

Pupil premium strategy statement (primary)

1. Summary information					
School	Kerr Mackie Primary School				
Academic Year	2017-18	Total PP budget	£94,020	Date of most recent PP Review	September 2017
Total number of pupils		Number of pupils eligible for PP	69	Date for next internal review of this strategy	April 2018

2. Current attainment and progress		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
EYFS 2016-17	(6 pupils = 10%)	All pupils (59)
Proportion of pupils achieving a good level of development (GLD)	83%	63%
Year 1 Phonics 2016-17	(8 pupils = 13%)	All pupils (60)
Proportion achieving the expected standard in Year 1 Phonics	50%	75 %
KS1 2016-17	(10 pupils = 16%)	All pupils (61)
Proportion achieving at least expected standard in reading	30%	72%
Proportion achieving at least expected standard in writing	30%	67%
Proportion achieving at least expected standard in maths	30%	75%
KS2 2016-17	(7 pupils = 11%)	All pupils (62)
Proportion achieving at least expected standard in reading	63%	62%

Proportion achieving at least expected standard in writing	50%	68%
Proportion achieving at least expected standard in maths	38%	67%
Proportion achieving at least expected standard in GPS	75%	79%
Proportion achieving expected standard or above in R/W/M	0 %	54%
Average progress score in reading	-1.23	-0.56
Average progress score in writing (TA)	-0.78	-0.42
Average progress score in maths	-2.91	-1.24

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

In-school barriers

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| A. | Reduced social and emotional development of PP pupils impacts on their readiness to learn. |
| B. | Communication skills, especially the development of early oral language, tend to be lower for pupils eligible for PP than for other pupils, which slows progress in other years. Also particularly linked to children for whom English is an additional language. |
| C. | Lack of confidence and writing skills due to limited language acquisition and real-life experiences. |

External barriers

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| D. | Parental engagement for some PP pupils is not as strong as for other pupils, (i.e. completion of homework and reading at home) and this affects attainment. |
| E. | Persistent Absence and poor punctuality rates are higher for PP pupils than for other pupils, this affects their attainment. |

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. Improved positive learning behaviours e.g. confidence in talking about learning, participation in lessons, readiness to learn, resilience are noted in formal and informal monitoring	Pupils feel safe and happy so that they can access learning at all levels, and know where to find support should they need it. Measured and evaluated by questionnaire responses.
B.	Improved language acquisition; accessing the curriculum at the pupil's level.	Pupils eligible for PP in EYFS will make accelerated progress by the end of the key stage so that we have diminished the difference between PP pupils and non-PP pupils.

C.	Increased confidence and understanding in reasoning in Maths resulting in an increase in PP children achieving expected Standard at KS2.	PP children will achieve the expected standard in KS2 Maths so that the PP children attain in-line with all pupils.
D.	Increase the % of KS1 Pupil Premium pupils achieving the expected reading, writing and maths standard, to at least in-line with National 'other' data and increase the % of pupils achieving reading, writing and maths at the higher standard.	The difference between national PP and School PP will diminish in reading in writing and maths.
E.	Increase in attendance and reduced lates for PP children to diminish any difference between attendance of PP and Non-PP children in all cohorts.	<p>Reduce the number of persistent absentees among PP children to 15% or below. (In 2016-17, PA for PP was 64.6%, whole school was 95.5 %)</p> <p>Reduce the difference in lates between PP and Non-PP. (2016-17 lates: ??% PP, ??% Non-PP)</p>
F.	Parents engaging with school staff in developing learning partnership between home and school, to include increased home reading, homework completion and attendance at information events.	<p>Parents will be able to access in school support to enable them to support their children at home.</p> <p>Increase number of parents attending events in school to support learning at home e.g. stay and play, stay and read, meet the teacher expectation evenings, Parent's evening.</p>

5. Planned expenditure

Academic year

2017-2018 (£94020)

