

Pupil premium strategy statement (primary)

1. Summary information					
School	Kelsey Primary School				
Academic Year	2016-17	Total PP budget	£34,160	Date of most recent PP Review	09/16
Total number of pupils	106	Number of pupils eligible for PP	26	Date for next internal review of this strategy	01/17

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
See Pupil premium analysis completed September 2016 for latest data (shows 82% of PP making expected progress in all areas and 100% making expected progress in most areas, also shows 64% making better than expected progress against the new NC outcomes)		
See previous analysis and mid-term reviews completed for previous academic years (and published on the school website)		
These cover academic years 2012-13, 2013-14 and 2014-15		
3. Barriers to future attainment (for pupils eligible for PP)		
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>		
A.	Application of skills / learning in unfamiliar contexts – this is a common theme for many of our PP (Not high ability PP)	
B.	51% of our SEN pupils are also PP – they have specific needs (which are always addressed)	
C.	38% of our SEN monitor pupils are also PP – historically the majority of these children become SEN when assessments are confirmed (but we support early)	
D.	Our baselines on entry to reception have historically been low – the preschool (now starting its 3 rd year is successfully addressing this)	
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>		
D.	In KS2 9 out of 14 PP pupils have some form of external intervention (e.g. social services or early help, etc.) and in KS1/ FS it is 5 out of 12	
E.	Attendance is an issue for 1 PP child – the family is engaged, but there are significant medical issues	

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4. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)		Success criteria
A.	That 100% of pupil premium children make at least expected progress in all subjects	Data will show this
B.	That where pupil premium pupils need to “close a gap” they will make better than expected progress	Data will show this
C.	That high ability pupil premium pupils will reach the GDS standard (or equivalent in EYFS)	Data will show this
D.	That any barriers to achieving the above are rapidly identified and robustly tackled.	A, B and C above achieved

5. Planned expenditure					
Academic year		2016 to 2017			
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?
A, B & C	High quality marking and feedback	Sutton Trust Research	MS and subject leaders monitor work and planning	MS	Every half term via PPM and data collection
A, B & C	Ensure all staff know which pupils are PP	As above and it is part of outstanding teaching	Focus of transition, PPM and data analysis – MS led	MS	Link governor January and July with report to FGB
A, B & C	An IEP for every PP child	As above and it is part of outstanding teaching	MS working with CB / KR and class teachers	MS	Every half term as part of review process
Total budgeted cost					None

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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?
A, B & C	1 to 1 specialist support (CB and KR)	Will be implemented if evidence from above review process indicates need. This action will only be triggered if evidence from half termly review indicates child's needs are not being met in class.	MS to discuss half termly with KR and CB and class teachers	MS	Each half term
A, B & C	In class support (KR, YS & LT)	3 TA's will be used to provide in class targeted support to identified PP pupils. PP pupils will be targeted by this process through the half termly review	MS to discuss half termly with class teachers and TA's as part of PPM	MS	Each half term
Total budgeted cost					£28,494
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?
D	In school councillor	Support in overcoming pupils emotional barriers to learning	Weekly discussion with councillor and termly review with families	MS	End of academic year
D	Specialist teaching service	External diagnosis, reviews and assessments of PP pupils	Half termly review with STAPS team and staff	MS	End of academic year
D	Music lessons for PP children	Improve self-confidence for identified PP pupils	Half termly review with music instructor	MS	End of academic year
D	Subsidies for trips	Improve self-confidence for identified PP pupils	MS to monitor requests	MS	End of academic year
D	Resources and training for staff	To meet identified staff training needs e.g. dyslexia support	MS to discuss and review in performance management and half termly reviews	MS	January and July each year
Total budgeted cost					£5,666

6. Review of expenditure				
Previous Academic Year		2015 - 2016		
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
That 100% of pupil premium children make at least expected progress in all subjects	Quality first teaching, Targeted support, staff training & STAPS	September 2016 latest data - shows 82% of PP making expected progress in all areas and 100% making expected progress in most areas, also shows 64% making better than expected progress against the new NC outcomes)	Move away from out of class intervention and place more support directly into classes – target applying knowledge and skills in unfamiliar contexts. (especially for spelling and calculations)	£6973
That where pupil premium pupils need to “close a gap” they will make better than expected progress	Quality first teaching, Targeted support, staff training & STAPS	September 2016 latest data: gaps have closed for: YR 3 out of 5, Y1 1 out of 2, Y2 2 out of 4, Y3 3 out of 3, Y4 2 out of 3, Y5 3 out of 4 in English and 2 out of 4 in maths and Y6 1 out of 4, where gaps have not closed we have evidence of often significant progress and additional support. (14 out of 25 – 56% closed gaps), other 9 (44%) made measurable progress with often significant SEN issues.	Move away from out of class intervention and place more support directly into classes. Compared to the previous years we have fewer pupils closing the gaps – this is mainly due to the higher requirements of the new NC, e.g. with spelling our success rate is close to 100% for HF words, but when we move to unfamiliar contexts pupils struggle. A similar pattern is showing in maths with calculations.	£15948
That high ability pupil premium pupils will reach the GDS standard (or equivalent in EYFS)	Quality first teaching, Targeted support, staff training & STAPS	Last year in KS1 there was 1 HA pupil with PP – they made BTE progress and exceeded in all areas apart from handwriting where they were high expected (specific medical issue with eyesight), in KS2 there were 6 HA pupils with PP, all made BTE progress and were in line with or exceeding targets (the 1 in Y6 exceeded their PAG group predictions)	Make no changes.	In above
That any barriers to achieving the above are rapidly identified and robustly tackled.	STAPS, music, trips, training and councillor	Information removed as these children are specifically identified in school planning and information.	We will ensure that these children are specifically targeted in 2016-17 – they will be a PPM focus. STAP team will continue to provide external testing and assessments.	£6969

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
Included in above				
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
Included in above				

7. Additional detail

In this section you can annex or refer to **additional** information which you have used to support the sections above.

- For academic year 2016-17 we have begun to reduce the amount of 1 to 1 support out of class and re-direct support into classes.
- For the last two years we have been using Sutton Trust materials with our Teaching assistants and reviewing training and impacts needs.
- We are part of the “mobilise” teaching assistant project which seeks to use the Sutton Trust work to improve the impact and effectiveness of teaching assistants.
 - The initial surveys of teaching assistants show we have implemented many of the recommended strategies already. (Survey results on request)