



Kerr Mackie Primary School Pupil Premium Strategy 2017-18

1. Summary information					
School	Kerr Mackie Primary School				
Academic Year	2017-18	Total PP budget	£74,074	Date of most recent PP Review	September 2107
Total number of pupils		Number of pupils eligible for PP	54	Date for next internal review of this strategy	December 2017

2. Current attainment		
End of KS1/KS2 2017	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths		%
	<p>Reading There were 7 PP funded children in Year 6, four of whom also had SEND. 63% of these children achieved the expected standard which was in line with the cohort as a whole.</p> <p>In Key Stage 1 there were 7 PP funded children in Year 2, 71% of these achieved the expected standard compared with 79% for the cohort as a whole.</p> <p><u>Progress towards target in-school 2016-17</u></p> <p>Year 1 – 88% Year 2 – 80% Year 3 – 100% Year 4 – 86% Year 5 – 100%</p>	74% KS1 66% KS2

	<p>Year 2 – 7 children Year 3 – 7 children Year 4 – 16 children Year 5 – 7 children</p> <p>17 children in these year groups are also on our SEND register.</p> <p>Summer 2 data shows that PP progress is showing signs of improvement, therefore closing gaps with all others, especially in Maths which has been the focus areas for internal and LA supported CPD in the Spring and Summer Terms.</p>	
	<p><u>Writing</u> There were 7 PP funded children in Year 6, four of whom also have SEND 50% of the children reached the expected standard, however the four SEND children made accelerated progress in the subject.</p> <p>In Key Stage 1 there were 7 PP funded children in Year 2, 71% of these achieved the expected standard compared with 67% for the cohort as a whole.</p> <p><u>Progress towards target in-school 2016-17</u></p> <p>Year 1 – 88% Year 2 – 70% Year 3 – 100% Year 4 – 71% Year 5 – 83%</p>	<p>65% KS1 74% KS2</p>

	<p>Year 2 – 7 children Year 3 – 7 children Year 4 – 16 children Year 5 – 7 children</p> <p>17 children in these year groups are also on our SEND register.</p>	
	<p>There were 7 PP funded children in Year 6, four of whom also have SEND (specifically linked to Maths) 47% of the children reached the expected standard, however the four SEND children made accelerated progress in the subject.</p> <p>In Key Stage 1 there were 7 PP funded children in Year 2, 77% of these achieved the expected standard compared with 79% for the cohort as a whole.</p> <p><u>Progress towards target in school 2016-17</u></p> <p>Year 1 – 88% Year 2 –90% Year 3 – 100% Year 4 – 93% Year 5 – 100%</p> <p>Year 2 – 7 children Year 3 – 7 children Year 4 – 16 children Year 5 – 7 children</p> <p>17 children in these year groups are also on our SEND register.</p>	<p>73% KS1</p>

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3. Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers

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|-----------|---|
| A. | Social and emotional needs. |
| B. | Poor oral skills, particularly linked to children for whom English is an additional language. |
| C. | Self-confidence and belief. |

External barriers

- | | |
|-----------|---|
| D. | Poor home learning environment, low parental engagement and aspiration. |
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4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	To improve emotional wellbeing so that, with increased confidence and feelings of security, they achieve more.	Lesson observations (focus -frequency of contributions) Monitoring and feedback from the pastoral team. Pupil voice. Feedback from staff in class. Data – attainment and progress.
B.	To improve use of vocabulary in both oral and written communications.	Children achieving the specific targets which were set for them. Lesson observations (focus -frequency of contributions) Monitoring and feedback from the pastoral team. Pupil voice. Feedback from staff in class.
C.	To increase confidence and self- esteem so that children are more likely to form positive relationships with peers and therefore feel able to learn in a social environment.	Learning conversation (focus-children are aware of their targets and able to discuss how the can improve learning). Monitoring and feedback from the pastoral team.

