

**Kedington Primary Academy**  
**Pupil Premium Strategy Statement**

<b>2017 – 2018</b> <b>Principles</b>	
<ul style="list-style-type: none"> <li>• We ensure that teaching and learning opportunities meet the needs of all the pupils</li> <li>• We ensure that adequate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed</li> <li>• In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged</li> <li>• Pupil Premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals</li> </ul>	

<b>Summary Information</b>				
<b>Academic Year</b>	2016/2017	<b>Total PP Budget</b>	<b>£17,740</b>	
<b>Total Number of Pupils</b>	208	<b>Number of pupils eligible for PP</b>	<b>13</b>	

<b>Attainment at End of KS2 2016-17</b>		
	<b>Pupils eligible for PP in school</b>	<b>Pupils not eligible for PP at Academy (national average in brackets)</b>
<b>% achieving expected level or above in reading, writing and maths</b>	100%	85%
<b>% making expected progress in reading</b>	100%	89%
<b>% making expected progress in writing</b>	100%	85%
<b>% making expected progress in mathematics</b>	100%	89%
<b>% making expected progress in GPS</b>	67%	85%

<b>Barriers to future attainment (for pupils eligible for PP including high ability)</b>	
<b>Internal Barriers</b>	<b>External Barriers</b>
<ul style="list-style-type: none"> <li>• Oral language skills in reception and KS1 can be lower for pupils eligible for PP than other pupils. This impacts on progress in reading and writing and the ability to access the wider curriculum</li> </ul>	<ul style="list-style-type: none"> <li>• Some families and pupils would benefit from additional support and nurture and thereby improve overall engagement with the Academy and involvement in children's education</li> </ul>
<ul style="list-style-type: none"> <li>• Emotional and behavioural issues for some PP pupils are having negative effects on their academic progress</li> </ul>	
<ul style="list-style-type: none"> <li>• Inspirational targets need to be set to challenge more able PP pupils to ensure they reach their full potential</li> </ul>	

<b>Outcomes</b>		
	<b>Desired outcomes and how they will be measured</b>	<b>Success Criteria</b>
<b>A</b>	Improve oral language and vocabulary skills for pupils eligible for PP in classes to support pupils in the development of reading and writing	Pupils develop a love of reading and readily engage with high quality texts. Pupils are able to share their ideas both verbally and in writing, evidencing a growing vocabulary and understanding of different story types and non-fiction
<b>B</b>	Pupils leave KS1 with secure phonic knowledge, ready to access and meet/exceed expectations in Key Stage 2 for reading and writing	Pupils eligible for PP in Reception achieve a good level of development and are confident in Phase 3 phonics, progressing to Phase 4. Pupils in Y1 will pass the Phonic Screening assessment and be working at age related expectations. Pupils in Year 2 will pass the Phonic Screening resit and make rapid progress towards closing the gap with peers
<b>C</b>	Emotional needs of pupils will be met to support social and learning resilience through 1-1 support and nurture groups	Fewer crisis or anxiety fuelled incidents recorded for these pupils resulting in a more consistent level of social and learning behaviour
<b>D</b>	Higher rates of progress and attainment in KS2 reading, writing and maths for those in receipt of PP	Pupil Progress meetings will identify improvements and will evaluate the impact of action plans
<b>E</b>	Pupil Premium children will have good attendance rates and will have a good attitude to learning as the Academy works more effectively with families	Positive and supportive relationships established with families. Attendance 95% or above

**Planned Expenditure**

**Quality of teaching for all**

<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>Costing/Reviews</b>
A: Improved oral language skills in Reception and Key Stage 1	Use of Talk for Writing to extend language skills through verbal rehearsal and strong focus on vocabulary. Pre and Post tutoring will support and embed key learning	Assessments evidences that a limited vocabulary impacts on accessing high quality texts and limits ideas when writing	Quality First Teaching will ensure provision is tailored to meet individual needs. PIRA and PUMMA termly assessments will track progress	English Lead, SLT	
B: Pupils to begin Year 3 with secure phonic knowledge which is to be further developed throughout Key Stage 2	Targeted teaching, linked to ongoing additional phonic interventions and group reading as well as 1-1 reading	To access the Key Stage 2 curriculum pupils need a secure phonic knowledge to support fluent reading and writing	SENCO and class teachers to coordinate class teaching and catch up interventions, assessing impact on a 6 weekly basis	English Lead, SLT	
C: Pupils to feel safe and happy at school, displaying positive attitudes to learning	Additional time to be allocated to support pupil's wellbeing	Research evidences that pupils need to feel safe and secure to be able to successfully engage in learning	Whole staff responsibility. Pupils to be discussed at 6 weekly pupil review meetings	SLT	
D: Higher rates of progress and attainment in KS2 reading, writing and maths for those in receipt of PP	High quality feedback, challenging targets and clear next steps	Effective feedback identified by John Hattie and EEF Toolkit as being the most significant factor to impact on progress.	Book scrutiny and pupil perception interviews to ensure correct level of challenge is being offered	SLT	
E: Pupil Premium children will have good attendance rates and will come into and settle to learning quickly	Attendance to be monitored closely. Class teachers to ensure regular communication with families	Poor attendance significantly impacts on progres	Attendance to be monitored by HT half termly and on a day to day basis by class teachers. Families to attend parents evenings	HT	

			and Academy events and to engage with support offered by external services		
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<b>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>Costing/Reviews</b>
A: Improved oral language skills in Reception and Key Stage 1	Daily phonics and access to high quality texts. Teaching differentiated appropriately	Focus on phonics and a strong emphasis on reading will lead to secure literacy skills	Progress monitored on a half termly basis	EYFS Lead, KS1 and 2 teachers, SENCO, SLT	
B: Pupils to begin Year 3 with secure phonic knowledge, to be further developed throughout Key Stage 2	1-1 Read, Write Inc interventions as well as 1-1 targeted phonic sessions	To access the Key Stage 2 curriculum pupils need a secure phonic knowledge to support reading and writing	Training and support for Teaching Assistants delivering intervention programmes. Good communication between teachers, SENCO and Teaching assistants to ensure maximum efficiency and impact	SENCO, SLT	
C & E: Emotional needs of pupils will be met to support social and learning resilience through 1-1 support and nurture groups	Socially Speaking and other schemes of work to be tailored to needs of pupils. Also to be reinforced through weekly Building Learning Power assemblies	Breakfast Club last year improved attendance and level of engagement in learning.	Nurture group to be delivered by an experienced Teaching Assistant. Pupil perception feedback. Breakfast club to support emotional needs and to support learning	SENCO, SLT	
	Breakfast club to be run 3 times a week to provide a				

	positive start to the day and to hear readers				
D: Higher rates of progress and attainment in KS2 reading, writing and maths for those in receipt of PP	Catch Up Numeracy Programme  Success Arithmetic	Evidenced by EEF to make an additional 3 month progress	2 Teaching Assistants and SENCO to attend training course and to plan and deliver intervention to Key Stage 2 pupils	SENCO, SLT	

<b>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>Costing/Reviews</b>
C & D: Higher rates of progress and attainment in KS2 reading, writing and maths for those in receipt of PP	To offer aspirational opportunities and to encourage extracurricular events. To plan aspirational events and visits	Broader understanding of the wider world supports progress across all curriculum areas	To help fund music lessons, swimming lessons, clubs, school trips and residential visits when appropriate.	SLT	