

# King's Stanley - Pupil Premium

September 2017

The government introduced the Pupil Premium grant in April 2011. The funding is allocated to pupils from Reception to Year Six who have free school meals (F.S.M.), are Looked After or have parents currently in the Armed Forces. The extra funding is made available to schools to help them narrow the attainment gap between pupils from disadvantaged backgrounds and the rest of their peers. From April 2012 the coverage of the Premium was widened to include those eligible for F.S.M. at any point in the last 6 years ('Ever6').

At King's Stanley C of E Primary School we use the Pupil Premium Funding to support several initiatives that are aimed at ensuring these children achieve their maximum potential. The school leadership team and the Governing Body monitors the impact of all spending and interventions, including the Pupil Premium

## Principles

- We ensure that teaching and learning opportunities meet the needs of all pupils
- We ensure that appropriate provision is made for all pupils who belong to vulnerable groups. This requires that the needs of all socially and financially disadvantaged pupils are adequately assessed and addressed.
- In making provision for financially disadvantaged pupils we recognise that not all pupils who receive free school meals will be socially disadvantaged or will be falling behind academically.
- We also recognise that not all pupils who are socially or academically disadvantaged are registered for free school meals. We use other additional funding to support any pupil or groups of pupils the school has legitimately identified as being socially or academically disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify the priority areas which the funding should be used to target. Not all children receiving free school meals will be in receipt of pupil premium interventions at any one time.
- We carefully monitor the impact of all interventions to ensure they are having the measurable impact they are intended to.

Summary Information					
<b>School</b>	King's Stanley Primary School				
<b>Academic Year</b>	2017/18	<b>Total PP Budget</b>	£25,380	<b>Date of most recent PP Review</b>	Sep 2017
<b>Total Number of Pupils</b>	208	<b>Number of pupils eligible for PP</b>	20	<b>Date for next internal review of this strategy</b>	Sep 2018

## KS1 RESULTS 2017

<b>Current Attainment KS1</b>		
<b>2017</b>	<b>Pupils eligible for PP 2/30</b>	<b>Pupils not eligible for PP 28/30</b>
Expected Standard in Reading, Writing & Maths	0%	68%
Higher Standard in Reading, Writing & Maths	0%	11%
Expected Standard in Reading	50%	75%
Expected Standard in Writing	0%	75%
Expected Standard in Maths	100%	79%

<b>Pupil Progress KS1</b>		
<b>2017</b>	<b>Pupils eligible for PP 2/30</b>	<b>Pupils not eligible for PP 28/30</b>
Expected Standard in Reading, Writing & Maths	-48%	-2%
Higher Standard in Reading, Writing & Maths	-1%	-7%

## KS2 RESULTS 2017

<b>Current Attainment KS2</b>		
<b>2017</b>	<b>Pupils eligible for PP 5/31</b>	<b>Pupils not eligible for PP 26/31</b>
Expected Standard in Reading, Writing & Maths	80%	81%
Higher Standard in Reading, Writing & Maths	20%	19%
Average Scaled Score Reading	107.4	109.3
Average Scaled Score Maths	106.4	106.3

<b>Pupil Progress KS2</b>		
<b>2017</b>	<b>Pupils eligible for PP 5/31</b>	<b>Pupils not eligible for PP 26/31</b>
Reading Progress	+1.95	+2.52
Writing Progress	-0.48	-0.85
Maths Progress	+1.51	-0.24

<b>Barriers to future attainment (for pupils eligible for PP including high ability)</b>	
<b>In School Barriers</b>	
<b>1</b>	Progress in writing is lower than maths and reading (-0.48 compared to +0.17 national non-disadvantaged).
<b>2</b>	Only 20% of disadvantaged pupils achieved the higher standard in reading, writing and maths combined.
<b>3</b>	Internal tracking of disadvantaged pupils has identified specific DP pupils are not making the expected progress/attainment in maths reading and writing.
<b>External Barriers</b>	
<b>1</b>	Disadvantaged pupils are financially less able to access opportunities that non disadvantaged pupils have.

