

1. Summary information					
School	Kings Worthy Primary School				
Academic Year	2017/18	Total PP budget	£78040	Date of most recent PP Review	July 2018
Total number of pupils	413	Number of pupils eligible for PP in 17-18	62	Date for next internal review of this strategy	September 18

2. Attainment in 2017-18			
	Pupils eligible for PP (your school)	Pupils not eligible for PP (KWPS)	Pupils not eligible for PP (national average)
% achieving a GLD in EYFS in 2018	62.5%	80%	
% passing the phonics test in Y1 in 2018	50%	93%	
% achieving ARE or above in reading in Y2 2018	67%	83%	
% achieving ARE or above in writing in Y2 2018	50%	78%	
% achieving ARE or above in maths in Y2 2018	67%	82%	
% achieving ARE or above in reading, writing and maths in Y2 2018	43%	73%	
% achieving ARE or above in reading, writing and maths in Y6 2018			
Progress measure KS1-2 in reading in Y6 2018			
Progress measure KS1-2 in writing in Y6 2018			
Progress measure KS1-2 in maths in Y6 in 2018			

3. Barriers to future attainment (for pupils eligible for PP including high ability)	
In-school barriers (issues to be addressed in school, such as poor oral language skills)	
A	On entry in Reception 2016/17, oral language skills are lower for pupils eligible for PP than for other pupils. This slows achievement particularly in English and also creates a social interaction barrier
B	Children arrive in school with weak learning behaviours which puts them at a continued disadvantage compared to other non PP children.
C	Behaviour issues for a very small minority of PP pupils sometimes has a detrimental effect on their engagement with learning.
D	Lack of phonic knowledge

E	The number of pupils who are in receipt of Pupil Premium and also on the SEN register for cognition and learning is high and increasing at 33% in 2017/18
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
F	Attendance rates for pupils eligible for PP is 93.4% compared to 96.5% for non-PP pupils in 2017/18. In 2016/17, attendance rates for PP eligible pupils was 94.7% compared to 97% for non-PP pupils. This reduces their school hours and causes them to fall behind academically & socially
G	Increasing number of child protection concerns
H	Children are unexpectedly admitted on the school roll
I	Access to extra-curricular activities – education experiences such as trip, music lessons and participate in physical activities.

4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A	Improve oral language skills for pupils eligible for PP in Reception class and beyond.	Pupils eligible for PP in Reception class and beyond make rapid progress by the end of the year as measured by book bands.
B	To rapidly improve children's learning behaviours	Pupils eligible for PP rapidly develop improved learning behaviours so that they have a positive attitude to learning.
C	Behavioural of a very small minority of PP pupils addressed.	These pupils access their learning appropriately and there are fewer behaviour incidents are reported.
D	Pupils eligible for PP improve their phonic knowledge.	Pupils eligible for PP will reach phase 5 and pass the Year 1 or 2 phonics test.
E	PP pupil's reading, spelling and maths will catch up with non PP pupils.	Progress will be measured by Standardised scores, book bands, High frequency words, progress on Nussy, basic skills scores.
F	Increased attendance rates for pupils eligible for PP.	Reduce the number of persistent absentees among pupils eligible for PP to 10% or below. Overall PP attendance improves from 94% to 97% so that it is in line with non PP pupils.
G	Close working relationships between Educational, Health and Social services enable agreed parenting targets to be met.	Issues relating to Child Protection are managed effectively so that they do not have a negative impact on pupil's achievement.
H	Build capacity into the available school resources	Increased capacity to quickly meet the needs of vulnerable PP pupils admitted to the school unexpectedly.
I	Pupils are able to participate fully in school trips and residential trips which support learning and enhance the school's curriculum. Social skills, independence, perseverance and team-work are developed through participation in group activities and over-night stays on residential	Pupils access to learning beyond the classroom has a positive impact on their achievement and well being

