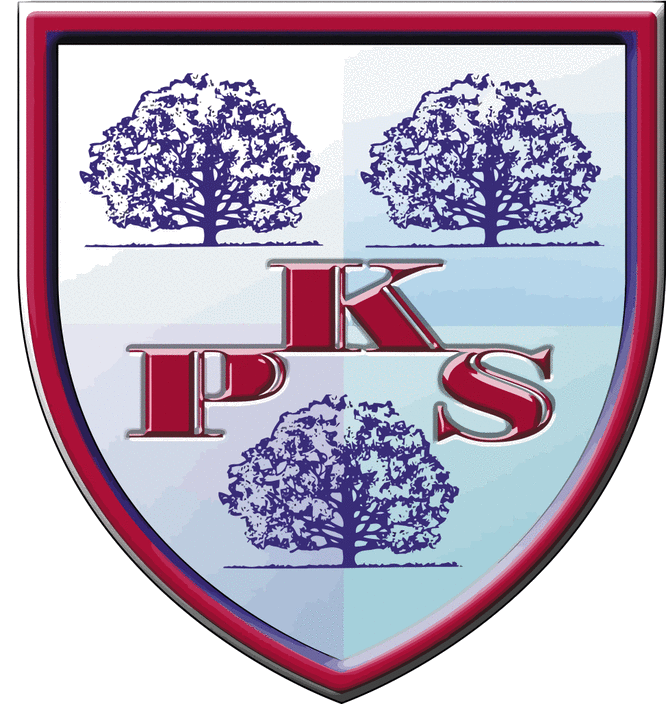
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**Pupil premium strategy statement Kennington Primary School**

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| 1. **Summary information** | | | | | |
| **School** | Kennington Primary School | | | | |
| **Academic Year** | 2016/17 | **Total PP budget** | £70920 | **Date of most recent PP Review (See Impact Review below)** | July 2017 |
| **Total number of pupils** | 239 | **Number of pupils eligible for PP** | 35 | **Date for next internal review of this strategy** | Nov 2017 |

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| 1. **Current attainment KS2 July 2016** | | |
|  | *Disadvantaged (School)* | *Not Disadvantaged (School)* |
| **% achieving in reading, writing and maths** | 33% (9) | 58% (26) |
| **% making progress in reading** | -3.2 (8) | -1.9 (26) |
| **% making progress in writing** | -0.8 (8) | 0 (26) |
| **% making progress in maths** | -1.2 (8) | 1.5 (26) |

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| 1. **Identified areas for development / In-school barriers** | | | |
|  | | Pupils who are classed as Disadvantaged make less progress in Reading than those who are not Disadvantaged by the end of KS2 | |
|  | | Pupils who are classed as Disadvantaged make less progress than those who are not Disadvantaged by the end of KS2 | |
| **External barriers** *(issues which also require action outside school, such as low attendance rates)* | | | |
| **C.** | | A large proportion of those children who are classed as Disadvantaged have welfare issues which effect their chances of having successful outcomes at the end of KS2 | |
| 1. **Desired outcomes** | | | |
|  | *Desired outcomes and how they will be measured* | | *Success criteria* |
|  | Close the gap between those classed as Disadvantaged and those not in Reading by the end of KS2. | | Disadvantaged pupils perform as well as other children in school and are in line or better with those diadvantaged children nationally. |
|  | Close the gap between those classed as Disadvantaged and those not in Maths by the end of KS2. | | Disadvantaged pupils perform as well as other children in school and are in line or better with those diadvantaged children nationally. |
|  | Improved outcomes for those children classed as Disadvantaged through the work of a Learning Mentor. | | Disadvantaged children are happy in school because home life is secure and attendance at school is good |