<b>Outcomes</b>		
<b>Desired Outcomes and how they are measured</b>		<b>Success Criteria</b>
<b>1</b>	Increase the progress of writing for disadvantaged pupils to be in line with the national for non-disadvantaged pupils.	Progress in writing will be in line or above national non-disadvantaged pupils.
<b>2</b>	Improve the number of children achieving the higher standard in reading, writing and maths combined.	The number of disadvantaged pupils achieving the higher standard in reading, writing and maths combined increases.
<b>3</b>	Increase the attainment/progress in maths, writing and reading for specific disadvantaged pupils.	Disadvantaged pupils will make the expected attainment/progress in maths, writing and reading.
<b>4</b>	Disadvantaged pupils can have access to the same opportunities that non- disadvantaged pupils have.	Disadvantaged pupils to access the same opportunities as non-disadvantaged pupils.

Planned Expenditure					
Academic Year		2017/18			
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	Review
Increase the progress of writing for disadvantaged pupils to be in line with the national for non-disadvantaged pupils.	External review of whole school writing.	Review of writing to see what we need to work on as a school to improve progress.	Hire external consultant.  Audit writing to identify any areas of strength/weakness in our teaching of writing.  Visit related school to gather ideas for writing.  Write action plan for writing.	HT	Monitor every six weeks to assess progress.
	1:1 TA/Group TA support with writing in class sessions.	Internal tracking of disadvantaged pupils progress has identified	When needed TA support to be used in class either on a 1:1 or group basis to	DHT	A 6 week assessment to monitor and meeting to look

		specific disadvantaged pupils not making the expected progress in writing.	ensure disadvantaged pupils are making good progress in writing.		at progress.
Improve the number of children achieving the higher standard in reading, writing and maths combined.	Dedicated Booster TA to implement 1:1 session to improve the attainment/progress of those children reaching the higher standard.	Internal tracking of disadvantaged pupils progress has identified specific disadvantaged pupils not making the expected progress in maths	Timetable intervention Detailed provision map for disadvantaged pupils. Monitoring meetings 6 weekly disadvantaged pupils progress each assessment period.	HT DHT	At 6 weekly assessment monitoring meetings
<b>Total budgeted cost</b>					£6000
<b>Targeted Support</b>					
<b>Desired Outcome</b>	<b>Chosen Action/Approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well ?</b>	<b>Staff Lead</b>	<b>Review</b>
Increase the attainment/progress in maths for specific	1:1 Teacher support Maths	Internal tracking of disadvantaged pupils progress has	Timetable intervention Detailed provision	DHT	At 6 weekly assessment monitoring

disadvantaged pupils.		identified specific disadvantaged pupils not making the expected progress in maths.	map for disadvantaged pupils. Monitoring meetings 6 weekly disadvantaged pupils progress each assessment period.		meetings
	1:1 and small group work- catch up maths	Internal tracking of disadvantaged pupils progress has identified specific disadvantaged pupils not making the expected progress in maths.	Timetable intervention Detailed provision map for disadvantaged pupils. Monitoring meetings 6 weekly disadvantaged pupils progress each assessment period.	DHT	At 6 weekly assessment monitoring meetings
Increase the attainment/progress in writing for specific disadvantaged pupils.	1:1 Teacher support Writing	Internal tracking of disadvantaged pupils progress has identified specific disadvantaged pupils not making expected progress in writing.	Timetable intervention Detailed provision map for disadvantaged pupils. Monitoring meetings 6 weekly disadvantaged	DHT	At 6 weekly assessment monitoring meetings

			pupils progress each assessment period.		
	1:1 and small group work to support writing.	Internal tracking of disadvantaged pupils progress has identified specific disadvantaged pupils not making expected progress in writing.	Timetable intervention Detailed provision map for disadvantaged pupils Monitoring meetings 6 weekly disadvantaged pupils progress each assessment period.	DHT	At 6 weekly assessment monitoring meetings
Increase the attainment/progress in reading for specific Disadvantaged pupils.	1:1 Teacher support Reading	Internal tracking of disadvantaged pupils progress has identified specific disadvantaged pupils not making expected progress in reading.	Timetable intervention Detailed provision map for disadvantaged pupils Monitoring meetings 6 weekly disadvantaged pupils progress each assessment period.	DHT	At 6 weekly assessment monitoring meetings
	Additional teacher for guided reading sessions	Internal tracking of disadvantaged	Additional teacher to be present in	DHT	At 6 weekly assessment

