



# Pupil premium strategy statement

1. Summary information					
School	Kidmore End CE Primary School				
Academic Year	2016-17	Total PP budget	£5280	Date of most recent PP Review	n/a
Total number of pupils	204	Number of pupils eligible for PP	4	Date for next internal review of this strategy	Jan '17

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP</i>
% attainment/progress in reading	100%/ 1.04	86%/1.68
% attainment/progress in writing	100%/ -2.77	86%/0.63
% attainment/progress in mathematics	100%/ 2.46	75%/-0.12
Attainment in reading, writing and mathematics	100%/ not available	71%/not available

3. Barriers to future attainment (for pupils eligible for PP)	
<i>In-school barriers (issues to be addressed in school, such as poor literacy skills)</i>	
A.	Ability to access the wide range of school activities and opportunities for curriculum enrichment.
B.	Lack of thirst for learning, particularly in reading and writing activities, so work can be superficial and ideas undeveloped.
C.	Resistance to challenge, particularly where more complex (e.g. maths problem-solving), due to a fixed view of ability.
<i>External barriers (issues which also require action outside school, such as low attendance rates)</i>	
D.	Involvement in out of school activities and access to social opportunities can be limited.

4. Desired outcomes ( <i>Desired outcomes and how they will be measured</i> )		Success criteria
A.	Children have access to all activities available in school e.g. trips, sports, clubs.	Attendance at trips/clubs etc is same for PP pupils as others.
B.	Children's language and literacy skills are developed to a high level.	Attainment in reading and writing is at or above ARE.
C.	Children respond positively to challenge and problem solving.	Observable improvement in independent learning skills.
D.	Children are able to participate in social activities in the wider community.	Pupil interviews show range of activity outside school.

5. Planned expenditure					
Academic year	2016-2017				
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 – <b>any shortfall will be funded from main school funding.</b>					
<b>i. Quality of teaching for all</b>					
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?
C	Developing growth mindsets in Y4/5	Clear framework for developing independent learning strategies.	Support materials/training for teaching staff in approach.	LH	January 2017 – SDP review
C	Improved teaching of reasoning in Mathematics	Analysis of KS2 tests shows reasoning could be strengthened.	Peer observation focus and STAFF INSET provision.	LH	January 2017 – SDP review
<b>Total budgeted cost</b>					£1045
<b>ii. Targeted support</b>					
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?
B	Individualised Literacy support inc 1-1 tuition.	Lack of home support in this area has a clear impact on achievement.	Tutor known to school, high quality materials for children.	JS	February 2017 – pupil interviews
A/D	Swimming tuition – inc lessons after school.	Eligible children were well behind peers in this key life skill.	Same swimming tutor as used in school lessons, PE lead monitors.	RD	February 2017 – pupil interviews, parent feedback
<b>Total budgeted cost</b>					£1584
<b>iii. Other approaches</b>					
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	Payment for all trips including residential trips.	These opportunities are an integral part of learning in our school.	Parents aware of approach and so children participate fully.	LH	Ongoing – pupil interviews, parent feedback.
B/C/D	Additional adult support for focused intervention.	Trained TA support for specific activities e.g. emotional literacy.	ELSA activities supervised by Ed Psych. Focused observations.	LH/BF	Ongoing – as part of monitoring of T&L provision.
<b>Total budgeted cost</b>					£3250

## 6. Review of expenditure **any shortfall has been funded from main school funding.**

Previous Academic Year		2015-16		
<b>i. Quality of teaching for all</b>				
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
Focus on core skills – spelling and tables.	Challenge resources, Nesy app.	Attainment at KS1/KS2 GPS test was strong. PP children working at or above ARE in these areas	Spelling Challenge Resources still in place and successfully used – will continue subscription to Nesy.	£521
Support for end of KS assessments.	Booster provision – small group work.	Achievement in Reading and GPS at end of KS2 was strong, including for PP eligible pupils.	Good practice for Literacy Subject Leader to be involved in delivering booster sessions – will continue if practical.	£1200
<b>ii. Targeted support</b>				
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
Develop key skills in reading and writing	1-1 tuition	Teacher assessment and observation showed confidence good and attainment at ARE.	This approach supplements and compliments home support – important to work together to close any gaps.	£300
All children will swim confidently	Swimming tuition inc out of school	Non-swimming pupils increased in confidence hugely and happily told HT of achievements.	Support during school lessons compliments intensive tuition in holidays and after school lessons.	£350
<b>iii. Other approaches</b>				
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
Emotional and social needs are met	ELSA and positive playtimes training.	Playtime zoning a great success and pp pupils involved as buddies in planning and delivery.	ELSA programme takes time to set up properly and so will be fully functioning this academic year.	£3260
Children can access all activities in	Payment for trips inc. residential.	Eligible pupils were able to access all trips with equipment necessary.	We need to consider equipment/clothing needs in future in addition to the cost of the trip itself.	£540
<b>7. Additional detail</b>				
As we have very small numbers of eligible pupils there is a risk of identification of individuals if too much detail is included. However, we are constantly seeking ways to improve our provision including magazine subscriptions, book schemes, paying for clubs and providing uniform and equipment where needed. This programme is subject to variation and we have built in the flexibility to make adjustments as we measure the progress children are making and evaluate their needs.				