



Pupil premium strategy statement: Kemble Primary School

1. Summary information					
School	Kemble Primary School				
Academic Year	2017/18	Total PP budget	£16,440	Date of most recent PP Review	n/a
Total number of pupils	105	Number of pupils eligible for PP	10	Date for next internal review of this strategy	Oct 2018

2. Current attainment		
Attainment for: 2016-2017 (3 pupils)	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP</i>
% achieving expected standard or above in reading, writing and maths	66.6%	100% / 61%
% achieving expected standard or above in reading	100%	100% / 71%
% achieving expected standard or above in writing	66.6%	100% / 76%
% achieving expected standard or above in maths	100%	100% / 75%

3. 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.	Year 1 phonics check showed that disadvantaged pupils performed poorer than national (2 out of 2 didn't achieve)
B.	Disadvantaged pupils at end of key stage 2 performed lower in writing than in other subjects
C.	Internal analysis of data shows some disadvantaged pupils performing at the developing level in maths in most of the year groups.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Some children have social and emotional needs and are dealing with very difficult circumstances outside of school. We have put in place PP champions, and social skills groups and individual emotional support. / Counselling
E.	

4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	PP children in year 2 who didn't pass the phonics in year 1 pass when they retake the test in year 2.	PP children have good phonic knowledge and can apply in their reading. PP children can achieve well in phonics. Children enjoy reading and can talk enthusiastically about a book they are enjoying PP children achieve in line with non-PP children.
B.	PP children's writing improves in line with non-pp children	PP children make better progress in writing to close the gap between PP children and non PP children. PP children can achieve well in spelling and grammar Children enjoy writing and write for a range of purposes. PP children achieve in line with non-PP children.
C.	PP children who are not currently at the expected level in maths make better progress to close the gap. Achieve the expected level by the end of the year.	Children make better progress in maths to diminish the gap between pp children and non pp children. Children enjoys maths and are able to talk confidently about their learning Children are strong in calculations.

5. Planned expenditure

Academic year

2017/178

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 in year 2 who didn't pass the phonics in year 1 pass when they retake the test in year 2	Quality first phonics teaching in year 2 for phonics Small group Read Write Inc groups to support phonics teaching led by teacher and TPs	Two pupils who receive pupil premium money didn't pass the phonics check therefore we want to ensure high quality phonics teaching is embedded throughout the school. Children are assessed regularly and put into small groups depending on individual needs. RWI has improved phonics teaching for the majority of children	Regular assessments and careful tracking Observation of staff carrying out RWI to ensure consistency of approach and lessons are making good impact.	AN / CAD	June
Children who are low achieving in maths gain greater understanding of the basic skills.	A maths meeting held with parents to bring them on board to the methods we use and ensure parents understand the new methods used therefore enabling them to support their children further at home.	Parents had previously commented they were unsure how to help.	Pupil progress meetings three times a year to track each child's progress in maths.	EP maths lead AN	December, March and July

PP children's writing improves in line with non-pp children	Quality first teaching for writing. Extended Writing sometimes linked to topic to motivate under achieving boy To match Alan Peat sentence structures to the non-negotiables for each year group. Each class to learn and apply learnt sentence structures through discrete focused writing sessions and talk for writing.	September 17 7/10 PP children are not currently working at the expected level	Monitoring English plans where focus for PP children is highlighted. Lesson observations PP discussions and feedback Feedback marking discussions Big Write – pieces examined 3 times a year	AN /KW/ CAD	December, March and July
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			Total budgeted cost	£500	
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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 in year 2 who didn't pass the phonics in year 1 pass when they retake the test in year 2.	Individual children will receive additional phonic sessions and Bearing Away support three times per week.	Those children who did not pass the phonic check need extra phonic input in order for them to be secure in phonics by the end of year 2. This will be achieved by extra Teaching Partners phonic intervention 1 to 1 and Bearing Away which provides additional focused support	6 weekly assessments to monitor progress in RWI and Bearing Away. Observation by SLT of interventions to ensure that they are being run as efficiently as possible	JA/ AP	End of every term
Children who are low achieving in maths gain greater understanding of the basic skills.	Use of Catch up Numeracy programme on a one to one basis twice a week. Small group additional maths using Numicon to support	Children who are not on track to meet their end of year target will gain one to one support using a structured intervention (Catch up Numeracy). This will reinforce basic skills that are so essential. These children at present needs concrete materials to help them gain a deeper understanding of number	Monitoring the catch up intervention Use of maths assessment which provides a maths age twice a year to monitor progress.	JA/ CD JA /MP	End of every term

PP children's writing improves in line with non-pp children	Quality first teaching Use of teaching partners to support in class. A small group writing booster session. With a qualified teacher Spelling intervention with a qualified teacher Focused feedback marking support	Those children who did not achieve the expected standard will receive extra support and intervention from Teaching Partners and qualified teacher in order to diminish the gap.	Pupil progress meeting three times a year. Intervention will be adjusted if the child doesn't make progress. Planning checks Observation of interventions	PY AN/CAD	End of every term
			Targeted budget	£9,700	

111. 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
Support pupils with emotional needs	To develop pupils self confidence by taking part in an individualised fitness target programme	Pupil has asked for support. A well tested programme Funs programme. An inspiring coach who has made good progress with previous pupils	Each week the children's progress will be tracked and they will be working towards a goal. Pupil questionnaires	CT AN.	December 17 March 18 July 18

Other expenditure planned: Resources to support learners £200 Supporting learning experiences e.g music lessons, residential trips, swimming £400 ELSA training and materials £2,000 Individual targeted emotional support £200					
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6. Review of expenditure

Previous Academic Year

2016/2017

i. Quality of teaching for all

Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost
Vulnerable learners achieve as well as their peers.	<p>PP books marked first Teachers highlight PP children in planning and ensure the challenge is right for individuals</p> <p>TPs receive regular training and feedback on pupils progress</p> <p>PP children in KS2 receive effective feedback marking based on evidence from EEF</p>	<p>PP children make at least the expected amount of progress in Reading, Writing and Maths</p> <p>TPs will make greater impact and have a better understanding of how to support individuals.</p> <p>Children's misconceptions are addressed quickly and pupils difficulties supported allowing them to make better progress,</p>	<p>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.</p> <p>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</p> <p>If a TP is providing effective feedback marking they need greater direction from the class teacher beforehand. For the TP to be fully effective they need to have a good working relationship with teaching staff. Next year we will adjust this so the TP is given short Smart targets to work on area of learning every 6 weeks. The teacher had greater impact – will continue with a few children next year</p>	£1.000

ii. Targeted support

Desired outcome	Chosen	Estimated impact: Did you meet the	Lessons learned	Cost
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	action/approach	success criteria? Include impact on pupils not eligible for PP, if appropriate.	(and whether you will continue with this approach)	
For gaps in PP children's knowledge in English and maths to be addressed	<p>Small group interventions: Catch up Numeracy</p> <p>Phonics – Bear Necessities/ Bearing away / RWI. Spelling- Apples and Pears / Accelerated/ 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.</p> <p>Reading 91% of pupils made good or expected progress Writing 91% of pupils made good or expected progress Maths 100% made expected progress</p> <p>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.</p>	<p>Interventions need to be tracked carefully (96 weekly) as not all work as well for different individuals so need to be adjusted accordingly.</p> <p>This is an effective approach so we will continue to use in future.</p>	£9,700