

# Pupil Premium Strategy Statement: Kell Bank C.E. Primary School

1. Summary information					
<b>School</b>	Kell Bank C.E. School				
<b>Academic Year</b>	2016/17	<b>Total PP budget</b>	£3,920	<b>Date of most recent PP Review</b>	Oct 6 <sup>th</sup> 2016
<b>Total number of pupils</b>	28	<b>Number of pupils eligible for PP</b>	2	<b>Date for next internal review of this strategy</b>	April 6 <sup>th</sup> 2017

2. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Improve speech and language skills for PP pupils in foundation stage	Pupils eligible for PP in Foundation Stage supported to make rapid progress from their very low starting points and meet the Communication and Language and Speaking elements of the Early Learning Goal expectations by the end of their Reception year
<b>B.</b>	Higher rates of attainment in KS1 for high attaining pupils eligible for PP.	Pupils eligible for PP identified as high ability make as much progress as 'other' pupils identified as high ability, by the end of Key Stage 1 in maths, reading and writing. As measured by the National end of key stage test and teacher assessments.
<b>C.</b>	Increased number of children achieving expected/ above expected progress	Fewer behaviour incidents recorded for these pupils on the school system. PP pupils make the at least the same, if not better progress than non PP pupils
<b>D.</b>	Good attendance rates for pupils eligible for PP.	Overall PP attendance in line with 'other' pupils. 96% +
<b>E.</b>	Positive attitude to learning and increased ability to overcome barriers.	PP to have positive attitude to their work in order to maximize potential for attainment. Resilience and positive growth mindset.
<b>F.</b>	Parents/carers more able to access help and support	Equal access to outside/ enrichment activities; parents/carers know how to access support
<b>G.</b>	High ability pupils maintain enthusiasm for learning	PP pupils make the same progress as non PP high ability pupils

<b>3. Planned expenditure</b>					
<b>Academic year</b>	<b>2016/17</b>				
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>i. Quality of teaching for all</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
A) Improved progress/behaviour/well-being	Staff training on meeting the needs of pupils with SEND, ASD, attachment difficulties	Getting the best out of pupils can only be done if staff have an understanding of how conditions, circumstances and needs may affect learning and behaviour.	SENDco disseminate training to staff Monitoring of teaching and learning	SENDCO HT	Sept 2017
B) High ability pupils maintain enthusiasm for learning and continue to make good progress	Ongoing staff training on differentiation, high expectations, challenge and problem-solving	We want to ensure that PP pupils can achieve high attainment as well as simply 'meeting expected standards'. Relevant staff will provide stretch and encouragement for these pupils	Under the direction of the class teachers implement targeted interventions	SENDCO HT	Termly
C) Raise the attainment of high attaining KS1 and KS2 children and the number of children attaining above expected levels.	SLT to draw up a programme of challenge for HA PP	This teaching is focused on stretching identified children beyond Age Related Expectations (ARE) in English and Mathematics.	Effectiveness of teaching, learning and progress will be assessed during termly Teaching and Learning reviews, learning walks and pupil progress meetings.	SENDCo Head Class teacher	Half Termly
D) Increase rate of progress for low attaining pupils in KS1 and KS2 to narrow attainment gap and maximise potential to achieve age related expectation	SENDco to draw up support plans for identified pupils. Barriers to learning. Program of activities/ interventions in place to accelerate progress	Staff have a thorough understanding of needs of specific pupils and plan support children overcome barriers to learning.	Under the direction of the class teachers and SENDco implement targeted interventions Effectiveness of teaching, learning and progress will be assessed during termly Teaching and Learning reviews, learning walks and pupil progress meetings.	SENDco HT	Half termly
<b>Total budgeted cost</b>					<b>0</b>

<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
A. Use designated TA support, SENDCo and head to deliver the most effective use of targeted support work	1:1 sessions Small group work within class	Some of the students need targeted support to catch up. This is a methodology which ensures that teaching is provided by a designated TAs also employed for PP.	Class teachers will manage their class to best meet the children's needs, with first reference to Pupil Premium Children. Effectiveness of teaching, learning and progress will be assessed during termly Teaching and Learning reviews, learning walks and pupil progress meetings.	Class teacher Head TA SENDCo	Half Termly
B. SENCO, Class teachers and HT support interventions teaching in year 1 and 5 for Mathematics and English	TA support and experienced school staff identified to lead smaller group teaching of core areas. This ensures 'quality first' teaching.	Some of the students need targeted support to catch up. This is a methodology which ensures that teaching is provided by experienced teachers and has been recognised as effective practise during external reviews of teaching and learning.	Class teachers will manage their class to best meet the children's needs, with first reference to Pupil Premium Children. Effectiveness of teaching, learning and progress will be assessed during termly Teaching and Learning reviews, learning walks and pupil progress meetings.	Class teacher Head SENDCo	Half Termly
C. Improved attainment in English and Mathematics	Teachers to run 1:1s for identified pupils. Trained TAs to run interventions, such as Time to Talk, First Class number, Dynamo Maths	Monitoring of outcomes identifies that teacher-led focused 1:1 teaching has a very good impact on achievement.	Through analysis of attainment and progress through the pupil progress meeting	Head, Class teachers	Half Termly
D.Improved ICT facilities to support learning and accelerate progress	Purchase of additional ipad and other equipment to support needs of identified vulnerable pupils.	Specific pupils need 1-1 access to ipads to access wider curriculum and increase learning opportunities IT programs specifically used to develop skills of vulnerable pupils – phonics, number, clicker	Through analysis of attainment and progress and through the pupil progress meeting. Scrutiny of work. Lesson observations with focus on pupil engagement.	HT SBM	Half Termly
<b>Budget Cost</b>					£2395

<b>iii Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
B.Ensure children have access to extra-curricular activities	All students have free access to out of school sessions/ After school Sports. Provide TA to run Baking sessions for Class 2. . Training for Play Leaders.	This provides a location for social and emotional learning. Pupils are also encouraged to develop life skills and gain responsibility which impacts upon their future learning opportunities.	Staff to engage with the children and help them in their play. Opportunities for children to complete homework.	HT Staff	Half termly
C. Increased involvement in sports/ team work and targeted motor skill development	Provide enhanced access to after-school sports provision for targeted pupils by increasing the number of opportunities available: Forest School, Bewerley Park Provide TA support to run frequent Forest School sessions.	We feel that the ethos of the school is built upon team and individual learning behaviour skills that enable the children at Kell Bank to access their learning in a calm and intelligent manner. We are sure that the role of sport and outdoor activities in developing these core academic skills is significant and therefore we are keen to give as much opportunity for outdoor enrichment activities as possible.	Though participation in team working we aim to develop positive attitudes and increase self- esteem. The key judgement will be in terms of how the children approach their classroom work in a calm, positive and resilient manner. Opportunities for social development increased.	PE Co-ordintaor Class teachers	July 17
D. Access to educational visits for all	To ensure that all children are able to attend the residential visits and field trips by subsidising these.	This universal benefit is planned to ensure all pupils are able to access wider curriculum.	Funding will be monitored by the School Business Manager	Head SBM	April 17
<b>Budget Cost</b>					<b>£1564</b>
<b>Total Budget Cost</b>					<b>£3959</b>