

1. Summary information					
School	Kings Worthy Primary School				
Academic Year	2018/19	Total PP budget		Date of most recent PP Review	Sept 2018
Total number of pupils	416	Number of pupils eligible for PP in 18-19	49	Date for next internal review of this strategy	July 2019

2. Attainment in 2017-18			
	Pupils eligible for PP (KWPS)	Pupils not eligible for PP (KWPS)	National Average for all children
% achieving a GLD in EYFS in 2018	63%	80%	72%
% passing the phonics test in Y1 in 2018	50%	93%	82%
% achieving ARE or above in reading in Y2 2018	67%	83%	75%
% achieving ARE or above in writing in Y2 2018	50%	78%	70%
% achieving ARE or above in maths in Y2 2018	67%	82%	76%
% achieving ARE or above in reading, writing and maths in Y2 2018	43%	73%	76%
% achieving ARE or above in reading in Y6 2018	67%	88%	75%
% achieving ARE or above in writing in Y6 2018	58%	83%	78%
% achieving ARE or above in maths in Y6 2018	62%	77%	76%
% achieving ARE or above in reading, writing and maths in Y6 2018	58%	73%	64%

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	Pupil premium pupils do not achieve as highly as their peers.
B	Low levels of language and poor communication skills.
C	Gaps in learning. Poor retention and application of newly acquired knowledge, skills and understanding.

D	Emotional literacy – poor self-esteem, lacking self-confidence, ambition, displaying attachment issues and difficulties with social skills. Social and emotional issues affect readiness to learn in school.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
E	Attendance of PP pupils remains lower than their non-PP peers.
F	A lack of support at home (e.g. completion of homework, regular reading, learning spellings and times tables) and lack of access to resources (e.g. library visits, cultural experiences).
G	Parental engagement with the school.
H	Financial support for enrichment activities.

4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A	<p>To improve rates of progress for all PP pupils so they make good progress from their starting points and achieve at least in line with their peers:</p> <ul style="list-style-type: none"> • % achieving GLD at the end of YR. • % passing the phonics screening in Y1. • % achieving at least 'expected' in reading, writing and maths (and combined) at the end of KS1. • % achieving at least 'expected' in reading, writing and maths (and combined) at the end of KS1. 	<ul style="list-style-type: none"> • Attainment and progress of PP pupils has rapidly improved to be in line with non PP children on all national measures. • PP pupils have access to High Quality Inclusive Teaching (HQIT), providing them with outstanding learning opportunities. • They are successfully tracked and class-based interventions and support are in place. • Barriers to learning are identified and addressed during lessons and additional intervention time. • Language barriers are identified and addressed effectively, allowing PP pupils to access the curriculum and higher level reading texts. • Pupil progress meetings robustly track the progress of these pupils. • PP pupils received personalised support that effectively meets their needs.
B	<p>To rapidly close gaps in language and communication skills so that outcomes for PP pupils are in line with their peers.</p>	<ul style="list-style-type: none"> • PP pupils receive HQIT in all lessons, with a focus on language rich environments. • Vocabulary and language is actively taught within all lessons, but particularly as part of English learning journeys, with a focus on targeting PP pupils. • Reading has a high profile – all pupils have access and are exposed to high quality texts. • Screening tools (e.g. Speech and Language Link) are used to assess pupils and accurately identify gaps. Evidence based interventions are used to close gaps in language. • PP pupils achievement on Speech and Language assessments improve and are in line with their peers.
C	<p>To improve the personal, social and emotional wellbeing of PP pupils.</p>	<ul style="list-style-type: none"> • Social and emotional barriers to learning have been effectively identified and strategies have been put in place to address these, leading to improved outcomes. • PP pupils show strong learning behaviours and a willingness and readiness to learn. • PP pupils report feeling safe, happy and supported at school.

		<ul style="list-style-type: none"> • Staff have a better understanding of the personal, social and emotional barriers that pupils may face and are able to identify strategies to use to overcome these. • Behaviour from all PP pupils is good and effective support/strategies have been put in place for individual pupils. • ELSA/FEIPS support has been used to support individuals or groups of pupils.
D	To ensure that the attendance of all PP pupils is at least in line with national averages.	<ul style="list-style-type: none"> • Attendance of PP pupils will be at least in line with national averages, ensuring that pupils are in school and able to engage in their learning. • Personalised and targeted support has been provided to families where attendance is a significant barrier. • Robust systems are followed to chase up all absences and parents are challenged about the reasons for persistent absences. Support is put in place to improve attendance.
E	To increase parental engagement with the school in order to support them in attaining positive outcomes for their children.	<ul style="list-style-type: none"> • Parents of all PP pupils will attend all parents' evenings. • Robust systems are in place to support parents in attending meetings and non-attendance is followed up. • There will be increased engagement from parents of PP pupils in other school events (e.g. attendance at parent sharing events etc.) • Attendance of PP pupils will be at least in line with national averages. • Parents of PP pupils will report that they feel engaged with the school and supported in working with their children. • The attendance at parent workshops and events improves throughout the year. • Positive feedback is received from parents who have attended workshops and events. • Expertise from within and outside the school is utilised to provide parents with guidance on how to support their children with a range of issues (e.g. the English and Maths leaders run sessions on their areas of expertise; PBS sessions run for behavioural needs). • Appropriate reward systems are in place for pupils to motivate them to complete learning at home.
F	To enable all PP pupils to engage in a wide range of enrichment activities, supporting their learning and social-emotional development.	<ul style="list-style-type: none"> • All PP pupils will receive individual letters about trips and events, detailing the support that is available to them. • Records will be kept by the office of support provided. • Regular liaison will take place with parents to make them aware of opportunities available to them (e.g. clubs). • Attendance of PP pupils at clubs will be monitored and all PP pupils will be encouraged to attend a club. • Impact of attendance at financially supported activities will be monitored and evaluated by school staff.

