

# Pupil premium strategy statement (primary)

1. Summary information					
<b>School</b>	Knayton C of E Primary School				
<b>Academic Year</b>	2016/17	<b>Total PP budget</b>	£16840 Predicted spend: £25,003	<b>Date of most recent PP Review</b>	2/2/17
<b>Total number of pupils</b>	127	<b>Number of pupils eligible for PP</b>	11	<b>Date for next internal review of this strategy</b>	2/7/17

2. Current attainment		
KS2 2016 Outcomes	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
<b>% achieving in reading, writing and maths</b>	100	75%
<b>% making progress in reading</b>	100	92%
<b>% making progress in writing</b>	100	95%
<b>% making progress in maths</b>	100	91%
KS1 2016 Outcomes	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
<b>% achieving in reading, writing and maths</b>	67	63.6%
<b>% achieving expected standard in Phonics screening</b>	100	70
<b>% achieving GLD at EYFS</b>	100	No national data available

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b>	
<b>A.</b>	Ensuring that all pupils 'keep up; not catch up' in line with raise in expectations and school approach
<b>B.</b>	Self-esteem and self confidence
<b>C.</b>	Maths progress in KS2 (Autumn 16- in-year data)
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>D.</b>	In some cases, parental engagement

<b>4. Desired outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Excellent achievement	<ul style="list-style-type: none"> <li>• All disadvantaged pupils meet ARE</li> <li>• All disadvantaged pupils make good progress</li> <li>• More able/ HA disadvantaged pupils exceed ARE</li> </ul>
<b>B.</b>	Confident, self-assured learners	<ul style="list-style-type: none"> <li>• Pupils enjoy coming to school (evidenced through pupil voice)</li> <li>• Attendance is equal to non-disadvantaged</li> </ul>
<b>C.</b>	Inclusion for all	<ul style="list-style-type: none"> <li>• Pupils are taught in class, wherever possible</li> <li>• All pupils have access to wider opportunities and educational visits</li> </ul>

5. Planned expenditure					
Academic year	2016-17				
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 Excellent achievement	<ul style="list-style-type: none"> <li>Ensure staff: pupil ratios are high and teachers have capacity to give the most disadvantaged pupils additional support in class. Increase teaching staff. Appoint additional apprentice TA to support teachers and improve capacity</li> <li>Ensure staff are marking PP books first and supporting children in receipt of PP are supported during feedback times</li> <li>CPD for all staff in 'keep up, not catch up approach' including visits to Corngreaves Academy, professional development meetings and maths mastery training</li> <li>Revise the whole school approach to maths to ensure challenge and progress</li> </ul>	<ul style="list-style-type: none"> <li>The most effective strategies at Knayton are when pupils receive support in real-time, within the lesson. We have found that when the class teacher provides support it is far more effective due to teacher's detailed knowledge of their children and the relevant end of year expectations. Ensuring that class teams have a high proportion of adults can mean that working walls are updated and pupils are supported with meta-cognition and ownership of their learning. Meta-cognition and self-regulation approaches (sometimes known as 'learning to learn' approaches) aim to help learners think about their own learning more explicitly. This is usually by teaching pupils specific strategies to set goals, and monitor and evaluate their own academic development. Self-regulation means managing one's own motivation towards learning. The intention is often to give pupils a repertoire of strategies to choose from during learning activities. (EEF)</li> <li>AfA advice is to support during feedback and mark books first. Research by the EEF highlights the impact of feedback for low cost</li> <li>NB visited Corngreaves Academy in Birmingham to investigate the 'keep up approach' at its best. This informed strategic planning.</li> </ul>	<p>Assess impact as a team in PDMs.</p> <p>Half termly data sheets by class teachers and monitoring of teaching and books by SB</p> <p>HT monitoring of teaching, learning and assessment</p> <p>Pupil premium governor monitoring termly</p>	SB	<p>February half term data input. Easter data input. May half term data input. July data input.</p> <p>SB will also monitor the provision between assessment stages.</p>
<b>Total budgeted cost</b>					£10,540

**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 Excellent achievement	<ul style="list-style-type: none"> <li>• Pre-teaching (small group)</li> <li>• Corrective Teaching (small group)</li> <li>• Workwatch</li> <li>• 1:1 interventions by dedicated PP champion (Sept-Feb)</li> </ul>	<ul style="list-style-type: none"> <li>• When pupils have had a pre-teaching session before the lesson, they are far more able to access the learning. Teachers know their children and are able to identify when they may struggle with a new concept. Pre-teaching allows all children to access learning (a type of mastery teaching, EEF).</li> <li>• Corrective teaching is where teachers or teaching assistants work with an additional group of children after the lesson. Corrective teaching was explained in the 2016 Effective Primary Teaching Practice (TSC)</li> <li>• Workwatch was also shared by Dame Reena Keeble in the Effective Primary Teaching Review (2016). At Knayton disadvantaged pupils are often identified for focused marking and feedback by teachers and senior leaders.</li> <li>• 1:1 interventions were done from September to February in order to provide our disadvantaged learners with a very experienced teacher. The impact was not great. Following PP Review with governors in February, it was concluded that teachers and staff within class teams will deliver all relevant interventions going forward,</li> </ul> <p>NB: Pre-teaching, corrective teaching and workwatch can also be used at Knayton to ensure HA pupils exceed the learning objectives.</p>	<p>Half termly data sheets and achievement monitoring by SB</p> <p>HT monitoring of teaching, learning and assessment.</p> <p>NB/SB involved in workwatch for disadvantaged pupils</p> <p>Feedback to pupil premium champion governor termly.</p>	SB	<p>Half termly data analysis.</p> <p>Continual workwatch cycles.</p>

