



## Kensworth CE Academy - Pupil Premium Strategy Statement

PLAN & Review 2018 - 2019

1. Summary information					
<b>School</b>	Kensworth CE Academy				
<b>Academic Year</b>	2018-19	<b>Total PP budget</b>	£23,760	<b>Date of most recent PP Review</b>	August 19
<b>Total number of pupils</b>	74	<b>Number of pupils eligible for PP</b>	25 (33.7%)	<b>Date for next internal review of this strategy</b>	New plan Sept 19

2. Current attainment		
	<i>Pupils eligible for PP (your school) Expected progress this academic year</i>	<i>Pupils not eligible for PP (national average 2016-17)</i>
<b>% achieving ARE reading, writing &amp; maths</b>	<b>39%</b>	61% (all pupils)
<b>Progress score in reading</b>	<b>44.4</b>	0.33
<b>Progress score in writing</b>	<b>44.4</b>	0.18
<b>Progress score in maths</b>	<b>44.4</b>	0.28



3. Barriers to future attainment (for pupils eligible for PP)		
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )		
<b>A.</b>	Oral language skills & confidence are lower in KS1 and lower KS2 for some PPG children, than other children, slowing progress in reading, writing and maths.	
<b>B.</b>	Some children eligible for PP who have need been identified as SEND are making less progress than other pupils - sp & lang	
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )		
<b>C.</b>	Some families are hard pressed to fund enrichment activities such as trips and clubs	
<b>D.</b>	Some children eligible for PPG/Ever6 are sometimes late to school or have a low attendance rate and this reduces their school hours	
<b>E.</b>	Some children who are eligible for PP read less at home and have a lower attainment in reading	
4. Desired outcomes ( <i>Desired outcomes and how they will be measured</i> )		Success
<b>A.</b>	Improve oral language skills for children eligible for PPG in KS1 and lower KS2; measured using the National Curriculum, SATs and the Year 1 Phonics assessment	Children eligible for PP make good progress so that by the end of the year pupils eligible for PPG meet age related expectations in the Year 1 Phonics screening check and the end of Key Stage expectations
<b>B.</b>	Continue to improve attainment & progress for children eligible for PPG, to diminish the difference between PPG and Non PPG.  HA- PPG ensure good progress	Pupils eligible for PP who are not identified as having SEND are making as much progress as their peers evidenced in termly tracking
<b>C.</b>	Continue to provide additional support in order for children with additional SEND who are eligible for PPG to continue to make expected progress	SEND+PPG children will continue to make at least expected progress from starting points evidenced in assessment tracked termly and class based provision maps.



<b>D.</b>	Children eligible for PPG will have equal access to enrichment activities evidenced by registers of involvement	All families eligible for PPG will be offered support for enrichment activities  Increased self-esteem, confidence and inclusion
<b>E.</b>	Continue to improve attendance for all children	All children eligible for PPG will have at least 97% attendance evidenced in Attendance data and registers
<b>F.</b>	Increased progress in reading for children eligible for PPG who are not heard read at home. This will be measured through the children's progress through the book bands and through teacher assessment.	Children who are eligible for PPG and are not heard read at home will be heard more frequently in school during 1:1 tuition.

### 5. Planned expenditure

**Academic year**

**2018 - 2019**

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?



<p>1. Use of different communication, social skills and language development interventions.</p> <p>Practitioners attended courses to enable delivery</p> <p>To foster nurture provision for children with the most need in school.</p> <p>Drop in support – short term or longer term care.</p> <p>Positive emotional wellbeing It has been identified that a small proportion of children in school including those in receipt of the PP benefit from Nurture provision.</p>	<p>Longer term change for all children</p> <p>To continue with the nurture provision for children with the most need in school. To train staff to accommodate between 6 – 8 children in the nurture group.</p> <p>Nurture support for low self-esteem, confidence building and anger management</p>	<p>It has been identified that PP children are entering school without the communication and social skills to manage life in school and to make good progress. Some of these children are further up the school.</p>	<p>Pupil progress meeting and Provision Map reviews</p> <p>PP children will increase progress and attainment towards ARE and in some cases exceed them. Pupils are happy and positive about learning. They feel confident in their abilities and achieve well. There are fewer disruptions to learning.</p>	<p>OB to coordinate</p> <p>DJ, MO, FO, GR.</p>	<p>Data analysis (SPT) monitor children entry and exit data half termly.</p>
---	---	--	---	--	--



