

Kirkby on Bain Church of England

Pupil premium strategy statement 2019/20

1. Summary information					
School	Kirkby on Bain Church of England Primary School				
Academic Year	2019/20	Total PP budget	£21,120 (+£5,293 cf)	Date of most recent PP Review	n/a
Total number of pupils	97	Number of pupils eligible for PP	16	Date for next internal review of this strategy	Feb 2020

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 are easily identifiable and as a result, these details are not included.	38%
% making progress in reading		38%
% making progress in writing		62%
% making progress in maths		69%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>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		2019/20			
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 2020 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 additional catch-up sessions occurs. This allows for timely	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>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 supported small groups or pairs are in place to encourage effective peer improvement.</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 improve further.</p>		

	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. The evidence indicates that teaching these strategies can be particularly effective for low achieving and older pupils.	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					£19,558
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 2020</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 extra-curricular opportunities pupils have accessed and evaluate impact on attendance, attainment and progress.</p>	<p>Georgina Day</p>	<p>Mid-year review in Spring term 2020</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 maximises 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 2020</p>
<p>Whole school strategy budgeted cost</p>					<p>£1,267</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 2020
Other approaches budgeted cost					£500
Total budgeted cost (includes use of some carry forward monies)					£21,325

6. Review of expenditure				
Previous Academic Year		2018/19		
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 2018/19
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. Our 2018/19 Y6 cohort did not perform in SATS in line with their performance on AR. This is the first year this has been the case and something we are evaluating moving forward.	£5,907

	<p>A proportion of the costs involved to record pupil progress and inform teaching and learning, using a tracking system called Balance.</p>	<p>The use of Balance had some impact but was too time consuming and overly detailed. The breakdown of objectives was too fine and we are therefore customising the objectives we record against. Final pieces of writing and end of unit assessments will be recorded throughout the year to avoid a build up of data at stress points during the year.</p>	<p>We have continued to use Balance, which allows for ongoing assessments and captures levels of understanding. The capturing of data following lessons is too time consuming for staff and the level of detail is too complex. The data itself would be useful to teaching staff but the time taken to record judgements means there is no time to review, evaluate and respond to the messages it provides.</p>	
	<p>Educational (including IT) resources to support disadvantaged pupils.</p>	<p>Accelerated Reader continues to be effective in providing an ICT platform for children. IDL Literacy and Numeracy are in use in school. Assessment data shows this is working for pupils. Seesaw has been very effective in engaging parents in their child's life at school, alongside the introduction of class assemblies and open good work assemblies.</p>	<p>We are looking into further ICT resources, such as MyOn, part of the Renaissance range of products to see if they are effective in closing the attainment gap for disadvantaged pupils. We want an increased focus on developing a love of reading in our pupils and believe this online platform will help to break down barriers and encourage reluctant readers.</p>	

	A proportion of the salary of the staff member with responsibility for Pupil Premium through rigorous staff appraisal.	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.	Staff have undertaken a range of CPD activities this year including subject knowledge enhancement in Computing for one of our TAs and CPD in English and Curriculum planning. 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). We are also introducing Blue Sky in September 2019 to ensure CPD is not lost but shared appropriately with other staff. This will also allow us to reflect on the impact of the CPD more efficiently and revisit actions coming from training.	
--	--	--	---	--

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 2018/19
<p>To accelerate the progress of pupils eligible for the pupil premium.</p> <p>To close the attainment gap between the pupils eligible for the pupil premium and other pupils nationally.</p>	Teaching assistant intervention for disadvantaged pupils.	<p>Greater levels of support in the classroom and to provide small group or 1:1 intervention support has been effective. We are reorganising our LKS2 class in September 2019 to avoid classes in excess of 30 children. This is to allow children to benefit from support and intervention at the earliest point, swift securing of key concepts and skills, clarification of misconceptions and a higher level of attention on pupil and staff health and wellbeing/pastoral care.</p>	<p>This will be continued next year. We will be using a smaller proportion of our PP funding as we have also restructured our classes 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.</p>	<p>£21,548</p>
	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. Our attendance was 96% throughout the academic year. Children eligible for FSM achieved attendance rates of > 94%. Two children joined late in the year and had rates of 93% and two outliers had an attendance rate of less than 90% but this was for specific family reasons.	£2,285
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 2019/20.	

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>