

## Pupil premium strategy statement (primary)

1. Summary information					
<b>School</b>	Keresforth Primary School				
<b>Academic Year</b>	2017/18	<b>Total PP budget</b>	£78,360	<b>Date of most recent PP Review</b>	Jan 2018
<b>Total number of pupils</b>	248	<b>Number of pupils eligible for PP</b>	60	<b>Date for next internal review of this strategy</b>	June 2018

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
<b>% achieving in reading, writing and maths (Y2 2017)</b>	6/11 pupils 55%	
<b>% making progress in reading (Y2 2017)</b>	8/11 72%	
<b>% making progress in writing (Y2 2017)</b>	6/11 55%	
<b>% making progress in maths (Y2 2017)</b>	7/11 63%	
<b>% achieving in reading, writing and maths (Y6 2017)</b>	7/10 70%	
<b>% making progress in reading (Y6 2017)</b>	8/10 80%	
<b>% making progress in writing (Y6 2017)</b>	7/10 70%	
<b>% making progress in maths (Y6 2017)</b>	8/10 80%	

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
<b>A.</b>	Oral language skills and development in EYFS and KS1. This impacts on reading and writing skills in later years.
<b>B.</b>	PP children making expected progress in reading, writing and maths.
<b>C.</b>	Raising attainment in reading especially at greater depth at all levels across KS1 and 2.
<b>D.</b>	Attendance issues on some of the hard to reach families and lack of school engagement.
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>E.</b>	Lack of aspiration of parents and parent engagement in child's learning.

<b>4. Desired outcomes</b>		
	<i>Desired outcomes and how they will be measured</i> <i>Quality teaching for all pupils.</i>	<i>Success criteria</i>
<b>A.</b>	Improvement in basic language skills for pupils who enter the EYFS. Improvement in the EYFS communication strand of the curriculum.	Screening using welcome and targeted intervention where required. Referrals to SALT if required. Engage parent support in this area. Use of story sack to take home to encourage the telling of stories.
<b>B.</b>	Improved language development throughout KS1. Continued improvement in phonics and interventions to improve speaking and listening. Improvement in language for thinking. Increase number of pupils achieving age related expectations by the end of the key stage.	Results across KS1. Which will result in improvements with writing at the end of KS1. Continue improvement in year 1 phonics. Ensure that those who do not meet expected at the end of year 1 are targeted for year 2. Small group phonic work and speech and language programmes. To support PP children attaining phonics screening.
<b>C.</b>	Improved outcomes for more able pupils at the end of KS2, especially in reading.	Whole school focus on promoting reading. Workshop with year 5 and 6 parents on reading expectations. Support staff training in order to meet new expected standard. Home school reading records to support parents with home reading. Development of focussed reading in the classroom. Staff training to support reading at GD.
<b>D.</b>	Ensure that diminishing the difference continues for all abilities of pupils. The gap for pupil premium children continues to reduce across school.	Targeted interventions focus on the right children. PP children work towards being at ARE in all areas. Target reading support for PP children and comprehension and number work. Staff training at all levels including support staff on pace and expectations in reading and writing.
<b>E.</b>	To try and engage and support hard to reach families and improve child's attendance for these families.	Improvement in PP pupil's attendance. Parental engagement with learning mentor and following support programmes offered to both children and parents by her.
<b>F.</b>	To increase the number of children who attain ARE in RWM combined.	Increase in the number of pupils who attain ARE in RWM.

## 5. Planned expenditure

Academic year

2017/18

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?
To improve oral language in EYFS.	Screening pupils on entry into EYFS and then offering targeted support with a training member of staff. Early identification for support for families as and when required.	Children struggle with reading and later on with writing skills if they struggle with basic language and communication skills. Children can become frustrated as they get older if they are unable to get their point across. It is an easy assessment to administer as children start school and programmes can be easily identified in order for pupils to catch up.	Member of staff to update training regularly and follow and be supported by SENCo who will track all pupils on entry. Planned sessions for programmes to be delivered. Peer observation and SLT of EYFS monitoring  Regular monitoring of programmes and tracking of pupils	VB CG AD	Termly review. Half termly monitoring.
Improve outcomes across key stage 1 in all areas.  Improved outcomes for more able pupils at the end of KS2, especially in reading.	Smaller class sizes with additional support targeted to specific children.  One to one targeted work on reading for KS2 pupils. Small sharp burst at least 3 times per week. New resources to engage the pupils in reading and visitors to school to support	Additional adult support in class  Catch up programmes have proved to be effective in other schools and children have made gains in progress.	Regular reviews with TA and class teacher. Observation of interventions. Organised delivery on timetable. Staff training and attendance on relevant course with staff meeting to share training throughout the school. Book purchases to engage readers.	HN HO VS RB AD	Half termly reviews of progress and tracking.

To increase the number of children who attain ARE in RWM combined.	Support and targeted work with identified children. Support staff to target individuals on a catch up programme in reading and maths. Staff development and training in raising the standards in writing across school. (eg.talk for writing, P Corbett raising writing standards)	Improving teaching standards and knowledge improves quality of teaching as teachers understanding and knowledge improves. One to one direct work targets individuals with their specific need.	Reviews at staff development training throughout the year. Lesson observation. Pupil's progress reviews. Termly data reviews.	HO JJ VS	
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<b>Total budgeted cost</b>				£30,000
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## ii. Targeted support

<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>
Improved language development throughout KS1	Speech programme developed and member of staff to continue training and development in this area	Improving communication skills is required before children can write sentences. Children need to be able to follow simple 4 key word instructions to be able to get through everyday activities in the classroom. Language deprivation needs to be addressed in order for children to improve their English skills. Have smaller groups for phonics and language development with additional support to promote language development.	Member of staff attending relevant training and resources for implementation. Organised delivery on timetable	VB VS AD Support staff	

Ensure that diminishing the difference continues for all abilities of pupils. The gap for pupil premium children continues to reduce across school.	One to one targeted work on comprehension and maths. Small sharp burst at least 3 times per week.	Catch up programmes have proved to be effective in other schools and children have made gains in progress. One to one work reinforces work completed in the classroom and addresses any misconceptions.	Timetabled in and key member of staff identified to lead and track.	HO HN AD	
<b>Total budgeted cost</b>					£20,000
<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>
To improve attendance and engagement of some hard to reach families.	EWO support. To pay visits to some families which we struggle to get in with. Internal school attendance panels with EWO to meet with these families and to try and gain support and engagement. Learning mentor to support families to engage with them. Support with Early Help assessments and signposts families in the right direction. To introduce a reward scheme in school to promote attendance.	Improving attendance will improve overall child's attainment as the child will not have as many gaps in their learning. Children and families	Attendance monitored. Parents called to Internal SAP. Calls to family home by EWO with follow ups if required. Parental meeting engagement with the Learning mentor. Support services called and contacted if required.	LK HO EWO service AO	Termly review on family engagement. Monthly meetings with attendance.
<b>Total budgeted cost</b>					£20,000



**6. Additional detail**