<p>2. ARE (Age Related Expectations): to improve progress of all PP pupils to ensure progress is in line with or exceeding expected levels of progress.</p>	<p>Tracking using (SPT) School pupil tracker. 1 TA to be nominated PP Champion, to hear readers daily and have specific time to work on key areas of need as prescribed by the class teacher. Focus TA's to work with PP child in class and early identification of pupils that need to be added to intervention groups. TA timetables to be adjusted to support intervention. Intervention teachers to remove barriers to learning, engage parents and enhance academic progress, working with children who are below ARE of attainment for reading, writing and maths.</p>	<p>We want to invest PPG in ensuring that our pupils have a greater number of opportunities for small group work with teachers and highly skilled TAs to focus on specific areas such as spelling, handwriting, basic number skills, phonics and reading. Use of AfL is well documented as having significant impact. Where properly trained through CPD intervention is effective at raising attainment.</p> <p>Extra support and small group work gives young children the time to discuss ideas, build vocabulary and develop deeper thinking.</p>	<p>Pupil progress meetings Staff Meetings</p> <p>PP children will maintain progress with no gap between them and their peers. They will meet and exceed their ARE.</p>	<p>Class teachers</p> <p>All</p>	<p>Half termly</p>
---	--	---	--	----------------------------------	--------------------



<p>3. Our core purpose is to teach every child to read – and to keep them reading. We know that this changes everything; readers have access to new words, new worlds and new ideas. They build an extensive vocabulary and gain new knowledge everyday for themselves. Children who read a lot do well at school – whatever their background. We have adopted a consistent whole school approach to teaching reading, writing and spelling. Fidelity to the teaching programme, rigorous assessment, tracking and tutoring ensures progress for every child.</p>	<p>Additional Teachers and experienced school staff identified to lead smaller group teaching of core areas. This ensures 'quality first' teaching.</p> <p>Phonics, reading and writing intervention throughout years R, 1 and 2 for focus group.</p>	<p>Some of the pupils need targeted support to catch up. This is a methodology which ensures that teaching is provided by experienced teachers and has been recognised as effective practise of teaching and learning. Audit of processes and procedures to evaluate the impact of current practise has identified greater need for implementing targeted programmes by TAs/HLTA rather than 'plugging gaps' where they may not have the necessary knowledge.</p>	<p>Pupil progress meetings Allocated interventions</p>	<p>Teachers FO, GR, SC, JC, MO.</p>	<p>Termly Half Termly (School Pupil Tracker) reports. Phonics observations Entry and half termly data from RWI assessments and vocabulary and gain new knowledge everyday for themselves. Children who read a lot do well at school – whatever their background. We have adopted a consistent whole school approach to teaching reading, writing and spelling. Fidelity to the teaching programme, rigorous assessment, tracking and tutoring ensures progress for every child. monitoring of good practice.</p>
---	---	---	--	-------------------------------------	--



4. To ensure that all children are able to attend visits which are linked to the curriculum	Offer parents/ carers the opportunity of having educational visits subsidised heavily.	This universal benefit is planned to reflect the falling income for vulnerable families.	Allocated as appropriate	Office Manager & teacher	Half termly
5. Good attendance is linked to higher attainment. All PP pupils to achieve a 97% target attendance.	Highlight attendance through certificates presented termly to children & presentation of silver and gold badges to work towards	Arriving at school regularly 15 minutes late can result in up to 10 days lost	Weekly register checks and termly EWO	OB & Office Manager	Weekly/Termly
6. PP children to achieve ARE and above and develop a love of reading.	Daily readers and/or focussed readers; TA time allocated to reading support +focus children for volunteers	Studies of oral language show positive benefits on learning; including oral language skills and reading comprehension. The EEF toolkit recognises that successful reading approaches using carefully selected activities for pupils will support the children's understanding and comprehension skills.	Allocated interventions	Teachers	Half termly

<b>Total budgeted cost</b>	<b>£25,600</b>
----------------------------	----------------

**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?



1, 2 and 3	Small group interventions in Phonics, Reading and Maths (RWI)	Early interventions for accelerated progress is well documented	Regular observations by the HT. Tracking and monitoring sheets are used to measure impact for each intervention.	Teachers and TAs	Half termly
3.	Whole class and small group intervention and practice of maths skills	Proven improvement in maths outcomes within Learning Community		Teachers	Half termly
2 and 3	Additional 1:2 hours used for embedding and consolidating key skills & vocabulary learnt during lessons	Tutoring of key words and overlearning has been previously successful with children who have language difficulties or are disaffected		Teachers & TAs	Half termly
4.	Continue to fund enrichment activities, visits and clubs	NfER recognises that the most effective schools for supporting disadvantaged children are those who take responsibility for helping all children succeed; they identify barriers and put support into place that will help them	School office to track and monitor PP children's individual spends and to ensure that parents/ carers are aware of money available to fund enrichment activities.	Teachers and Office Manager	Half termly



