

# Enquire Learning Trust: Pupil premium strategy statement

1. Summary information					
School	Keelby Primary Academy				
Academic Year	16/17	Total PP budget	£48,400	Date of most recent PP Review	Sept,17
Total number of pupils	186	Number of pupils eligible for PP	37	Date for next internal review of this strategy	Dec,17

2. Current achievement				
End of KS2 pupils	Pupils eligible for PP (3 pupils)		Pupils not eligible for PP	
% achieving ARE +/- GD in reading	67%	0	76%	29%
% achieving ARE +/- GD in writing	67%	33%	76%	33%
% achieving ARE +/- GD in maths	100%	33%	76%	29%
% achieving ARE+/- GD in reading, writing & maths combined				
% making at least expected progress in reading	33%		76%	
% making at least expected progress in writing	67%		65%	
% making at least expected progress in maths	100%		86%	

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> )	
A.	Pupils in receipt of Pupil Premium attaining Greater Depth
B.	Differing needs of children in receipt of pupil premium
C.	Home learning
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
D.	Low attendance rates of some Pupil Premium children.
E.	Lack of external agency support for struggling families

5. Desired outcomes ( <i>Desired outcomes and how they will</i> )	Success criteria
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<b>A.</b>	Accelerate progress of pupils in receipt of Pupil	Increased % of children making a least good progress
<b>B.</b>	Increase the percentage of children attaining ARE or exceeding ARE.	Increased percentage of PuP pupils attaining ARE in each year group. Increased percentage of PuP pupils exceeding ARE
<b>C.</b>	Engagement in home learning of all children in receipt of Pupil Premium funding	PuP completing homework Reading Challenge completion Parent engagement in meetings and parent consultation Engagement in Class Dojo
<b>D.</b>	Increased attendance of specific children in receipt of Pupil Premium funding	PuP pupils attendance is at least in line with national average or improving on a half termly basis

6. Planned expenditure					
Academic year		2017/18			
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 /	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Increased attainment and progress across Key Stages in Reading and Writing.	Power of Reading	High quality teaching for all. Power of Reading is a whole school approach to raising the engagement and attainment in reading and writing of all. Whole school ethos of attainment for all	Regular monitoring (book scrutinies, lesson observations, pupil voice) Planned opportunities for CPD	RS and KS	Half termly
Increased attainment and progress across Key Stages in Maths	Mastery Maths	High quality teaching for all. Engagement in Maths Teacher Research Group to develop a Mastery approach to the teaching of Maths Whole school ethos of attainment for all	Regular monitoring (book scrutinies, lesson observations, pupil voice) Planned opportunities for CPD	RS and EM	Half termly
<b>Total budgeted cost</b>					£2000
ii. Targeted support					
Desired outcome	Chosen action /	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

Increased percentage of children in receipt of PuP funding attaining greater depth within each Year group	Targeted intervention for misconceptions and gaps in learning	Data will identify children higher attaining children (data driven and responding to evidence). Groups will respond individual need for how to achieve working at a greater depth. TAs will be assigned to work with specific groups (effective deployment of staff)	Pre and post assessments to assess impact Observations, book scrutinies and pupil voice	RS	Half termly
Accelerate progress of children in receipt of Pupil Premium finding across KS2	Targeted intervention for misconceptions and gaps in learning	Data will identify children who are not making good progress against starting points (data driven and responding to evidence). Groups will respond individual need for how to achieve working at a greater depth. TAs will be assigned to work with specific groups (effective deployment of staff)	Pre and post assessments to assess impact Observations, book scrutinies and pupil voice Pupil progress meetings	RS	Half termly
<b>Total budgeted cost</b>					£41,000
<b>iii. 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>When will you review implementation?</b>
Raising self confidence and esteem.	Good to be me programme	Addressing behaviour and meeting individual learning needs	Pupil voice Observations Provision maps	RS	Half termly

Attendance at least in line with national or improving	Close monitoring Rewards for attendance	Addressing attendance and meeting individual learning needs.	Attendance figures improving Close monitoring Pupil voice	RS	Half termly
Opportunities to participate in extra curricular activities	Funding for visits, clubs and music lessons	Responding to individual need	Monitoring of club uptake	RS	Termly
<b>Total budgeted cost</b>					£3000

7. Review of expenditure				
Previous Academic Year		2016/17		
i. 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)	Cost
Improve spelling across the school	Babcock spelling	English lead evaluated. Outcomes at the end of KS2 improved	Scheme will take time to embed as KS2 classes still have gaps in spelling.	£225
Develop the approach of teaching and learning in Maths	Engagement in informal TRG Maths Mastery with ELT	Outcomes at the end of Key Stages particularly those at Greater Depth showed marked improvements.	Widen the engagement with this training on the formal project	£100
ii. 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)	Cost

Progress of PuP is at least in line with non PuP	TA intervention	At least 75% of PuP made good progress in all three subjects.	Intervention needs to be targeted against Key Stage starting points. Intervention needs to have measurable outcomes through pre and post tests.	£36,605
Increased percentage of PuP attaining ARE	TA intervention	Reading 66%, Writing 49%, Maths 59% reached ARE.	Intervention needs to be targeted against Key Stage starting points. Intervention needs to have measurable outcomes through pre and post tests.	As above
<b>iii. Other approaches</b>				
<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>
Raising self confidence and self esteem	Good to be Me	Had positive impact on self esteem and friendship	Continue approach with targeted children	£1000
Participation in trips and extra curricular activities	Funding for clubs and extra curricular activities	Many PuP took part in clubs and all attended visits and residentials	Continue approach	£1640

## 8. Additional detail

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