



Pupil premium strategy statement 2018/19

1. Summary information					
School	Kirkby on Bain Church of England Primary School				
Academic Year	2018/19	Total PP budget	£22,440	Date of most recent PP Review	n/a
Total number of pupils	97	Number of pupils eligible for PP	11FSM + 6 E6	Date for next internal review of this strategy	Feb 2019

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths	Due to the small overall cohort sizes and number in receipt of pupil premium funding, pupils may be easily identifiable and as a result, these details are not included.	64%
% making progress in reading		75%
% making progress in writing		78%
% making progress in maths		76%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<i>In-school barriers (issues to be addressed in school, such as poor oral language skills)</i>	
A.	Attainment in reading, writing and maths, for some pupils who are eligible for the pupil premium, is below age related expectations.
B.	Some pupils, who are eligible for the pupil premium, are not making expected progress in reading, writing and maths.

C.	Some pupils, who are eligible for the pupil premium, are not always able to access extra-curricular opportunities.	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D.	The attendance of pupils eligible for the pupil premium is below 90% in some instances.	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Close the gap between disadvantaged and others in reading, writing and maths	The outcomes for those pupils who receive pupil premium funding are broadly in line with those of other pupils
B.	Ensure all disadvantaged children make at least expected progress from their differing start points	The progress measure evidences pupils receiving pupil premium funding make at least expected, and where possible, accelerated progress from their different starting points
C.	All pupil premium children are given the opportunity to access all extra-curricular activities: clubs, school trips etc. to ensure they are able to experience our full provision	All pupils receiving pupil premium funding are given the opportunity to participate in extra-curricular activities Registers evidence that at least 90% of pupils receiving pupil premium funding are participating in school-based extra-curricular activities
D.	Pupil premium children are not disadvantaged through non-attendance. Opportunities to close the gap are maximised.	All pupils receiving pupil premium funding are given the best possible support to attend school regularly.

5. Planned expenditure

Academic year

2018/19

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. 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?
To diminish the differences in reading, writing and maths outcomes between those eligible for pupil premium and those who are not.	Academic Interventions with a teaching assistant or teacher.	Research conducted by Education Endowment Foundation in the UK have proved that the effects of TA led interventions on pupil learning is broadly positive.	Drop-Ins, Monitoring, Sharing best practice Individual intervention programmes will be in place. Data will show accelerated progress.	Georgina Day	Mid-year review in Spring term 2019 and as part of Pupil Progress Meeting (PPM) discussions in December, April and June
	Greater levels of support within the classroom to ensure small groups of children receive effective and timely support within lessons, narrowing the gaps before the need for	Overall, EEF research evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better.	Drop-Ins, Monitoring, Sharing best practice Data will show accelerated progress. Children will feel more able to meet the demands of the lesson. PASS data		

	<p>additional catch-up sessions occurs. This allows for timely identification of misconceptions and clarification of understanding.</p>	<p>The EEF toolkit states that 'Overall, the evidence suggests that early years and pre-school interventions have a positive impact, delivering an average of around five additional months' progress. The approach appears to be particularly beneficial for children from low income families.'</p>	<p>Drop-Ins, Monitoring, Sharing best practice Data will show accelerated progress.</p>		
<p>Feedback is provided in the moment, ensuring pupils are able to reflect on and improve their own work in the moment. Pupil discussions and</p>	<p>Greater staff presence in lessons, often teacher and TA, ensuring opportunities to feedback within lessons are maximised.</p>	<p>The EEF Toolkit states 'A recent meta-analysis of the impact of formative assessment on writing indicates gains of 8 months' progress are achievable, which is more consistent with other feedback research.'</p>	<p>Book scrutiny and pupil discussions demonstrate an awareness of where improvements where necessary within work, a progression in knowledge, skills and understanding and an awareness of next steps to</p>		

supported small groups or pairs are in place to encourage effective peer improvement.	Greater staff presence in lessons, often teacher and TA, ensuring opportunities to create peer support and discussion groups are maximised. Further opportunities are available to model the process with pupils to ensure it is effective.	Research conducted and reports from the EEF toolkit state 'Metacognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of seven months' additional progress. These strategies are usually more effective when taught in collaborative groups so that learners can support each other and make their thinking explicit through discussion.	Book scrutiny and pupil discussions demonstrate an awareness of where improvements where necessary within work, a progression in knowledge, skills and understanding and an awareness of next steps to improve further.		
Small additional teaching spaces are available outside the classroom to allow for quiet, focused small group interventions.	Create small group teaching spaces to maximise all areas of our small school footprint.	Overall, EEF research evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better.	Data will show accelerated progress.	Georgina Day	
Targeted support budgeted cost					£21,548
ii. Whole School Strategy: Health and Wellbeing					
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?

