



Pupil premium strategy statement

1. Summary information					
School	Kidmore End CE Primary School				
Academic Year	2019-20	Total PP budget	£8560 tbc	Date of most recent PP Review	n/a
Total number of pupils	195	Number of pupils eligible for PP	8	Date for next internal review of this strategy	Dec '19

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP</i>
% attainment/progress in reading	100%	73%/-1.6
% attainment/progress in writing	100%	77%/-1.4
% attainment/progress in mathematics	100%	73%/-0.9
Attainment in reading, writing and mathematics	100%	60%/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 and vocabulary 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 2019-20					
How are we using Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies – any shortfall is funded from main school funding.					
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?
B	Developing independence and perseverance.	Lesson observations show most progress achieved by showing perseverance and being willing to have a go.	Staff development around meta-cognition strategies. Growth mindset lessons continue to be implemented in each class.	LH/RD	January 2020 – 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.	Vocabulary resources purchased and implemented across curriculum. Daily ring-fenced intervention time. TA training where apt: phonics, supporting speech development. SENCo observation focus.	LH/RD/JS	Termly pupil progress meetings January 2020 – SDP review
					£1260
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?
B	Individualised support including 1-1 tuition/additional TA time.	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 2020 – pupil interviews
C	Additional support for transition points particularly between schools.	Effective transitions lead to better learning. Transfer from a range of settings leads to challenges in consistent quality of experience.	Supported work in school on transition. Carefully planned opportunities to spend time in new class/setting, monitored by class teacher.	LH/KH	February 2020 – pupil interviews, parent feedback July 2020 – Y6 exit interviews with governors.
Total budgeted cost					£2340
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?
A	Payment for all trips – access to clubs and similar activities.	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; within curriculum and targeted where appropriate.	Trained TA support for specific activities e.g. emotional literacy.	ELSA activities supervised by Ed Psych. Focused observations. Family Links training (INSET)	LH/BF	Ongoing – as part of monitoring of T&L provision.
Total budgeted cost					£4350

6. Review of expenditure any shortfall has been funded from main school funding.				
Previous Academic Year		2018-19		
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 apt.	Lessons learned (and whether you will continue with this approach)	Cost
B	Developing growth mindsets – developing independence and perseverance.	Growth mindset approaches are becoming more normalised for children, and explicitly taught throughout the year.	Continue to utilise GM lessons, particularly at beginning of the year when setting the standard for the year ahead. Approaches such as Brain Buddy Boss focused on developing independence.	£100
B	Interventions to address learning needs are implemented and monitored.	TT Rockstars well used across school and children find it motivating and engaging. Feedback from staff is that ring-fenced intervention time works well. Letterbox parcels in place for all PP pupils.	TT Rockstars to be further embedded. Further phonics training required as TA support adapted to different year groups. Ring-fenced time Y3/4 (Monday afternoons) and Y1 (Thursday mornings)	£800
ii. Targeted support				
B	Individualised support inc 1-1 tuition	Pupil in receipt of funding reached expected standard in all areas – secured by 1-1 input along with effective classroom support.	Web-based support less effective than 1-1 tuition working in close liaison with school and developing positive working relationship with pupil. Impact on confidence most key.	£1300
C	Additional support for transition points particularly between schools.	Y6 exit interviews showed all pupils felt supported and prepared for secondary school. Adoption awareness training improved knowledge of potential issues and strategies.	Continue to develop pastoral care particularly around adoption awareness and ensure all staff clear on impact of attachment issues. PACE training to be cascaded to all staff at September INSET.	£600
iii. Other approaches				
A	Payment for all trips including residential trips	All pupils participated in all trips, and vouchers for suitable clothing for residential well used. Parental feedback v positive.	Continues to be an integral part of our support as experiences on trips are transformational.	£650
C/D	Wellbeing and mental health support; both within school curriculum and targeted where appropriate.	ELSA support continues to be well-utilised and ongoing for pupils in need. Parents appreciative. Whole school training has left all staff with a good foundation knowledge of strategies to promote resilience and good mental health in pupils.	Continue to ensure good use is made of ELSA support and skills continue to be developed. Consider at September INSET how to take learning from Family Links and Wellbeing in the Outdoors forward into the new year.	£2600
7. Additional detail				
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. Uncommitted funds were utilised to ensure TA cover particularly for one eligible pupil with complex and challenging needs, for whom significant support was swiftly implemented.				