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| 1. **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. | | | | | |
| 1. **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. Close the gap between those classed as Disadvantaged and those not in Reading by the end of KS2. | Staff training on Guided Reading both Teachers and TAs  Promoting Effective use of Vocabulary across KS1 & KS2 | **Guided Reading has been neglected over recent years as KS2 SATs results were good. After 2016 results dipped especially progress of Disadvantaged children.**  **There is a lack of language skills when children enter EYFS and this is compounded by the number of children who are classed as EAL from Asian Heritage and Eastern European backgrounds. This continues through their time in school** | Whole school policy of how guided reading is taught from September.  Whole school policy of when guided reading is taught.  Termly monitoring of Guided Reading assessment files to ensure coverage.  Attend Conference ‘Promoting Effective Use of Vocabulary Across the Curriculum in KS1’ and develop into Lower KS2.  Develop strategies of | Deputy Head | Jan 2017 |
| B. Close the gap between those classed as Disadvantaged and those not in Maths by the end of KS2. | Using Guided Group work where Disadvantage children who lag behind I maths have been identified. | From analysis of assessments areas of development have been identified and disseminated to staff. These will be a focus at the start of the academic year.  Staff will continue developing their skills in Guided Group work to address any gaps in knowledge, skills and understanding. | Through the monitoring activities such as Learning Walks classroom observations and Book checks. | Maths Subject Leader. |  |
| C. Improved outcomes for those children classed as Disadvantaged through the work of a Learning Mentor. | Children and families identified as falling behind due to attendance & punctuality/welfare issues work with Learning Mentor to address problems and improve outcomes. | The number of children who social or emotional issues in school is rising. The increase in CAF and CSC referrals has also increased.  Attendance is not at or above National Average. | A referral system will be put in place for staff to refer children to work with the Learning Mentor.  Assessment of needs will be carried out and used as a baseline.  Sessions carried out and assessment done at the end of the sessions.  Regular attendance checks will be carried out and follow up strategies given to parents regarding good attendance. |  |  |
| **Total budgeted cost** | | | | | £18,000 |
| 1. **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. Pupils who are classed as Disadvantaged make less progress in Reading than those who are not Disadvantaged by the end of KS2 | Deploy Intervention Teachers in Y6 for Autumn Term.  Deploy Intervention Teachers in Y5 and Y6 in Spring Term  Deploy Intervention Teachers in Y3 and Y5 in Summer Term.  Targeted 1:1 reading and phonics for those children in Y1 & Y2 identified as Disadvantaged.  Identify Disadvantaged Children who are not making suitable progress and allocate time on Success Maker Reading | Reading at the end of KS2 for those children classed as Disadvantaged was well below Other children in school (-25 pp). In school analysis shows that Disadvantaged children in current Y6 need support in Reading.  This support form intervention teachers will move to Y5 in Spring and Y3 in the Summer term.  After Reading Diary Monitoring in the 2015/16 academic year it was found that a large proportion of Y1&Y2 children were not being heard read by parents.  Reading skills need to be supplemented due to the increase in difficulty in assessment tests at the end of KS1 and KS2. Analysis has shown that last year of those children who were middle prior attainment at the end of KS1 only 33% reached the expected standard and the progress score for Disadvantaged children was -3.2 | Regular Half Termly meetings with the Intervention Team to monitor the progress of the Disadvantaged children leading to planned deployment or deployment where there may be an identified need.  Regular progress updates from Intervention Team on how children are progressing using the Success Maker intervention software.  In school reading records monitored to check that Disadvantaged children are reading on a regular basis. | Intervention Team EST, HBU & SHA | January 2017 |
| B. Close the gap between those classed as Disadvantaged and those not in Maths by the end of KS2. | Deploy Intervention Teachers in Y6 & Y4 for Autumn Term.  Deploy Intervention Teachers in Y6 and Y5 for Spring Term.  Deploy Intervention Teachers in Y3 and Y5 for Summer Term.  Identify Disadvantaged Children who are not making suitable progress and allocate time on Success Maker Maths | Maths at the end of KS2 for those children classed as Disadvantaged was well below Other children in school (-25 pp). In school analysis shows that Disadvantaged children in current Y6 need support in Maths. AvSS and Progress scores were also below those of Non-Disadvantaged.  In school data shows that Disadvantaged children in KS2 classes are not working at the expected level in Maths. | Regular Half Termly meetings with the Intervention Team to monitor the progress of the Disadvantaged children leading to planned deployment or deployment where there may be an identified need.  Regular progress updates from Intervention Team on how children are progressing using the Success Maker intervention software. |  |  |
| C. Improved outcomes for those children classed as Disadvantaged through the work of a Learning Mentor. | Learning Mentor monitor pupils and follow up quickly on absences. | 66% of Disadvantaged children are below 96% attendance rate currently (September 2016) | Thorough briefing of support worker about existing absence issues.  Learning Mentor, support worker, head etc. will collaborate to ensure new provision and standard school processes work smoothly together. | Head Teacher/Learning Mentor | Jan 2017 |
| **Total budgeted cost** | | | | | £48000 |
| 1. **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?** |
| Ensure that all Disadvantaged children have the same experiences as those children not disadvantaged | Trips and Residential Holidays are paid for those children who are eligible. | The cost of trips and residential holidays continues to rise mainly due to the cost of travel ie coach hire. As school only ask for ‘donations’ there are some families who do not pay.  This is also the case for the Y6 Residential Holiday to Plas Menai. | The parents of those children who come from disadvantaged backgrounds are informed of the arrangements and the School Business manager arranges payment | School Business Manager |  |
| **Total budgeted cost** | | | | | £4920 |

