



## Kintbury St Mary's CE Primary School - Pupil premium strategy statement

| 1. Summary information  |  |   |   |   |                      |
|---|--|---|---|---|----------------------|
| <b>School</b>   | Kintbury St Mary's CE Primary School   |   |   |   |                      |
| <b>Academic Year</b>  | 2016/17  | <b>Total PP budget</b>                  | £22,440                                     | <b>Date of most recent PP Review</b>                  | N/A                  |
| <b>Total number of pupils</b>   | 141  | <b>Number of pupils eligible for PP</b> | 17 (12%)                                    | <b>Date for next internal review of this strategy</b> | Jan '17 and July '17 |
| 2. Attainment (2015-16)   |  |   |   |   |                      |
|   |  |   | <i>Pupils eligible for PP (your school)</i> | <i>Pupils not eligible for PP (national average)</i>  |                      |
| <b>% achieving Expected or above in KS2 RWM</b>   |  |   | 50% (cohort of 6 )                          | 60%   |                      |
| <b>% achieving Expected or above in KS1 RWM</b>   |  |   | 50% (cohort of 2)                           | 63%   |                      |
|   |  |   |   |   |                      |
| 3. Barriers to future attainment (for pupils eligible for PP, including high ability)                           |  |   |   |   |                      |
| <b>In-school barriers</b> <i>(issues to be addressed in school, such as poor oral language skills)</i>          |  |   |   |   |                      |
| <b>A.</b>   | Engagement in learning and developing successful learning behaviours                                     |   |   |   |                      |
| <b>B.</b>   | Lower starting points for many leading to the need to accelerate the progress of pupils eligible for PPG |   |   |   |                      |
| <b>C.</b>   | Ensuring pupils eligible for PP are accessing opportunities for challenge and enrichment                 |   |   |   |                      |
| <b>External barriers</b> <i>(issues which also require action outside school, such as low attendance rates)</i> |  |   |   |   |                      |
| <b>D.</b>   | Attendance - for specific families.  |   |   |   |                      |

| <b>4. Desired outcomes</b> |  |  |
|----------------------------|--|--|
|                            | <i>Desired outcomes and how they will be measured</i>  | <i>Success criteria</i>  |
| <b>A.</b>                  | Diminished differences in engagement and attitude of pupils eligible for PPG when compared to non PPG pupils. We will monitor learning behaviours and the uptake and outcomes of targeted interventions.                 | Pupils eligible for PPG develop good learning behaviours which allow them to engage more effectively in learning.<br>Impact of interventions for this outcome (e.g. ELSA, homework club, social skills groups, etc.) clearly evidenced.  |
| <b>B.</b>                  | Pupils eligible for PPG who have lower starting points or specific gaps are identified early and targeted teaching or appropriate academic interventions are used to produce accelerated progress and improved outcomes. | Increased number of pupils eligible for PPG meeting or exceeding age related expectations in reading, writing and mathematics.<br><br>Intervention targets are met or exceeded. Outcomes in relation to early years GLD, phonics check, spelling and reading ages and mathematics standardised scores evidence progress.<br><br>Pupils eligible for PPG with identified SEND have progress and attainment in line with or better than other non PPG pupils with similar needs. |
| <b>C.</b>                  | Pupils eligible for PPG provided with enrichment opportunities to meet their individual gifts and talents and to provide challenge,  | Wide range of enrichment opportunities provided by the school.<br>Good uptake of enrichment opportunities for pupils eligible for PPG.   |
| <b>D.</b>                  | Improved attendance for identified pupils eligible for PPG.  | Pupils eligible for PPG whose attendance is too low are identified and attendance rates are monitored.<br>Families of low attendance PPG children are engaged in partnership with the school in improving attendance.<br>Attendance for PPG children increases in line with school expectations (over 95%) - diminishing differences between PPG children and non PPG children in rates of attendance.   |