D.	Parents/carers offered workshops, internet access and other events to engage and support Improve attendance. Run workshop on homework, maths resources, Mathematics, Healthy cooking. Provide opportunities for parents/carers to talk to staff and spend time in school To provide resources to support homework activities Promote the importance of coming to school as much as possible. Education Endowment Foundation evidence: 3 months' extra progress	Monitor number of parents attending school events. Evaluation of events. Children's work evaluation (focus-homework) Attendance data
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5. Planned expenditure

Academic year

2017-2018

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?
Appropriate interventions are provided, when needed, to improve outcomes.	Targeted, structured approach	Evidence shows that targeted, structured support can have a positive impact. 'The new findings suggest that, when used to support specific pupils in small groups or through structured interventions, teaching assistants can be effective at improving attainment.' Education Endowment Foundation, February 2014	Learning walks, lesson observations, planning, differentiation. CPD provided for staff.	ND/KF	Termly
All children are able to access high quality first teaching.	Quality first teaching	This is to develop staff knowledge / skills in areas which we believe will have significant impact on disadvantaged children. In 2017-18, we are developing teachers' skills and approaches in reading (to meet higher National Curriculum expectations in this area); in grammar (similarly, to address higher expectations); and in the context of 'mastery' for Maths (an approach advocated by many education experts and practised in East Asian countries). Education Endowment Foundation evidence shows that following a mastery approach can mean pupils make 5 months' extra progress.	Learning walks, lesson observations, planning, differentiation. CPD provided for staff.	SLT	Termly

					Total budgeted cost	£51,407
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 increasingly confident speakers using a range of vocabulary and correct speech sounds.	Speech and Language Therapist in school	To develop the use of spoken language on entry and throughout school with focused sessions on a regular basis. Education Endowment Foundation evidence: 5 months' extra progress.	Establish a system where there is a clear link between the S+L therapist and what happens in class. Feedback from teachers and parents	ND	Half-termly	
Children have access to the programmes, both at home And school.	Mathletics and Reading Eggs subscriptions	To continue this three year contract in order to boost reading and writing skills in Key Stage 1 and Key Stage 2. Education Endowment Foundation evidence: 4 months' extra progress.	Run a weekly Mathletics lunchtime club for all children who receive PP funding. Teachers to monitor usage of the programmes and to set activities and challenges to complete. Build in time for both of the programmes as part of the school day.	KD/LS	Half-termly	
					Total budgeted cost	£16,663
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?	
Children have access to a broad range of activities to help them to develop.	Activities to engage and enrich. To increase confidence and self-esteem so that children are more likely to form positive relationships with peers and therefore feel able to learn in a social environment.	To provide extra support for children from disadvantaged backgrounds to make sure that needs are being met; to raise attainment and give confidence for more independence. To support learning behaviour in class and to develop good social and emotional aspects of learning (eg self-esteem, social skills). Education Endowment Foundation evidence: 4 months' extra progress.	Learning conversation (focus-children are aware of their targets and able to discuss how the can improve learning). Monitoring and feedback from the pastoral team. Feedback from members of staff in class.	Pastoral Team	Half-termly	
Children are fed and nourished at the start of the day and have access to experiences they would not normally be able to have.	Activities to nourish and support – Breakfast club after-school clubs, residential and trips.	To develop life skills, including social skills through teamwork, as well as to increase physical activity in ways other than sport; to broaden what might be limited life experiences (therefore having a positive	Attendance at breakfast club Staff feedback on engagement and learning behaviour. Attendance on visits Pupil feedback Outcomes in Topic Books	Pastoral Team	Half-termly	

		effect on pupils' social development, part of SMSC). Education Endowment Foundation evidence: 3 months' extra progress.			
Total budgeted cost					£6,000

6. Review of expenditure

Previous Academic Year

PLEASE REFER TO THE DOCUMENT USED FOR THE STRATEGY IN PREVIOUS YEAR

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

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

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

7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.
Our full strategy document can be found online at: www.aschool.sch.uk