

Pupil premium strategy - Review of impact 2018-19

1. Summary information					
School	Kedington Primary Academy				
Academic Year	17-18	Total PP budget	£17,895	Date of most recent PP Review	Oct 18
Total number of pupils	203	Number of pupils eligible for PP	13	Date for next internal review of this strategy	Sep 19

2. Current attainment				
Number of PP eligible pupils in:	Reception 2	Year 1 2	Year 2 2	Year 6 3
			<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving a Good Level of Development			100%	TBC
% achieving expected standard in phonics screening check			50%	TBC
% achieving KS1 age related expectations			50% R= 100% W= 50% M=100% (50% GDS)	TBC
% achieving KS2 age related expectations			0%	TBC
Average progress scores (KS2)			TBC	TBC
3. Barriers to future attainment (for pupils eligible for PP)				
Academic barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)				

A.	Inspirational targets need to be set to challenge more able PP pupils to ensure they reach their full potential	
B.	Emotional and behavioural issues for some PP pupils are having negative effects on their academic progress	
C.	Historic variability in the teaching has led to gaps in attainment of PP pupils in particular year groups	
Additional barriers <i>(including issues which also require action outside school, such as low attendance rates)</i>		
D.	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, including attendance	
4. Intended outcomes <i>(specific outcomes and how they will be measured)</i>		Success criteria <i>Review in red</i>
A.	Children eligible for PP will achieve GDS (especially at end of KS2)	2/3 children will achieve GDS in at least one subject area. <i>All 3 children scored close to GDS in maths, with a score of 108. One child also scored 107 and 108 in reading and GPaS. However, none of the children achieved the 110 needed for GPS</i>
B.	Use of ELSA and DSL time shows positive impact	Children are emotionally ready to access their learning (pupil voice) <i>The child who had access to ELSA and DSL time achieved well, achieving GDS in reading and writing and EXS in maths.</i>
C.	Ensure quality first teaching to improve attainment and progress for children eligible for PP	2/2 children eligible for PP will meet the expected standard in their phonics screening check. <i>Achieved</i> At least 1/2 children eligible for PP will achieve age related expectations in KS1 <i>Achieved</i> In house assessment will show the differences being diminished for children eligible for PP as they move through KS2 (at least expected progress). <i>Achieved for majority of children. Where progress was less, children had more complex needs (i.e. SEN) but the school is still able to evidence progress.</i> At least 2/3 children eligible for PP will achieve age related expectations in KS2. <i>Achieved</i>

D.	Improve attendance for PP children	Attendance data at the end of the year will be above 95% for children eligible for PP. Achieved
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Academic year		18-19
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The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

i. Quality of teaching for all

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review
A.GDS booster groups for Y6 children	Children eligible for PP will make at least expected progress across KS2 to achieve GDS in at least one subject	The smaller groups allow for more focussed work and more rapid progress Evidence from rigorous tracking show that children make good progress against set targets in reading, writing and maths Sutton Trust Moderate impact (+4 months)	Year 6 teacher will monitor through constant feedback	NFG LM BJ MH JM SB	implementation? Termly pupil progress meetings £1340
C.Experienced headteacher to monitor quality of teaching	Teaching will be consistently good with some outstanding to enable progress for all, especially for PP	'Teaching quality has a disproportionate impact on disadvantaged learners. The highest priority for PP spending should be ensuring high-quality teaching in every lesson' (Tackling Educational disadvantage, National Education Trust)	Regular feedback to update SEF and ADP	SG MH	Ongoing £6125

C.Phonics interventions	All children eligible for PP will meet the expected standard in the phonics screening check (including Year 2 resits)	Some studies suggest that greater feedback from the teacher, more sustained engagement in smaller groups, or work which is more closely matched to learners' needs explains the sustained progress. EEF Moderate impact (+4 months)	Class teacher to monitor with teaching assistant	EJ NC SW SK SN MH	Termly pupil progress meeting £800
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C.Maths Mastery and Talk for Writing schemes support teaching	In house data will show an increase of children meeting age related expectations, especially vulnerable groups	Mastery learning breaks subject matter and learning content into units with clearly specified objectives which are pursued until they are achieved. Learners work through each block of content in a series of sequential steps.	Subject leaders to conduct triangulation	NFG MH SW	Half termly subject summaries against action plans £3000
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Education Endowment Fund (+5 months)

Total approximate costings

£11025

ii. Targeted support

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review
B.Run ELSA sessions for targeted children	Children will be better equipped to deal with emotions so they are 'ready to learn'	Interventions which target social and emotional learning (SEL) seek to improve attainment by improving the social and emotional dimensions of learning, as opposed to focusing directly on the academic or cognitive elements of learning.	Newly trained ELSA, attending supervision	KT	implementation? Measure impact at end of each half term £1600
B.DSL time to attend Conferences/ Core Group Meetings	Appropriate support will be in place for whole family, to enable child to reach their full potential	Education Endowment Fund Moderate impact (+4 months)	DSL training and updates	DSL	Safeguarding review (March '19) £260
C.Interventions will support children in maths and English	The differences will be diminished between PP and non-PP		Peer support between teaching assistants	KT	Half termly intervention reviews £800

Total approximate costings

£2660

iii. Other approaches					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review
D.Run breakfast club 3 times a week	Improved attendance rates for all vulnerable groups	Chn who are absent from school cannot access the learning in lessons so will suffer reduced rates of progress.	Performance review for leader	MH SN JB	Regular attendance data reviews £1200
D.EWO support	Ensure rigorous processes to support families with low/falling attendance		EWO to provide reviews	MH JB EWO	Regular attendance data reviews £500
D.Help fund school uniform, visits, trip, club etc	Children will be able to participate in all areas of the curriculum	Enrichment activities develop confidence within pupils which in turn is reflected in their attitudes to learning. Children will be emotionally ready to learn.	Confidence will be discussed with class teachers at PPMs	MH	Termly pupil progress meetings £2000
C.Promote Building Learning Powers	An increase in children on track for ARE, especially for children eligible for PP	Meta-cognition and self-regulation High impact (+8 months)	Pupil progress meetings and assessment tracker	MH	Bi-weekly assemblies and termly pupil progress meetings £250
Total approximate costings					£2950