

## Knutton St Mary's C of E Academy Pupil Premium Plan 2017/18

<b>Last census</b>	<b>October 2017</b>
Total number of pupils on roll Reception to Year 6 (September 16)	<b>238</b>
Total number of pupils eligible for PP	<b>118</b>
Amount of PP per pupil	<b>£1,320</b>
Indicative PP as advised in School Budget Statement	<b>£155,760</b>
Actual PP allocated	

<b>Current Attainment – end of Key Stage 1 performance July 2017</b>			
	<i>Pupils eligible for PP (School)</i>	<i>Pupils eligible for PP (National)</i>	<i>National for all pupils</i>
% achieving EXP Reading	<b>56</b>	<b>79</b>	<b>76</b>
% achieving EXP Writing	<b>44</b>	<b>72</b>	<b>68</b>
% achieving EXP Maths	<b>61</b>	<b>79</b>	<b>75</b>

<b>Current Attainment – end of Key Stage 2 performance July 2017</b>			
	<i>Pupils eligible for PP (School)</i>	<i>Pupils eligible for PP (National)</i>	<i>National for all pupils</i>
% achieving EXP Reading	<b>53</b>	<b>77</b>	<b>71</b>
% achieving EXP Writing	<b>47</b>	<b>81</b>	<b>76</b>
% achieving EXP GPS	<b>53</b>	<b>82</b>	<b>77</b>
% achieving EXP Maths	<b>40</b>	<b>80</b>	<b>75</b>
Expected Progress Reading	<b>-2.8</b>	<b>0.3</b>	<b>0.0</b>
Expected Progress Maths	<b>-3.4</b>	<b>0.3</b>	<b>0.0</b>

## Desired Outcomes

Barrier to learning		Desired Outcome / how they will be measured	Success Criteria
<b>A</b>	Attainment of pupils is below on entry, and historical underachievement of pupils which impacts on attainment levels in Key Stage 2.	<p>Desired Outcome</p> <ul style="list-style-type: none"> <li>At EYFS,KS1 and KS2 the gap between KSM Pupil Premium pupils and national average for all pupils closes in all areas.</li> <li>Pupil Premium pupils perform in line with Non Pupil Premium pupils in Phonics in Year 1 and 2.</li> <li>The gap between PP and Non PP is reduced in all year groups.</li> </ul> <p>Measure</p> <ul style="list-style-type: none"> <li>End of KS1 data</li> <li>End of KS2 data</li> <li>EYFS data</li> <li>Phonics Data</li> <li>Year group data</li> </ul>	<ul style="list-style-type: none"> <li>Increased % in number of pupils achieving expected standard in R,W, M and EYFS across the school.</li> <li>Gap between PP and non PP for phonics is closed.</li> <li>Accelerated progress is increased throughout the school.</li> </ul>
<b>B</b>	Social, Emotional and Wellbeing Needs – a large proportion of PP pupils have additional needs.	<p>Desired Outcome</p> <ul style="list-style-type: none"> <li>Increase in % of 'Green' behaviour</li> <li>Reduction in number of exclusions</li> <li>Social, Emotional and Wellbeing needs are quickly identified and effectively addressed to limit potential barriers to learning</li> </ul> <p>Measure</p> <ul style="list-style-type: none"> <li>Exclusion data for 2017-2018</li> <li>Good to be Green data</li> <li>Case Studies</li> <li>Counsellor and Home School Links worker records.</li> </ul>	<ul style="list-style-type: none"> <li>% of 'Green' behaviour increased</li> <li>Reduction of exclusions</li> <li>Identified children have a reduced need for Social, Emotional and Wellbeing intervention.</li> </ul>
<b>C</b>	Communication Needs – low levels on entry of PP pupils, particularly in Communication and language and Literacy	<p>Desired Outcome</p> <ul style="list-style-type: none"> <li>Increased number of children accessing Speech and Language</li> </ul>	<ul style="list-style-type: none"> <li>Increase in % of children achieving expected standard in EYFS Communication, Language and Literacy</li> </ul>

		provision <ul style="list-style-type: none"> <li>Increased % of EYFS pupils achieve Communication, Language and Literacy expected standard</li> </ul> Measure <ul style="list-style-type: none"> <li>EYFS data</li> <li>Number of pupils accessing Speech and Language interventions</li> </ul>	Literacy
<b>D</b>	64% of our SEN pupils are Pupil Premium	Desired Outcome <ul style="list-style-type: none"> <li>PIVATs assessment accurately tracks small steps in progression and informs on next steps</li> <li>SEN PP pupils' attainment gap is reduced</li> </ul> Measure <ul style="list-style-type: none"> <li>SEN data</li> </ul>	<ul style="list-style-type: none"> <li>All teachers are accurately using PIVATs to inform ILPs</li> <li>SEN PP pupils' attainment gap is closed.</li> </ul>
<b>E</b>	Supporting vulnerable families – some families are struggling to support pupils financially, low levels of parental engagement, limited support for home learning, limited life experiences, attendance rates, safeguarding issues.	Desired Outcome <ul style="list-style-type: none"> <li>Attendance of vulnerable groups improves</li> <li>Lates are reduced</li> <li>All children within KSM are safe</li> <li>Outcomes for all children continue to improve further</li> <li>Concerns/ Issues are raised and acted upon swiftly and relevant and appropriate support is provided in a timely manner</li> <li>Increase in number of pupils accessing extra-curricular activities and trips, increasing life experiences</li> <li>Increase parental engagement with reading and times tables</li> </ul> Measures <ul style="list-style-type: none"> <li>Attendance data</li> <li>Parent and child voice</li> <li>Safeguarding data</li> <li>Extra-curricular/ Trip data</li> </ul>	<ul style="list-style-type: none"> <li>Attendance (including punctuality) is increased</li> <li>Number of persistent absences decreases</li> <li>All children within KSM are safe</li> <li>Outcomes for all children continue to improve</li> <li>Increase in number of pupils accessing trips and extra-curricular activities</li> <li>Increase in home reading</li> <li>Improved times tables knowledge</li> </ul>