5.	Attendance data scrutinised half termly, letters home, 100% attendance certificates, 100% badges	If children do not attend school this will impact on their learning. The NfER briefing identifies addressing attendance as a key step	HT to monitor attendance closely, including data drops from the office and SPTO tracking of PP and attendance data	Office Manager, Headteacher and EWO  28hrs	Half termly
6.	1:1 tuition from teachers and support staff will be used to hear the children read and discuss the books supporting the children's oral development.	The EEF toolkit shows that successful reading comprehension approaches using selected activities for pupils according to their reading capabilities help to support the children's understanding and improve their comprehension skills	HT and class teachers closely monitor SPTO reading data and ensure progress is being made. A love of reading is to be encouraged across the school and a focus on PP children.	Teachers & TAs	

<b>Total budgeted cost</b>	<b>£25,600</b>
----------------------------	----------------

<b>7. Review of expenditure 2018 - 19</b>
---

<b>Previous Academic Year</b>	<b>2018 - 2019</b>
-------------------------------	--------------------

<b>i. Quality of teaching for all</b>
---------------------------------------

Desire d 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



1.	<p>Use of different communication, social skills and language development interventions.</p> <p>Practitioners attended courses to enable delivery</p> <p>To foster nurture provision</p>	<p>Lift off to language has shown improvements for PP children within EYFS.</p> <p>Staffing constraints and budget constraints have made it very difficult to release staff for training this year.</p> <p>Nurture is now established in school and has shown a massive impact on the emotional well-being of all pupils that attend, including PP. 5 PP children have attended this year.</p>	<p>More work needs to be completed to engage parents to attend S&amp;L drop in sessions.</p> <p>Nurture will continue next year.</p>	£1161.80
2	<p>ARE (Age Related Expectations): to improve progress of all PP pupils to ensure progress is in line with or exceeding expected levels of progress.</p>	<p>PP children have been closely monitored meaning staff have the information they need to close gaps and ensure rapid progress for all pupils including PP.</p>	<p>SPTO is closing, however we will be using Arbour, which will target children in much the same way.</p>	= £3096
	<p>Our core purpose is to teach every child to read – and to keep them reading.</p>	<p>All staff have been trained and are using RWI to deliver high quality phonics.</p>	<p>RWi has proven very successful in getting children to engage in reading at an early age and this has been seen in our phonics check result this year. This will continue next year.</p>	£648
	<p>To ensure that all children are able to attend visits which are linked to the curriculum</p>	<p>We value giving our pupils experiences outside the classroom that they may not normally be exposed to. This adds weight to the learning back in the classroom.</p>	<p>This will continue next year.</p>	£1657



	Good attendance is linked to higher attainment. All PP pupils to achieve a 97% target attendance.	93.76% pp attendance. Below that of the whole school, but an improvement on last year.	Certificates and badges for PP ( and all pupils) will continue next year, as well as an additional tea party.	£138.80
	Continue to fund enrichment activities, visits and clubs	All children were able to attend the Y4 and Y5 & 6 residential visits because of the PPG. All children also attended the Multi faith tour, British Museum in London, Milton Keynes museum and swimming lessons.	This will continue next year as it is vital that all children receive these valuable learning experiences outside of the classroom.	£1516.50

**ii. Targeted support**

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
	Small group interventions in Phonics, Reading and Maths (RWI)	2 TA's were used for small group intervention for as much of the year as possible. More impact would have been seen if the HLTA was not needed so much to cover teachers.	Try not to use the HLTA to cover staff absence, however budget constraints make it very difficult to do anything else.  Small group interventions will continue.	£2960
	Whole class and small group intervention and practice of maths skills	Maths in Y2 SATs continues to be a strength.	To continue (TA allocated time)	£2308



	Additional 1:2 hours used for embedding and consolidating key skills & vocabulary learnt during lessons		If additional staffing were available this would have been more effective, as pupils are not allowed to miss CW it makes it difficult for teacher to fit in the consolidation.	£595.60
	Attendance data scrutinised half termly, letters home, 100% attendance certificates, 100% badges		To continue	
	Continue to fund enrichment activities, visits and clubs	See above for visits.  Some parents have requested the use of the breakfast club. We see this as a very positive use of the PP fund as it allows pupils to have a routine start to the day, including a nutritious breakfast.	Next year we have added an after school club and we anticipate that some PP funding will be used towards this.	£1158
	1:1 tuition from teachers and support staff will be used to hear the children read and discuss the books supporting the children's oral development.		Additional staffing would make this even more effective but as an approach it has shown impact and will continue next year.	£7410  (TA time)
<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
Additional milk				£72.82
<b>Total cost</b> £22,722.52				

**1. Additional detail**

In this section you can annex or refer to **additional** information which you have used to support the sections above.