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| 1. **Impact Review** | | | |
| **Previous Academic Year** | | **2016-2017** | |
| 1. **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) |
| A.. Close the gap between those classed as Disadvantaged and those not in Reading by the end of KS2 | Whole school approach to Guided reading including targeted support via extra teaching staff and trained TAs.  Use of Success Maker | Reading scores in KS2 SATs improved by 23 percentage points from 51% to 74% of children achieving the expected standard. 100% of children classed as Disadvantaged achieved the expected standard with one child classed as disadvantaged achieving a High Score. | Now that the system of guided reading has been implemented and is being taught in a systematic way, it will continue. The focused support from extra teaching staff can continue. |
| 1. **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) |
| B. Close the gap between those classed as Disadvantaged and those not in Maths by the end of KS2. | Using focused guided groups with support from extra teaching staff and TAs  Use of Success Maker. | Maths scores at the end of KS2 dipped this year with 63% of children achieving the expected standard. 80% of those children classed as disadvantaged achieved the expected standard compared with ? % of children not classed as Disadvantaged with one child classed as Disadvantaged achieving a High Score. | The guided group work with focused groups of Disadvantaged children did have an impact to some degree however maths overall took a sharp dip in results. The Success Maker intervention programme did have an impact with 100% of children classed as disadvantaged making at least 5 months extra progress over the course of the year. There were however limitations to the system which has subsequently been discontinued by Pearson. Another approach will be sourced for the new academic year. |
| 1. **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) |
| C. Improved outcomes for those children classed as Disadvantaged through the work of a Learning Mentor. | Children and families identified as falling behind due to attendance & punctuality/welfare issues work with Learning Mentor to address problems and improve outcomes. | By the end of the academic year, the percentage of pupils classed as Disadvantaged who were also classed as Persistent Absentees had fallen by 40 percentage points from 66% to 26%. This was due to the strategies put in place by the Learning Mentor and the increased engagement of parents who were willing to work in partnership with the school. Punctuality still remains an issue for some Disadvantaged children. This was monitored closely | Continue to support the Learning Mentor in her development. Continue to promote the services that the Learning Mentor can provide.  The use of parental contracts for attendance has been a powerful tool in addressing non attendance and will be used again when appropriate.  Look at the issues surrounding punctuality of Disadvantaged children and what can be provided in order to improve this. |
| D. Ensure that all Disadvantaged children have the same experiences as those children not disadvantaged | Trips and Residential Holidays are paid for for those children who are eligible.  Life Education Bus costs paid for for those children classed as disadvantaged. | Both residential trips were a huge success with all Disadvantaged children in the cohorts taking part in the residential holidays.  The Life Education Bus proved to be popular again with children and built on previous PHSE knowledge delivered over the past two years. Children have a better understanding of how the body can be affected by smoking, drugs and alcohol. | Both trips will run again and the costs of the trips will be subsidised for those children classed as Disadvantaged.  The Life Education Bus will not be booked this academic year as the school made a loss as parents were unwilling to pay the contribution needed. Only 25% of families made the voluntary contribution towards the cost of the bus which meant school had to pay the remaining £600 which was not a planned cost. |