	KS2	pupils progress has identified specific disadvantaged pupils not making expected progress in reading.	guided reading sessions to support class teacher and deliver high quality guided reading.		monitoring meetings
<b>Total budgeted cost</b>					£15,000
<b>Other approaches</b>					
<b>Desired Outcome</b>	<b>Chosen Action/Approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well ?</b>	<b>Staff Lead</b>	<b>Review</b>
Disadvantaged pupils can have access to the same opportunities that non-disadvantaged pupils have.	Family Worker Targeted family work to support families in overcoming barriers to attendance, behaviour and children's learning	Early intervention can help to identify issues that may arise within families that can effect pupils learning.	Family worker referrals to be made through HT. Regular feedback and discussions with Family Worker Timetabled Family worker sessions every two weeks.	HT	Termly Review with Family worker and Head Teacher and monitoring of children seeing Family Worker.
	Residential Subsidy- Y6 PGL	To allow all disadvantaged pupils to access the residential no matter what financial background they have.	Finance officer to use money to subsidise residential. All Disadvantaged pupils are given the opportunity to attend Y6 residential.	HT	Summer 2018

	Support disadvantaged parents/careers to pay for Kingfishers After School Club Fees	To allow disadvantaged pupils the same access to extra-curricular activities	Disadvantaged pupils given the opportunity when appropriate to attend our after school club.	HT	Summer 2018
	Music lessons	To allow disadvantaged pupils the same access to extra-curricular activities.	Disadvantaged pupils given the opportunity to learn a musical instrument if appropriate.	HT	Summer 2018
<b>Total budgeted cost</b>					<b>£4,000</b>



## To be completed September 2018

Review of Expenditure				
Academic Year		2017-2018		
Quality of teaching for all				
Desired Outcome	Chosen Action/Approach	Impact	Lessons learned	Cost
Increase the progress of writing for disadvantaged pupils to be in line with the national for non-disadvantaged pupils.		-1.3 progress for disadvantaged pupils.		
	Enhance the teaching staff's knowledge of writing. All staff to use T4W as a scaffold			
	To teach specific types of sentence structure to improve writing.			
Improve the number of children achieving the higher standard in reading, writing and maths combined.		25% of disadvantaged children achieved the higher standard,		
Targeted Support				
Desired Outcome	Chosen Action/Approach	Estimated Impact	Lessons learned	Cost
Increase the	1:1 Teacher Support in	75% at least		

attainment/progress in maths for specific disadvantaged pupils.	Maths. HLTA – group work Afternoon catch up group and ‘more able’ group.	expected. Progress -3.2		
Increase the attainment/progress in reading for specific disadvantaged pupils.	1:1 Teacher support reading. Focused ‘guided reading session’ with additional teacher.	100% at least expected. Progress 0.55		
Increase the attainment/progress in writing for specific disadvantaged pupils.	1:1 Teacher support with writing. Small group work with teacher/HLTA	100% at least expected. Progress -1.3		
<b>Other Approaches</b>				
<b>Desired Outcome</b>	<b>Chosen Action/Approach</b>	<b>Estimated Impact</b>	<b>Lessons learned</b>	<b>Cost</b>
Disadvantaged pupils can have access to the same opportunities that non-disadvantage pupils have.	Family Worker Targeted family work to support families in overcoming barriers to attendance, behaviour and children’s learning.	Targeted disadvantaged pupils seen by the family support worker. This helped their self – esteem and confidence ins school.	Offer support to future disadvantaged pupils when necessary.	
	Residential Subsidy	All disadvantaged children were able to	Offer support to future	

		attend PGL.	disadvantage pupils when necessary	
	Support disadvantaged parents/careers to pay for 'Kingfishers' after school club fees.	When necessary to support parents with fees	Offer support to disadvantaged children.	
	Music Lessons			