<p>Underlying attitudes and approaches to school and to themselves are identified and support provided at the earliest point</p>	<p>Use of Pupil Attitudes to School and Self (PASS) surveys to ascertain a true picture of pupils' underlying feelings about school and themselves.</p>	<p>EEF toolkit research states that Social and Emotional Learning (SEL) programmes appear to be particularly beneficial for disadvantaged or low-attaining pupils showing an additional 4 months impact. Use of PASS surveys will allow us to identify those children in need of this kind of support and intervention and ensure it can be actioned at the earliest point.</p>	<p>Repeat survey to identify positive changes in attitude and approach later in the academic year. Track progress to triangulate impact of SEL intervention on progress and attainment alongside improvement in confidence and self-esteem.</p>	<p>Georgina Day</p>	<p>Mid-year review in Spring term 2019</p>
<p>Pupils eligible for pupil premium funding are able to access extra-curricular</p>	<p>Use of funding to subsidise:</p> <ul style="list-style-type: none"> • Swimming costs • Trips • Milk 	<p>Equality of opportunity Inclusion All pupils eligible for the pupil premium should have the opportunity to access all aspects of the curriculum and have the choice to attend extra-curricular opportunities.</p>	<p>Keep a record of the extracurricular opportunities pupils have accessed and evaluate impact on attendance, attainment and progress.</p>	<p>Georgina Day</p>	<p>Mid-year review in Spring term 2019</p>
<p>Pupil Premium pupils attend school regularly and are given the best possible start to the day and are ready to learn.</p>	<p>Use of funding to subsidise:</p> <ul style="list-style-type: none"> • Breakfast Club places • A proportion of salary costs for Family Liaison Officer to provide support to families with low levels of attendance. 	<p>Good attendance for all pupils will maximise opportunities to accelerate progress and provide the best start to their next steps in education and life.</p>	<p>Attendance will be tracked and above 90% for all pupils eligible for Pupil Premium funding.</p>	<p>Georgina Day</p>	<p>Mid-year review in Spring term 2019</p>
<p style="text-align: right;">Whole school strategy budgeted cost</p>					<p>£2,285</p>

iii. Other approaches: Support continuation and practise of basic skills at home					
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?
Children are able to access resources to further support their learning at home	Availability of online resources to support learning at home.	Studies consistently find that digital technology is associated with moderate learning gains: on average, an additional four months' progress. Evidence suggests that technology approaches should be used to supplement other teaching, rather than replace more traditional approaches.	Feedback from parents and pupils. Evaluation of impact in acquisition of key skills.	Georgina Day	Mid-year review in Spring term 2019
Other approaches budgeted cost					£500
Total budgeted cost (includes use of some carry forward monies)					£24,323

6. Review of expenditure				
Previous Academic Year		2017/18		
i. Quality of teaching for all				
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 in 2017/18
To close the attainment gap between the pupils eligible for the pupil premium and other pupils nationally.	A proportion of the costs involved to use Accelerated Reader to raise attainment.	Use of Accelerated Reader, Star Reader and Early Reader continues to be effective in raising levels of attainment in reading.	We will continue using Accelerated Reader this academic year.	£5,907

	<p>A proportion of the costs involved to track pupil progress using a tracking system called OTrack.</p>	<p>The use of a system to track pupil progress had some impact. Checkpoint data was collected during the year and provided a snapshot of performance but did not give us ongoing data that would have been more effective in targeting interventions at the earliest point.</p>	<p>The approach of using a system to track progress will continue next year but O Track did not meet our needs with regard to reporting effectively on pupils levels of understanding. We have changed to using Balance, which allows for ongoing assessments and captures levels of understanding.</p>	
	<p>Educational (including IT) resources to support disadvantaged pupils.</p>	<p>Accelerated Reader was effective in providing an ICT platform for children. We also trialled Mathletics but did not find this worked for us.</p>	<p>We are looking into further ICT resources, such as IDL Literacy and IDL Numeracy to see if they are effective in closing the attainment gap for disadvantaged pupils.</p>	
	<p>A proportion of the salary of the staff member with responsibility for Pupil Premium through rigorous staff appraisal.</p>	<p>Ensuring all members of staff are able to access high-quality and relevant CPD is crucial in ensuring teaching is at least good across school, in whole class teaching and in interventions.</p>	<p>Staff have undertaken a range of CPD activities this year including subject knowledge enhancement in Maths for one of our TAs. Staff feedback following their CPD activity and this feedback is used to inform future planning. Pupil Premium progress is everyone's responsibility as all teachers are teachers of all children. This responsibility is shared and evaluation of success, effectiveness of identified strategies in place and impact on attainment and progress is a key part of PPMs (Pupil Progress Meetings).</p>	

ii. Targeted support

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 in 2017/18
To accelerate the progress of pupils eligible for the pupil premium.	Teaching assistant intervention for disadvantaged pupils.	Greater levels of support in the classroom and to provide small group or 1:1 intervention support has been effective. Our KS2 children who are eligible for pupil premium funding performed well in the end of keystage 2 SATS and made good progress. Of those in receipt of FSM or having previously been in receipt of FSM, 100% reached the expected standard in Reading, Writing and Maths.	This will be continued next year. We will be using a higher proportion of our PP funding to ensure all cohorts of children in school have good levels of adult support, access to small group support and access to interventions as early as possible to maximise positive impact.	£13,136
To close the attainment gap between the pupils eligible for the pupil premium and other pupils nationally.	Specialist teacher support for disadvantaged pupils.			
	One-to-one and small group tuition for disadvantaged pupils.			
iii. Other approaches				
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
To improve the attendance of pupils who are eligible for the pupil premium.	% of EWO costs A proportion of the costs of buying back Education Welfare services	Addressing poor attendance has been effective.	We are looking to support parents and challenge poor attendance levels through our Family Liaison Officer, office staff and headteacher.	£2,253

To enable pupils who are eligible for the pupil premium to access extra-curricular opportunities.	Subsidised school trips Subsidised swimming Subsidised breakfast club places	Pupils have been able to access extra-curricular activities alongside their peers and have not been disadvantaged in this respect.	This has been successful in improving opportunities for those children in receipt of pupil premium funding. This approach will continue in 2017/18.	
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7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.

Our full strategy document can be found online at: <http://www.kobps.lincs.sch.uk/PupilPremium.asp>