5. Planned expenditure					
Academic year		2017/8 & 18/19			
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. 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?
<ul style="list-style-type: none"> A: Improved oral language skills 	<ul style="list-style-type: none"> Increase opportunities for speaking, listening and oral rehearsal in order to help children improve their writing particularly for less able children. Ensure that children use accurate grammatical structures within speaking and writing. Devise and implement ways to record drama / role play so that this contributes to the writing process (Talk tins? Scribes?) Secure high expectations of the use of language when the children are in the role play area. Different genre of fiction to be read to the children, highlighting and discussing writing styles as matched to classwork. 	<ul style="list-style-type: none"> Children's poor oral skills impact negatively on their ability to speak and write effectively. Strategies identified in the Strategic plan such as Talk for write, oral rehearsal, talk tins etc have been validated on a national and Hampshire level. 	<ul style="list-style-type: none"> Whole school approach to quality speaking and listening that is discussed and implemented across the school. Planning scrutinies learning walks book looks 	<ul style="list-style-type: none"> SLT 	<ul style="list-style-type: none"> Sep 2018
<ul style="list-style-type: none"> B: To rapidly improve children's learning behaviours 	<ul style="list-style-type: none"> Apply BEST rules that include such learning attitudes as; making best use of their learning time and never giving up. 	<ul style="list-style-type: none"> BEST rules and promise were initiated through research eg BLP and Growth mindset. 	<ul style="list-style-type: none"> Praise and reward Planning scrutinies learning walks book looks 	<ul style="list-style-type: none"> SLT 	<ul style="list-style-type: none"> Sep 2018
<ul style="list-style-type: none"> D: Pupils eligible for PP improve their phonic knowledge. 	<ul style="list-style-type: none"> Daily differentiated phonics lesson for 25 minutes & rocket writing. 	<ul style="list-style-type: none"> Pupils need to achieve phase 5 phonics in Letters & Sounds & pass the test in Y1 or achieve a high score & pass in Y2 	<ul style="list-style-type: none"> Monitor achievement against phases and regular reports of predicted pass rates 	<ul style="list-style-type: none"> SLT 	<ul style="list-style-type: none"> Sep 2018

• 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. Improved oral language skills	<ul style="list-style-type: none"> • SALT • Talk Partners • Language link assessment and follow up tasks. 	<ul style="list-style-type: none"> • We want children to have sufficiently refined oral skills. Using expert advice from outside agencies and professionally developed online resources ensures a forensic approach to diagnosing language barriers which have a negative impact on learning. 	<ul style="list-style-type: none"> • Robust implementation of tried and tested strategies by teachers and LSAs. 	<ul style="list-style-type: none"> • SENCo, class teachers. 	<ul style="list-style-type: none"> • Sep 2018
• C: Behavioural of a very small minority of PP pupils addressed	<ul style="list-style-type: none"> • Identify a targeted behaviour intervention for identified pupils. • Use support worker to engage with parents before intervention begins. • Develop restorative approaches and focus on positive behaviours Primary Behaviour Support & ELSA • LSA emotional support group 	<ul style="list-style-type: none"> • We believe that all behaviour is communicating something and that very often children who have difficulties emotionally express this through their behaviour. 	<ul style="list-style-type: none"> • Monitor behaviour for improvements in behaviour and access to learning. Monitor & review with PBS. 	<ul style="list-style-type: none"> • SLT/class teachers/ PBS 	<ul style="list-style-type: none"> • Sep 2018
• D: Pupils eligible for PP improve their phonic knowledge.	<ul style="list-style-type: none"> • PP pupils receive separate intervention, eg extra reading, 15 min daily phonics reading group, various activities according to their need 	<ul style="list-style-type: none"> • To ensure that PP pupils can achieve phase 5 phonics in Letters & Sounds & pass the test in Y1 or achieve a high score & pass in Y2 	<ul style="list-style-type: none"> • Monitor achievement against phases and regular reports of predicted pass rates 	<ul style="list-style-type: none"> • SLT/C Singleton 	<ul style="list-style-type: none"> • Sep 2018
• E: PP pupil's reading & spelling will catch up with non PP pupils.	<ul style="list-style-type: none"> • BRP / 1:1 reading • 123 HF • Nessy • Precision teaching • Paired Spelling • 1st class @ number 	<ul style="list-style-type: none"> • High quality intervention programmes with proven track record of success (double the rate of progress) 	<ul style="list-style-type: none"> • Protected and additional LSA interventions time • Through LSA meetings. • Pupil progress meetings • Performance management 	<ul style="list-style-type: none"> • SENCo and class teachers 	<ul style="list-style-type: none"> • Sep 2018