5. Planned expenditure					
Academic year	2018/9				
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 outcomes for PP pupils in all year groups. 	<ul style="list-style-type: none"> High Quality Inclusive Teaching in all classes. PP pupils to receive clear and effective feedback in all lessons (either through verbal feedback, group work or written marking) that accurately identifies their next steps in learning. Misconceptions are identified and addressed quickly in order to allow them to progress. Staff CPD focuses on improving the quality of teaching and learning across the school to ensure that all pupils receive teaching and support that meets their needs. 	<ul style="list-style-type: none"> The gap between PP and non PP is not yet closing rapidly enough. PP pupils are not achieving in line with their peers. By investing some of the PPG in long term change through improvements in teaching, this will benefit all pupils. The EEF Toolkit suggests that whole school training and development of staff understanding of reading, approaches to learning and meta-cognitions skills are effective ways to improve attainment. 	<ul style="list-style-type: none"> Monitoring by SLT through learning walks, book looks, pupil progress meetings and pupil interviews. 	<ul style="list-style-type: none"> SLT 	July 2019
<ul style="list-style-type: none"> B: Improved outcomes in language and communication for PP pupils. 	<ul style="list-style-type: none"> Language rich environments with high quality texts being used to drive learning. 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?) 	<ul style="list-style-type: none"> Children's poor oral skills impact negatively on their ability to speak and write effectively. Strategies identified on subject leader strategic plans have been validated on a national and Hampshire level. EEF – 'Overall, studies of oral language interventions consistently show positive impact on learning, including on oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year.' 	<ul style="list-style-type: none"> Whole school approach to quality speaking and listening that is discussed and implemented across the school. Planning scrutinies and support for planning lessons Learning walks Book looks 	<ul style="list-style-type: none"> SLT English Subject Leader 	July 2019

	<ul style="list-style-type: none"> 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. 				
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?
<ul style="list-style-type: none"> B: Improved outcomes in language and communication for PP pupils. 	<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. 	July 2019
<ul style="list-style-type: none"> C: Improved personal, social and emotional wellbeing of PP pupils. 	<ul style="list-style-type: none"> FEIPs support Adapted PSHE units to meet needs Training for staff on attachment and meeting the needs of individual pupils. Boxall profile and PEP toolkit used to identify barriers to learning and support put in place to overcome these. Use of Educational Psychologist (SLA time) to lead observation, assessment and professional discussion to help better understand the needs of individual pupils eligible for PP (as required) 	<ul style="list-style-type: none"> Many PP children at FJS have emotional and self esteem barriers that need to be addressed. EEF – 'On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment.' 	<ul style="list-style-type: none"> Revisit Boxall profile Support for FEIPS through Ed Psych supervision (half termly). Regular evaluation of impact (Pupil progress meetings) 	<ul style="list-style-type: none"> SENCO Class teachers 	July 2019
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?
F: To reduce financial barriers to pupils' learning so they can all	<ul style="list-style-type: none"> Initial letters to include information for parents about available funding 	<ul style="list-style-type: none"> Learning is supported by trips that are carefully planned to enhance the school's curriculum 	<ul style="list-style-type: none"> Business manager to check eligibility and 	<ul style="list-style-type: none"> Business manager 	July 2019

access a range of resources to enhance their experiences and progress within learning.	<ul style="list-style-type: none"> HT to liaise with parents regarding specific requests for funding eg Yr6 residential, music tuition beyond the classroom. 	<ul style="list-style-type: none"> 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 	<p>manage funding provided.</p> <ul style="list-style-type: none"> Class teachers to liaise with HT regarding potential funding opportunities 		
D: 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. Support strategies in place to address low school attendance (e.g. referral to specialist support services for additional family support). High profile on the importance of attendance at school for all pupils. 	<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 	July 2019
E: Improved parental engagement with the school in order to support them in attaining positive outcomes for their children.	<ul style="list-style-type: none"> Active outreach to parents of PP pupils to welcome them into the school and to take an active part in their children's learning. Access for parents to high quality learning opportunities to support them with supporting their children. 	<ul style="list-style-type: none"> EEF toolkit - increasing parental engagement in primary and secondary schools had on average two to three months' positive impact. There is some evidence that supporting parents with their first child will have benefits for siblings. 	<ul style="list-style-type: none"> Feedback from parents collected Attendance at events monitored and followed up. Evidence of raised aspirations for PP pupils. 	<ul style="list-style-type: none"> HT 	July 2019

A	B	C	D	E	F	Area of spend	Focus	Total allocation
✓	✓	✓	✓	✓		Pupil Progress Meetings and monitoring of the progress of PP pupils	All	£3198
✓	✓	✓	✓	✓	✓	Staff training – HQT, overcoming barriers and effective intervention	All	£2150
✓	✓	✓				LSA in-class support and interventions	English and Maths	£68534
✓	✓	✓				Learning resources	English and Maths	£3061
		✓			✓	Funding for extra-curricular music lessons/clubs, milk	Personal and social	£2375
✓	✓	✓				Staff Subject Lead time for monitoring, support and delivering training to staff and parents	All	£2787
			✓		✓	Business Manager & Admin time	Residential & trips	£1375
							TOTAL:	£83,480

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: Mr Jamie Dodson Nominated governor: Mrs Claire Welland

Date of next Pupil Premium Strategy Reviews: July 2019