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?
Improved oral language skills and language development	<p>Focus on developing oral language skills.</p> <p>Bilingual support Story orally retelling and acting out Speech and language support Ensure there is a literacy rich learning environment Social Interventions purchased for groups of pupils</p>	EYFS profile scores indicate low levels of spoken language proficiency and high number of children higher up the school requiring SaLT support.	<p>Through assessment by the speech and language therapist. Tracking in the Early Years through individual profiles. Intervention sessions provided by specialist SaLT TA.</p> <p>SaLT assessments/feedback. Early Years individual profiles tracking. EYFS Intervention tracking. Inclusion meeting minutes. Observations/ drop-ins by phase leaders and inclusion manager. Interventions impact report.</p>	<p>DJ</p> <p>KD BP</p>	<p>Summer term Assessments</p> <p>Weekly meetings and daily discussions. Termly Interventions report. Observations/drop-in feedback when monitoring taken place. Termly assessments.</p>
£19,150					

<p>To deliver bespoke learning opportunities to address gaps in learning, and raise the % of pupil achieving ARE</p> <p>£26,968</p>	<p>Pupil progress meetings and school tracking systems ensure that all staff can identify those pupils who are PP eligible and require 1:1 and small group bespoke learning opportunities to meet their personalised targets and close the gap between them and their peers. Purchase Class track to supplement whole school Tracking system. More real-life experiences to promote writing for purpose and pleasure. Targeted group work for PP children</p>	<p>High numbers of PP pupils in one year group in particular requires additional adult support to close the gaps between pp children and non PP children. PP pupils leaving KS1 and KS2 are not in line with their peers.</p>	<p>The gap between pupils in receipt of pupil premium and those non-pupil premium pupils will close completely with those in receipt of pupil premium making accelerated progress to ensure that they are at least in line with their peers.</p>	<p>JM KF KD</p>	<p>Termly PP meetings Termly assessments. Observations/drop-in feedback when monitoring taken place.</p>
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<p>Increase standards in reading</p> <p>£ 11,140</p>	<p>Assess reading ages at least 3 time a year to evidence progress and introduce new assessing system</p> <p>Greater emphasis on reading logs to be completed at home and school.</p> <p>Introduction of school library to allow classes to visit and free choice of books.</p> <p>Reading areas in each classroom</p> <p>Detailed planning for phonics</p> <p>Phonics training for staff new to EYFS and KS1</p> <p>Support from external consultants to develop phonics and reading</p> <p>Develop Guided Reading sessions within school to be more time focused and skills based.</p> <p>Regular phonics assessments.</p> <p>Reading Eggs</p>		<p>Analysis of termly assessments, pupil progress meetings identifying focus children, specific sessions planned. Year 6 prediction analysis Whole-school guided reading analysis, including planning and assessment. Core leader to monitor reading ages scores SLT Feedback on phase reading monitoring</p>	<p>KF DJ AS ND</p>	<p>Termly analysis of interventions</p> <p>Termly monitoring, including learning walks. Moderation termly.</p>
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<p>Improved learning behaviours across school</p> <p>£7315</p>	<p>Embed the use of the Top Ten Learning behaviours and skills required to promote these. Increased pupil roles and responsibilities Pupil interview sessions RRSA Use of TA for gardening activities (PM) Use of TA for cooking activities (PM)</p>	<p>Pupil voice and governor visits suggested that the learning behaviour in classrooms was not as effective as it should be.</p>	<p>Through Pupil Progress meetings to monitor effect on child, monitoring of sessions including observations, Feedback from pupil interview sessions.</p>	<p>KF Inclusion Team AS ND</p>	<p>At the end of the school year, as part of the SEND report to Governors. Termly tracking of pupils involved in interventions. Also, evaluation with the Inclusion team around number of incidents.</p>
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<p>To build on pupils Personal, Social and Emotional Development, increasing self-esteem, self-control and positive attitudes.</p> <p>£3650</p>	<p>Introduction of new PSHE scheme and new PSHE policy Support from Life Coach to introduce new mental health and wellbeing initiatives. Drama activities to promote 'real life' behaviour situations Introduction of 'Team Point' system to promote positive behaviour</p>	<p>Both Learning behaviour and conduct behaviour has shown to be an area of concern in some classes through pupil interviews, governor interviews and teacher feedback.</p>	<p>Children will have a sense of belonging and there will be fewer incidents of behaviour recorded to the Inclusion team and SLT. Children will have more skills to reflect and adapt their behaviour.</p>	<p>JM KF EH Inclusion team</p>	<p>At the end of the school year, reduction in the number of incidents throughout the year. HT report to governors.</p>
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<p>Ensure the gap between PP and NonPP In KS1 writing is reduced</p> <p>£370</p>	<p>More real-life experiences to promote writing for purpose and pleasure. Targeted group work for PP children Introduction of creative area in Y1 continuous provision to provide increased opportunities for independent writing.</p>		<p>DHT and Y1 worked together to set up provision. Regular monitoring of children's books Assessment trackers Pupil progress meetings</p>	<p>KF EH</p>	<p>Half termly</p>
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<p>Develop reasoning skills and challenge in maths</p> <p>£5370</p>	<p>Termly, formal maths assessments. More concrete and practical activities in lessons Link concrete to abstract through alternative teaching methods e.g. tens frames and bar method Develop teaching of times tables so that all children know tables to x12 by end year 4. Development of 'Maths Facts'. Daily maths challenge in EYFS</p>		<p>Monitoring Observations Book scrutinies Pupil progress</p>	<p>LS AS ND</p>	<p>Half Termly</p>
Total budgeted cost					73,293
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?
To support children in school with emotional and behavioural difficulties and to improve links with our hard to reach families.	Additional TA support in year 5 due to emotional, social and behavioural difficulties and large amount of PP children in year 5. Offering parent workshops and support for parents through the Cluster. Nuture provision for vulnerable children Social programmes purchased and implemented by TAs. Incentives for Parents Evening	Children cannot achieve if they are not emotionally prepared to participate in class learning.	Records from meetings show increased attendance Parent surveys show positivity towards school	JM KF Inclusion Team	Half termly
Total budgeted cost					£16,601
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?

