality Marking and feedback accelerates progress | <ul style="list-style-type: none"> Lesson observations Book scrutinies Data analysis after every Summative Assessment point | SH/ AMA/ CAD | December, March and July |
| Confident pupils will have more positive learning attitudes and better resilience | <ul style="list-style-type: none"> ELSA sessions Mindfulness teaching in class weekly (currently being trialled and evaluated) | ELSA- evidence based Intervention Mindfulness improves confidence and wellbeing Growth Mindset encourages resilience and supports learning attitudes | <ul style="list-style-type: none"> ELSA sessions are monitored termly and adapted PSHCE co Ordinator evaluating trial at end of Dec | AMA /SH/ CAD/EMR/ SS | December, March and July |

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| | <ul style="list-style-type: none"> Growth Mindset language used in class | | | | |
| PP children will be fluent in basic calculation skills | Interventions to target weakest achievers Frequent practice in class/MODA time | Strong, quick recall of basic number facts underpins mathematical attainment. Slow recall of number facts hinders progress and slows problem solving | <ul style="list-style-type: none"> Interventions monitored and adapted termly Maths lesson observations | AMA /SH/ CAD/EP | December, March and July |
| | | | Total budgeted cost | £2.375 | |

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? |
|--|---|--|---|-----------------------|--------------------------------------|
| PP children's outcomes in R/W/M match with non-pp children measured by end of phase data | Quality first teaching 1:1 interventions | Quality first Teaching has biggest impact on progress. (EEF) Targeted 1:1 interventions can provide specific measurable support with a particular skill (Reading/Spelling/Handwriting/Calculation) | <ul style="list-style-type: none"> Lesson observations Pupil progress meetings 3 times a year. Intervention checks 6 times a year and intervention changed or adjusted if child isn't making progress. TP appraisal targets focused on PP achievement. | AMA / CAD | Dec / March/July |
| Confident pupils will have more positive learning attitudes and better resilience | ELSA sessions timetabled with a trained ELSA practitioner Pupil Premium champion pupil conferencing 1:1 to learn more about specific needs of PP children- Children set own targets for the year Pupil Premium Champion building positive relationships with each PP child | -ELSA is a well researched and evidence based approach to Social and Emotional Health. The average impact on attainment is equivalent to four months' additional progress. Pupil interviews July 18 reported sessions really helpful. Parental feedback very positive say has made a huge difference. -Positive relationships improve engagement. -Pupils engaged in their own progress have ownership of their learning | <ul style="list-style-type: none"> ELSA interventions monitored closely by AMA and EJ (SENCO) Pupil Conferences to be reviewed on a 1:1 basis at the end of the year Dedicated release time for PP champion weekly to be in classrooms/on hand for support | AMA /CAD SS (ELSA) | Dec/March July 19 |

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| PP children will be fluent in basic calculation skills | PP children supplied with Ipads to allow them to access Mathletics homework 1:1 interventions focusing on calculation recall (Catch up Numeracy and times table foci) | Strong, quick recall of basic number facts underpins mathematical attainment. Slow recall of number facts hinders progress and slows problem solving | <ul style="list-style-type: none"> Lesson observations Pupil progress meetings 3 times a year. Intervention data checked end of every term and intervention changed or adjusted when necessary | AMA / CAD JA CD | Dec / March/June |
| | | | Targeted budget | £11,095 | |

11. Other approaches

| Desired outcome | Chosen action/approach | What is the evidence and rationale for this approach? | How will you ensure it is implemented well? | Staff lead | When will you review implement action |
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| Confident pupils will have more positive learning attitudes and better resilience | Starting up a thrice yearly School Magazine with PP children as Editors | During Pupil Conferencing several Pupil Premium children said they wanted their work published. | <ul style="list-style-type: none"> Supported by Pupil Premium Champion with weekly editorial meetings (Wed lunchtimes) Funded by KPG | AMA | After each publication with the pupils Feedback from parents |

6. Review of expenditure

| Previous Academic Year | | 2017/2018 | | |
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| i. Quality of teaching for all | | | | |
| Desired outcome | Chosen action/approach | Estimated impact: | Lessons learned | Cost |
| Vulnerable learners achieve as well as their peers. | PP books marked first Teachers highlight PP children in planning and ensure the challenge is right for individuals | PP children make at least the expected amount of progress in Reading, Writing and Maths | Books are marked carefully providing scaffolding to help move the children forward. Ensure that marking PP books first is kept high profile with all staff. This is an effective approach so we will continue to use in future. | £1,050 |
| | TPs receive regular training and feedback on pupils progress | TPs will make greater impact and have a better understanding of how to support individuals. | TPs feel more empowered to help and support and are readily sharing any training undertaken with others. They are looking carefully at data received and working together to find ways to support further. Some have undertaken additional external training | £13,700 |
| | PP children in KS2 receive effective feedback marking based on evidence from EEF | Children's misconceptions are addressed quickly and pupils difficulties supported allowing them to make better progress, | TP & T need to be fully involved a pupil progress meetings and data. Continue to ensure they are kept updated. Time needed for Teachers to liaise with TPs who are working with children in their class The teacher had greater impact – will continue with a few children next year | £1,690 |
| ii. Targeted support | | | | |
| 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 £16,400 |

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| <p>For gaps in PP children's knowledge in English and maths to be addressed</p> | <p>Small group interventions: Catch up Numeracy Phonics – Bear Necessities/ Bearing away / RWI. Spelling- Apples and Pears / Accelerate/ Accelewrite Social skills groups Small group Booster sessions in maths and English with Y6</p> | <p>Intervention tracking demonstrated that the majority of individuals are making at least expected progress and some making good progress. Reading 88% (7/8) of pupils made good or expected progress Writing 88% (7/8) of pupils made good or expected progress Maths 100% (8/8) made expected progress In the small number of cases where good progress has not been made it is due to the lack of ability to transfer skills learnt to class work. Child in EYFS has achieved expected level in reading and maths but not writing.</p> | <p>Interventions need to be tracked carefully (6 weekly) as not all work as well for different individuals so need to be adjusted accordingly. This is an effective approach so we will continue to use in future. It is vital that TPs adhere to interventions as closely as possible.</p> | <p>£9,700</p> |
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