<ul style="list-style-type: none"> 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?
I: Pupils are able to participate fully in school trips and residential trips which support learning and enhance the school's curriculum. Social skills, independence, perseverance and team-work are developed through participation in group activities and over-night stays on residential	<ul style="list-style-type: none"> Initial letters to include information for parents about available funding HT to liaise with parents regarding specific requests for funding eg Yr6 residential, music tuition beyond the classroom. 	<ul style="list-style-type: none"> Learning is supported by trips that are carefully planned to enhance the school's curriculum Social skills, independence, perseverance and team-work are developed through participation in group activities and over-night stays on residential visits. Pupils are able to participate fully in school trips and residential trips 	<ul style="list-style-type: none"> Business manager to check eligibility and manage funding provided. Class teachers to liaise with HT regarding potential funding opportunities 	<ul style="list-style-type: none"> Business manager 	<ul style="list-style-type: none"> Sep 2018
ii. 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?
F: Increased attendance rates for pupils eligible for PP.	<ul style="list-style-type: none"> SLT to monitor pupils and follow up quickly on absences. First day response provision. 	<ul style="list-style-type: none"> We can't improve attainment for children if they aren't actually attending school. 	<ul style="list-style-type: none"> SLT will collaborate to ensure school processes work smoothly & absence is swiftly followed up . 	<ul style="list-style-type: none"> HT 	<ul style="list-style-type: none"> Sep 2018
G: Capacity of parents to keep children safe is increased.	<ul style="list-style-type: none"> Professional and timely meetings enable safeguarding measures to be agreed and implemented Parenting courses and nurse 'drop in' sessions provide opportunities to engage with parents In the spirit of partnership, close working relationships will be established with other professionals within the community. 	<ul style="list-style-type: none"> There are a small but growing number of pupils for whom there are increasingly significant external factors that are having a negative impact on their achievement and social and emotional wellbeing. 	<ul style="list-style-type: none"> School will take responsibility for ensuring that any actions identified in professional meetings regarding vulnerable families are monitored and acted upon. 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Sep 2018

• 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?
H: Build capacity into the available school resources	<ul style="list-style-type: none"> CPD on providing challenge for high attaining pupils. 	<ul style="list-style-type: none"> High ability pupils eligible for PP are making less progress than other higher attaining pupils across Key Stage 2 in writing. We want to ensure that PP pupils can achieve high attainment as well as simply 'meeting expected standards'. We want to train a small number of relevant teachers in practices to provide stretch and encouragement for these pupils. 	<ul style="list-style-type: none"> Course selected using evidence of effectiveness. Use INSET days to deliver training. Peer observation of attendees' classes after the course, to embed learning (no assessment). 	<ul style="list-style-type: none"> Cate Singleton 	<ul style="list-style-type: none"> Sep 2018

A	B	C	D	E	F	G	H	I	Area of spend	Focus	Total allocation
✓			✓	✓					LSA in-class support and interventions	English and Maths	£67788
✓			✓	✓					Learning resources	English and Maths	£920
✓	✓	✓	✓	✓	✓	✓			Training	English and Maths	£57
								✓	Funding for extra-curricular music lessons/clubs, milk	Personal and social	£1939
✓	✓	✓	✓	✓	✓	✓			SENCo	English and Maths	£8225
								✓	Training – Outdoor Learning, Time to Talk etc	Personal and Social	£657
								✓	Staff Subject Lead time	English and Maths	£2787
								✓	Business Manager & Admin time	Residential & trips	£1375
✓	✓	✓	✓	✓	✓	✓	✓		Pupil Progress Meetings	All	£2198

How will the school measure the impact of the Pupil Premium?

The usual cycle of data collection and the monitoring and tracking of the cohort's attainment, will be used to inform pupil progress and enable the early identification of need, support and appropriate intervention. Regular review of achievement will take place half termly and Pupil Progress Meetings will include a member of the Senior Leadership Team, class teachers, LSAs.

At each milestone, the school will review the impact of actions taken and will plan for how the funding will be specifically allocated over the next phase. When selecting pupils for Pupil Premium target groups, the school will look at all pupils across the school. There are some pupils who are not eligible for PP who will benefit from these groups if their needs are similar and we believe progress can be made towards individual targets.

Pupil Premium Funding and the impact of this is a regular agenda item for the Full Governing Body meetings and the Standards and Improvement committee.

Designated staff member in charge: Mrs Julie Mullane/Mr Jamie Dodson Nominated governor: Mrs Claire Welland

Date of next Pupil Premium Strategy Reviews: tbc