## Planned expenditure 2017-2018:

Quality Teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is well implemented?	Staff Lead	When will you review implementation?
Barrier A attainment.	Teacher assistants in all classes in the morning.	Pupils receive additional in class support to maximise progress in reading, writing and maths.	Progress tracking data. Pupil Progress meetings. Work scrutinies. Lesson observations. Learning walks. Pupil voice.	SLT	Termly data drops.
Barrier A attainment. Barrier E home learning	Read Write Inc daily sessions across the school. All children given the appropriate books to build their own phonics library at home.	Targeted small group approach to maximise phonics and spelling progress. Promoting reading as all have their own decodable books for home.	RWI tracking data. Phonics screening.	CMT	Half termly data drops.
Barrier A attainment. Barrier E home learning	Daily TT Rockstar sessions for KS2 children.	Targeted small group approach to maximise times table knowledge. Online access promotes engagement at home.	TT Rockstar data. Maths progress data.	CMT	On-going assessment.
Barrier A attainment Barrier E home learning	Accelerated reader for KS2	Accurate assessments of zone of proximal development ensure appropriately challenging real books to maximise progress and promote reading enjoyment.	Accelerated reader data.	CMT	On-going assessment. Half termly reviews.
Barrier C – communication needs	Increase speech and language provision within the EYFS setting through additional adult support every afternoon.	Increasing the opportunities for the children to access speech and language to tackle the low entry levels of our children.	Increase in % of children achieving expected standard Communication Language and Literacy.	EYFS Lead	On-going observations and assessments. Termly data drops.

Barrier A - attainment	Data systems in place to provide accurate assessments analysis of progress and attainment across the school	Ensuring that assessment for children is accurate and informs planning which meets the needs of the children.	Data tracking. Pupil Progress meetings.	SLT CMT Teaching Staff	Termly data drops.
<b>Total budgeted cost: £107369</b>					

## Targeted Support

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is well implemented?	Staff Lead	When will you review implementation?
Barrier D – SEN PP provision	Additional SEN provision to provide interventions  PIVATs tracking	PIVATs assessment accurately tracks small steps in progression and informs on next steps. Dedicated intervention tackles these small steps to ensure progress.	Monitoring of the impact of interventions through the use of PIVATs.	SENCO SLT	On- going
Barrier A – attainment Barrier C – Communication, Language and Literacy	Intervention teacher assistants in EYFS, KS1, LKS2, UKS2 every afternoon provide targeted support.	Identified children receive targeted support to secure and accelerate their attainment and progression.	Data	SLT CMT Teaching staff	Intervention end
Barrier B- Social, Emotional and Wellbeing Barrier E – supporting vulnerable families	Full time Home School Links Worker providing nurture sessions for children to meet their social, emotional and wellbeing needs.	Nurture provision offered to enable children to feel safe and secure within the school environment with the provision effectively reflecting and meeting the needs of vulnerable children. Raised self-esteem and attitudes allow children to overcome barriers and reach their potential	% of ‘Green’ behaviour increased Reduction of exclusions Case studies Pupil Voice	HSLW	On-going
Barrier B- Social, Emotional and Wellbeing Barrier E – supporting vulnerable families	School Counsellor	Children feel safe and secure in school in the knowledge that they have a ‘safe’ person to explore issues/ concerns with.	Pupil Voice Case Studies	HSLW	On-going

**Total budgeted cost: £27996**

## Other approaches

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is well implemented?	Staff Lead	When will you review implementation?
Barrier E – developing life experiences	Educational visits and visitors Extra-curricular activities	Children have exposure to and immersion in a range of situations, activities and experiences in order to enrich the curriculum opportunities that they receive. Children can draw on these increased experiences in all curriculum areas, particularly in writing to raise achievement. Greater aspirations for all children as they gain experience of the wider world around them.	Pupil voice Book scrutinies demonstrate that pupils use this knowledge and additional experience to enrich their writing. Club data	SLT	Termly
Barrier E – attendance	Breakfast Club	A subsidised Breakfast Club significantly reduces the cost of before school care provision which encourages parents to use this facility meaning that children are here on time.	Breakfast Club registers Weekly tracking of attendance data	HSLW HT	Weekly
Barrier E - attendance	An attendance agency to support the school in improving Punctuality and Attendance  Attendance initiatives	Attend closely monitor and act to develop parental involvement in order to increase their child's attendance.  Attendance initiatives inspire children and motivate them to attend school each day.	Attendance will improve Number of persistent absences decreases. Reduced Lates.	HSLW HT	Weekly

Barrier E – life experiences, engagement.	Forest Schools KS2	Access to a wider and engaging curriculum. Enriches and motivates the children. Develop social interaction between the children.	Pupil and parent voice	HSLW Forest School teacher Teaching staff	At the end of a block of learning
Barrier E – low income families	To subsidise school uniform for identified families in need.	Improve social and emotional well-being. Increase a sense of belonging.	Monitoring by class teacher	Teaching staff SLT HSLW	Daily
Barrier B – social and emotional - behaviour	Behaviour Strategies / Incentives	Through incentives such as Good to be Green the amount of green behaviour increases - minimising disruption to learning for all children.	Continual tracking of behaviour of vulnerable children to ensure improvements and adapt practise as necessary. Pupil voice.	Teaching staff HSLW Teaching staff	Half termly
<b>Total budgeted cost: £20395</b>					