B Confident learners	<ul style="list-style-type: none"> <li>• Small group nurture time</li> <li>• ELSA training for learning mentor</li> <li>• Professional development meeting time to ensure all pupils have access to social and emotional support</li> <li>• Persona Dolls to develop empathy</li> </ul>	<ul style="list-style-type: none"> <li>• On average, Social and Emotional Learning interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (four months' additional progress on average). A number of disadvantaged pupils at Knayton struggle socially or emotionally. Nurture times can ensure that they feel safe and happy in school and so, ready to learn.</li> <li>• ELSA has been recommended by LA advisers and other schools locally to raise children's social, emotional and mental health.</li> <li>• All staff would benefit from dissemination of ELSA principles.</li> <li>• Persona dolls recommended by another school after</li> </ul>	<p>SB monitor nurture times.</p> <p>Pupil voice questionnaires to evaluate impact of nurture times/ social and emotional support.</p> <p>Feedback to pupil premium champion governor termly</p> <p>. Learning mentor</p>	EW/N B/SB	Termly impact monitoring.
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<b>Total budgeted cost</b>	£13, 453
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**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?
C. Inclusion for all	<ul style="list-style-type: none"> <li>• Support all pupils to access clubs</li> <li>• Supporting some families to pay for educational visits</li> </ul>	<ul style="list-style-type: none"> <li>• Accessing clubs and experiencing success can raise confidence. Knayton ethos is fully inclusive. We help families to provide extra-curricular activities and provide 1:1 Support for pupils who need it.</li> <li>• We are committed to ensuring all pupils can access all aspects of school life.</li> </ul>	SB/EW will monitor attendance to clubs. They will ensure that the clubs provided are appealing to disadvantaged pupils and encourage parents to use the clubs.	SB/E W	Easter July

<b>Total budgeted cost</b>	£1460
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6.

2015-16 Total allocation: £15,400. Actual spend: £16,833

i.

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
Disadvantaged pupils achievement in line with their peers (KS1)	Additional teacher to work in KS1	<ul style="list-style-type: none"><li>Disadvantaged pupils in EYFS achieved GLD</li><li>Disadvantaged pupils in Y1 passed Phonics screening and achieved ARE in reading, writing and maths</li><li>100% disadvantaged pupils in Y2 met the expected standard in maths</li><li>67% disadvantaged pupils in Y2 met the expected standard in reading and writing (higher than non-disadvantaged national average)</li><li>Overall KS1 data for attainment was in top 2% nationally, progress was in top 1% nationally.</li></ul>	Additional teachers and smaller class ratios led to good attainment and also excellent progress for all KS1 pupils. 2016-17 strategy will include increasing staff: pupil ratio, including additional teachers.	£6000
Disadvantaged pupils achievement in line with their peers (KS2)	KS2 ATA with a main focus on in class support for PP children and support for interventions in comprehension, grammar and maths through pre teaching.	<ul style="list-style-type: none"><li>ATA time in KS2 devoted to in-class support for Pupil Premium children, including support during feedback, recapping at the end of sessions and throughout lessons</li><li>100% disadvantaged pupils in KS2 to meet end of year expectations in reading, writing and maths.</li></ul>	ATA was successful in KS2 and built a successful relationship with the children. Support from ATA has led to good progress for all disadvantaged KS2 children within reading, writing and maths through interventions and pre teaching	£8571

ii.

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
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Increase self-confidence and concentration and improve mental health	<ul style="list-style-type: none"> <li>• Fund Music lessons</li> <li>• Resources to support children Adopted from Care</li> </ul>	<ul style="list-style-type: none"> <li>• Impact is difficult to measure. Pupils met ARE but there is no evidence for the impact of music lessons on academic achievement.</li> <li>• Sensory boxes offer children the opportunity to self-regulate. This is vital for some of our children and means that they can access learning. This impacts on achievement (Post-adoption therapist advice).</li> </ul>	<p>Consider whether music lessons are offered in future. SLT and governors to reflect on what strategies make the most impact</p> <p>Sensory boxes prove to be useful for children, teachers will continue to have these in class.</p> <p>A range of extra-curricular clubs will continue as these have been very popular and given children the opportunity to excel in sport.</p>	£638
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iii.

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
Support PP accessing extra-curricular activities and school trips	<ul style="list-style-type: none"> <li>• 1:1 ATA Support during After School clubs</li> <li>• Offer a range extra-Curricular Activities/clubs</li> <li>• Fund educational visits</li> </ul>	<ul style="list-style-type: none"> <li>• Increase in pupil confidence and self-esteem due to sport and drama clubs where they have the opportunity to shine. This impacts on achievement.</li> <li>• This ensures access to clubs for children who need support. It is vital that all children feel included in all aspects of school life. This impacts on achievement.</li> <li>• All pupils able to access all experiences.</li> </ul>	<p>Next year we will continue to offer the same support but seek more involvement from parents to encourage their children to take part in extra-curricular activities. We will look to increase the range of sports on offer during extra-curricular activities.</p>	£1624