



# Pupil premium strategy statement

1. Summary information					
School	Kidmore End CE Primary School				
Academic Year	2018-19	Total PP budget	£6260	Date of most recent PP Review	n/a
Total number of pupils	198	Number of pupils eligible for PP	5	Date for next internal review of this strategy	Dec '18

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP</i>
% attainment/progress in reading	100%	86%/1.3
% attainment/progress in writing	100%	83%/-0.7
% attainment/progress in mathematics	100%	79%/-1.1
Attainment in reading, writing and mathematics	100%	89%/not available

3. Barriers to future attainment (for pupils eligible for PP)	
<i>In-school barriers (issues to be addressed in school, such as poor literacy skills)</i>	
A.	Ability to access the wide range of school activities and opportunities for curriculum enrichment.
B.	Gaps in learning, particularly in basic literacy skills, so pupils find it difficult to record their ideas despite ability to verbalise.
C.	Anxiety and lack of confidence over transition points, both from pupils and parents, hinder learning and can lead to lower expectations.
<i>External barriers (issues which also require action outside school, such as low attendance rates)</i>	
D.	Prior experiences can lead to additional nurture and emotional support needs, including with regulating behaviour.

4. Desired outcomes (Desired outcomes and how they will be measured)		Success criteria
A.	Children have access to all activities available in school e.g. trips, sports, clubs.	Attendance at trips/clubs etc is same for PP pupils as others.
B.	Children's language and literacy skills are developed to a high level.	Attainment in phonics, reading and writing is at or above ARE.
C.	Children respond positively to new learning environments/next steps.	Pupil interviews/observations show transitions well supported.
D.	Children's emotional wellbeing is good, enabling them to learn successfully.	Pupil interviews/observations show good levels of wellbeing.

5. Planned expenditure					
Academic year		2018-2019			
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 – <b>any shortfall will be funded from main school funding.</b>					
<b>i. Quality of teaching for all</b>					
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?
B	Developing growth mindsets – developing independence and perseverance.	Lesson observations show most successful learners are independent and willing to take time over work.	Growth mindset lessons implemented in each class. Triangle of support used by all staff.	LH/RD	January 2019 – SDP review
B	Interventions to address learning needs are implemented and monitored.	Analysis of assessments show early intervention to support literacy skills improves access to wider curriculum.	Daily ring-fenced intervention time. TA training on Phonics and Spelling Support. SENCo observation focus.	LH/RD	Termly pupil progress meetings January 2019 – SDP review
<b>Total budgeted cost</b>					£800
<b>ii. Targeted support</b>					
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?
B	Individualised support including 1-1 tuition.	Lack of home support in this area has a clear impact on achievement.	Highly skilled staff and quality materials used. Regular teacher/TA meetings	LH/JS/RD	Termly pupil progress meetings. Feb 2019 – pupil interviews
C	Additional support for transition points particularly between schools.	Effective transitions lead to better learning. Transfer to a range of settings leads to challenges in consistent quality of experience.	Supported work in school on transition. Additional visits and carefully planned opportunities, monitored by class teacher.	RD	February 2018 – pupil interviews, parent feedback July 2018 – Y6 exit interviews with governors.
<b>Total budgeted cost</b>					£1900
<b>iii. Other approaches</b>					
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?
A	Payment for all trips including residential trips.	These opportunities are an integral part of learning in our school.	Parents aware of approach and so children participate fully.	LH	Ongoing – pupil interviews, parent feedback.
C/D	Wellbeing and mental health support; both within school curriculum and targeted where appropriate.	Trained TA support for specific activities e.g. emotional literacy. Whole school training on Supporting Good Mental Health	ELSA activities supervised by Ed Psych. Focused observations. Family Links training (INSET)	LH/BF	Ongoing – as part of monitoring of T&L provision.
<b>Total budgeted cost</b>					£3000

6. Review of expenditure any shortfall has been funded from main school funding.				
Previous Academic Year		2017-18		
<b>i. Quality of teaching for all</b>				
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
C	Developing growth mindsets – challenge	Pupil interviews at Governor Days showed clear understanding of challenge/independence	GM lessons at the beginning of year to ensure high expectations from start – focus on perseverance.	£50
C	Improved teaching of writing - feedback	Monitoring of teaching and learning showed more consistent impact of feedback on learning.	Continue to develop and evaluate live marking and whole class feedback approaches appropriate to age/learning.	£140
<b>ii. Targeted support</b>				
B	Individualised support inc 1-1 tuition	Confidence improved, particularly in Maths, resulting in ARE+ attainment.	Need for focus on basic skills – phonics, spelling and basic Maths skills.	£900
A/D	Swimming tuition inc lessons out of school	Feedback from pupil, parent and swimming teacher showed huge improvements.	Continue to support this key life skill – particularly as PE provision for swimming is limited.	£600
<b>iii. Other approaches</b>				
A	Payment for all trips including residential	All pupils participated in trips, and vouchers for suitable clothing for residential well used.	Continues to be an integral part of our support as experiences on trips are transformational.	£950
B/C/D	Additional support for transitions	Parent feedback shows ELSA support valued. Y6 Exit interview show pupils felt prepared.	Develop whole-school approaches to mental health and wellbeing in addition to focused ELSA support.	£1500
<b>7. Additional detail</b>				
As we have very small numbers of eligible pupils there is a risk of identification of individuals if too much detail is included. However, we are constantly seeking ways to improve our provision including individualised support in specific areas of learning and whole school approaches such as developing mental health awareness. This programme is subject to variation and we have built in the flexibility to make adjustments as we monitor the progress children are making and evaluate their needs. At this stage in the year (October 2018) there are some uncommitted funds, to accommodate specific needs, which will arise as ongoing assessments are made.				