<p>Improve attendance and work with families to overcome barriers</p> <p>£3875</p>	<p>Following Leeds City Council board guidance on contact with parents/ carers when children are absent. The endpoint of which is a home visit. Specific behaviour and attendance team in charge of following up absences. Positive rewards for good attendance weekly 100% attender awards prizes Breakfast club opportunities After school activities</p>	<p>Absence rates increased in 2016, but in 2017 they have returned to being more in line with national. The proportion of children who are persistently absent has fallen sharply and is well below national in 2017. PP absence continues to fall below all other children despite increases in absence rate across the school.</p>	<p>New procedures for positive attendance shared with staff, governors, pupils and parents Regular meetings between attendance teams Feedback and outcomes from the cluster meetings More referrals to Attendance team Records of attendance</p>	<p>KF Inclusion Team</p>	
<p>Increase parental involvement and engagement</p> <p>£251</p>	<p>Parent child fun workshops Offering parent workshops and support for parents through the Cluster. PSA events Stay and Play sessions in EYFS and KS1 Parent workshops Introduction evenings for new classes throughout school Information evenings Incentives for attendance at Parents Evening</p>		<p>Records from meetings show increased attendance Parent surveys show positivity towards school</p>	<p>JM KF Inclusion team</p>	<p>Half termly</p>
Total budgeted cost					£94,020

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
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7. Additional detail
<p>Data used to inform this report:</p> <ul style="list-style-type: none"> • School tracking data • School attendance data • Speech and language therapist notes • Nurture evaluations • Inclusion files and records of parent courses • Guidance and support referrals • EYFS profile data • Pupil progress meeting minutes