Progress



**1** Summary looking at all pupils in your current search group:

Group:	Subjects Combined		Writing			Reading			Mathematics		
	WHOLE SCHOOL [96 children]	32.5% 25/77	67.5% 52/77	26.0% 20/77	40.3% 31/77	74.0% 57/77	20.8% 16/77	48.1% 37/77	79.2% 61/77	22.1% 17/77	39.0% 30/77
			26.0% 20/77	40.3% 31/77	33.8% 26/77	20.8% 16/77	48.1% 37/77	31.2% 24/77	22.1% 17/77	39.0% 30/77	39.0% 30/77
			6.5% 5/77	19.5% 15/77	2.6% 2/77	1.3% 1/77	19.5% 15/77	7.8% 6/77	3.9% 3/77	18.2% 14/77	1.3% 1/77

**2** Data below is set out in the sub-groups you have requested:

Group:	Subjects Combined		Writing			Reading			Mathematics		
	Pupil Premium and Service Children [20 children]	50.0% 10/20	50.0% 10/20	45.0% 9/20	25.0% 5/20	55.0% 11/20	25.0% 5/20	45.0% 9/20	75.0% 15/20	30.0% 6/20	40.0% 8/20
			45.0% 9/20	25.0% 5/20	30.0% 6/20	25.0% 5/20	45.0% 9/20	30.0% 6/20	30.0% 6/20	40.0% 8/20	30.0% 6/20
			10.0% 2/20	35.0% 7/20	5.0% 1/20	0.0% 0/20	25.0% 5/20	0.0% 0/20	5.0% 1/20	25.0% 5/20	0.0% 0/20

Group:	Subjects Combined		Writing			Reading			Mathematics		
	NOT Pupil Premium and Service Children [76 children]	26.3% 15/57	73.7% 42/57	19.3% 11/57	45.6% 26/57	80.7% 46/57	19.3% 11/57	49.1% 28/57	80.7% 46/57	19.3% 11/57	38.6% 22/57
			19.3% 11/57	45.6% 26/57	35.1% 20/57	19.3% 11/57	49.1% 28/57	31.6% 18/57	19.3% 11/57	38.6% 22/57	42.1% 24/57
			5.3% 3/57	14.0% 8/57	1.8% 1/57	1.8% 1/57	17.5% 10/57	10.5% 6/57	3.5% 2/57	15.8% 9/57	1.8% 1/57

PP children are still working at a slower rate of progress, however without intervention this would be an even larger gap, we will continue working to diminish this gap over the next academic year.



Attainment

	Subjects Combined		Writing			Reading			Mathematics					
Group: <b>WHOLE SCHOOL</b> [96 children]	46.8% 36/77	53.2% 41/77	42.9% 33/77	57.1% 44/77		33.8% 26/77	66.2% 51/77		39.0% 30/77	61.0% 47/77				
42.9% 33/77			41.6% 32/77	15.6% 12/77	33.8% 26/77	40.3% 31/77	26.0% 20/77	39.0% 30/77	44.2% 34/77	16.9% 13/77				
24.7% 19/77			18.2% 14/77	41.6% 32/77	14.3% 11/77	1.3% 1/77	18.2% 14/77	15.6% 12/77	40.3% 31/77	24.7% 19/77	1.3% 1/77	22.1% 17/77	16.9% 13/77	44.2% 34/77
<b>2</b> Data below is set out in the sub-groups you have requested:														
	Subjects Combined		Writing			Reading			Mathematics					
Group: <b>Pupil Premium and Service Children</b> [20 children]	65.0% 13/20	35.0% 7/20	60.0% 12/20	40.0% 8/20		50.0% 10/20	50.0% 10/20		60.0% 12/20	40.0% 8/20				
60.0% 12/20			25.0% 5/20	15.0% 3/20	50.0% 10/20	30.0% 6/20	20.0% 4/20	60.0% 12/20	20.0% 4/20	20.0% 4/20				
25.0% 5/20			35.0% 7/20	25.0% 5/20	15.0% 3/20	0.0% 0/20	15.0% 3/20	35.0% 7/20	30.0% 6/20	20.0% 4/20	0.0% 0/20	20.0% 4/20	40.0% 8/20	20.0% 4/20
	Subjects Combined		Writing			Reading			Mathematics					
Group: <b>NOT Pupil Premium and Service Children</b> [76 children]	40.4% 23/57	59.6% 34/57	36.8% 21/57	63.2% 36/57		28.1% 16/57	71.9% 41/57		31.6% 18/57	68.4% 39/57				
36.8% 21/57			47.4% 27/57	15.8% 9/57	28.1% 16/57	43.9% 25/57	28.1% 16/57	31.6% 18/57	52.6% 30/57	15.8% 9/57				
24.6% 14/57			12.3% 7/57	47.4% 27/57	14.0% 8/57	1.8% 1/57	19.3% 11/57	8.8% 5/57	43.9% 25/57	26.3% 15/57	1.8% 1/57	22.8% 13/57	8.8% 5/57	52.6% 30/57

Writing and maths show the largest gaps, showing how RWi is having a large and rapid impact.