| 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. |  |  |  |                |  |
| 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?   |
| A & B  | Investing in experienced and highly skilled teachers for cohorts with a larger proportion of children eligible for PP. | Effective approach in previous years. Teachers appointed highly experienced in meeting a wide range of learning needs including engagement in learning and working in partnership with families.   | Termly pupil progress meetings ensure children are making progress and reaching targets and explore impact of teaching strategies on pupils eligible for PP.   | SLT            | Termly Pupil progress meetings will include review of engagement, progress and attainment for PP children. |
| <b>Total budgeted cost</b>   |  |  |  |                | £7462  |
| 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?   |
| A & B  | Intensive transition interventions targeted on pupils eligible for PP at the start of the school year.                 | <p>Please see below for outline of interventions used in school. Academic interventions are selected in consultation with the CALT and are evidence based interventions.</p> <p>Social interventions for this approach will focus on readiness for learning and learning behaviours. These will vary for individual children but are likely to include work on self-esteem, teamwork and good communication.</p> | Class provision maps show planned interventions for each term. Tracking data for interventions is submitted to the SENCo at the end of every term for evaluation. The impact of interventions and class approaches are discussed during termly pupil progress meetings between the class teacher and the head teacher. | Inclusion lead | At the end of the Autumn Terms.  |

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| B | Catch up, SNAP maths, precision teaching, additional reading programmes and one to one and small group tuition used in response to identified individual needs. | <p>These interventions have produced good impact in previous years.</p> <p>Academic interventions are selected in consultation with the CALT and are evidence based interventions.</p> <p>One to one and small group tuition sessions are led by qualified teachers.</p>  | <p>Staff delivering interventions have been specifically trained in those interventions. Staff to be given updated training as required.</p> <p>Class provision maps show planned interventions for each term. Tracking data for interventions is submitted to the</p>        | Inclusion lead | Every term. £1725 |
| A | ELSA  | <p>Previous years have clearly demonstrated the importance of ELSA intervention to enable children to engage in school life and succeed in the classroom and in social relationships with their peers which are essential for collaborative learning.</p>   | <p>Our ELSA provides impact reports to the SENCO and class teachers.</p> <p>ELSA receives supervision through the local authority Educational Psychology Service.</p>   | SENCo          | Every term. £9131 |
| A | Nurture Lunch   | <p>Good impact in previous years.</p> <p>A trained member of staff provides children with a safe small group environment to enjoy eating their lunch and playing games with friends. There are clear rules and boundaries and they are supported to develop positive relationships and good social, emotional and behavioural skills.</p> <p>A positive lunchtime and good social relationships supports children in engaging fully in their learning in the afternoon.</p> | <p>Class teachers liaise with the teaching assistant who runs these sessions to ensure provision is targeted at those with a current need and impact is monitored in the classroom. Provision maps for each class and impact of interventions are monitored by our SENCo.</p> | SENCo          | Every term. £2102 |

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| C                            | Financial assistance   | Financial assistance ensures that barriers to inclusion are removed. Children have a sense of belonging and are able to access all enrichment opportunities and have equal opportunities to their non-disadvantaged peers in relation to developing skills and talents and raising aspirations. | Engagement in enrichment opportunities, including school trips, is monitored for children eligible for PP. Letters are regularly sent to parents reminding them that financial assistances is available to pupils eligible for PP.  | SBM               | Every month. £1775                           |
| <b>Total budgeted cost</b>   |  |   |   |                   | £14733                                       |
| <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> |
| D                            | Working with family to improve the attendance rate of identified pupils. | Attendance is recognised as a prerequisite for improving progress and attainment for pupils in school   | Termly reviews identify pupils falling below 90% attendance and monitor the improvement in those subject to targeted support. Letters, meetings, personalised approaches for pupils to address any reasons for poor attendance and, where necessary, the EWO, will all be implemented to improve poor attendance. | Head Teacher      | Every term                                   |
| <b>Total budgeted cost</b>   |  |   |   |                   |  |