



Pupil Premium Expenditure 2018-2019

Key priorities:

- Our core aim is to raise the attainment and progress of Pupil Premium pupils so that their performance compares favourably with Non-Pupil Premium peers.
- Address the inequalities in education of pupils from low-income families and raise the attainment of these pupils.

What we expect to see:

Outstanding teaching and learning is paramount to the progress of pupils from disadvantaged backgrounds. This remains a consistent and relentless focus. In addition to this, targeted intervention and support strategies are deployed in order to:

- Improve levels of attainment and progress
- Close attainment gaps relative to school averages
- Enhance reading, writing, mathematics and communication skills
- Have a clear focus on all disadvantaged pupils, including those with SEND and more able pupils
- Support pupils in becoming aspirational, confident and successful learners

Proposed expenditure for 2018/19

Strategic spending of the Pupil Premium Grant will ensure that pupils receive support and interventions tailored to their needs. Pupils eligible for Pupil Premium support are clearly identified across all year groups.

Total number of pupils on roll (census)	274
Total number of pupils eligible for PPG	78 (28.4%)
Total amount of PPG	£102,960

Strategy	Cost
<p>Teaching and Learning</p> <p>A wide range of teaching and learning programmes that develop teacher skills and classroom practice. These include:</p> <ul style="list-style-type: none"> • Middle Leadership Development Programme • Ambitions Teaching School • Ambitions Academies Trust Support • Outstanding Teacher Programme • Improving Teaching Programme • NQT Teaching Programme 	£15,000

<p>Support and challenge to leadership at all levels from Director of Primary Education (NLE) Support is provided for all children through quality first teaching and excellent support staff.</p>	
<p>Pastoral, mentoring and well-being support</p> <p>One to one and small group support for pupils with emotional, social and attachment difficulties, including:</p> <ul style="list-style-type: none"> • Emotional Literacy Support • Key Worker Scheme <p>Support to improve attendance of individual pupils and families including subsidising Breakfast Club and After School Care Club.</p> <p>Pastoral support through Pastoral Lead and Inclusion Lead</p>	<p>£15,000</p>
<p>Support for learning and inclusion</p> <p>Many aspects of the support for learning will impact on the progress and attainment of disadvantaged pupils, including:</p> <ul style="list-style-type: none"> • Inclusion team • Early intervention and targeted support • Alternative provision support • Support from external agencies • Targeted interventions for specific groups, such as extended schools in maths, writing and grammar • Purchasing an EAL programme of work 	<p>£15,000</p>
<p>Leadership and management</p> <p>Clear leadership responsibilities based on the progress and accountability of disadvantaged pupils, the role includes:</p> <ul style="list-style-type: none"> • Leadership and management of an intensive identification progress • Rigorous tracking and monitoring measures to ensure pupils who are not reaching their full potential at either level have been identified and have appropriate intervention and support in place on a half termly basis with the Associate Principal and fortnightly within year teams. • Reviewing the impact of all provisions and interventions that are in place on a half termly basis. 	<p>£15,000</p>
<p>Intervention support groups</p> <p>An in depth programme of intervention support groups, this includes:</p> <ul style="list-style-type: none"> • Pupils not making the expected progress in English and Mathematics • Pupils with social communication barriers • Pupils with speech and language difficulties • Pupils with very low reading ages • Extra English for pupils new to the country (EAL) • Pupils experiencing reading and writing difficulties • Extended schools programme including music lessons 	<p>£10,000</p>

Educational Visits and Clubs Subsidising educational visits (including residential trips) and paid for after school clubs for children eligible for the pupil premium grant.	£10,000
Reading Support Purchase of a scheme of work focusing on vocabulary development Purchase of class reading texts so all children have their own copy for each topic Support from Dorser Reading Partners for reluctant readers	£12,960
Maths Support Purchase of times tables Rock Stars Training for staff on RWinc. Purchasing additional concrete resources	£10,000

IMPACT STATEMENT 2018-2019

As a result of the above support and intervention the attainment gap in reading, and writing between pupil premium and non-pupil premium pupils continues to narrow.

Maths is a whole school focus.

Compared to national PPG figures the gap has improved or maintained.

KS2 Attainment

Achieving expected standard 2019					
	National PPG	Difference with National	PPG	Non PPG	Difference between PPG & Non- PPG
Reading	62	-7%	55	60	-5%
Writing	68	-8%	60	70	-10%
Maths	67	-7%	60	73	-13%

Achieving expected standard 2018					
	National PPG	Difference with National	PPG	Non PPG	Difference between PPG & Non -PPG
Reading	64	-21%	43	61	-18%
Writing	67	-17%	50	74	-24%
Maths	64	-7%	57	68	-11%

Progress Scores

	PPG 2018	PPG 2019	Difference
Reading	-6.3	-2.9	+ 3.4%
Writing	-4.2	-1.6	+2.6%
Maths	-2.3	-2.8	-0.5%

Significant progress has been made in reading and writing.

KS1 Attainment

Achieving expected standard 2019					
	National PPG	Difference with National	PPG	Non PPG	Difference between PPG & Non- PPG
Reading	62	-17%	45	64	-19%
Writing	55	-19%	36	64	-28%
Maths	62	-7%	55	79	-24%

Achieving expected standard 2018					
	National PPG	Difference with National	PPG	Non PPG	Difference between PPG & Non- PPG
Reading	63	-20%	43	69	-26%
Writing	55	-26%	29	69	-40%
Maths	63	-6%	57	81	-24%

As the data shows, the gap between PPG pupils and non-PPG pupils has narrowed in reading and writing, with significant evidence that there have been improvements in writing.

The gap compared to national is also showing narrowing of the gap in reading and writing.

Maths is a whole school priority.

Year 1 Phonics

Passing Phonics Screening Test	% of children				
	National		Kinson		
	ALL	PPG	All	Non PPG	PPG
	82%	71%	83%	82%	89%

The PPG children out achieved the non PPG children and were well above national level.

EYFS – Good level of Development (GLD) at the end of Reception Year.

	% of children achieving GLD at the end of Reception			
Achieving GLD	National		Kinson	
	All	PPG	Non-PPG	PPG
	72%	57%	83%	75%

The number of PPG children who achieved GLD was above national by 18%.

In 2018 67% of PPG achieved GLD at Kinson, this shows that the gap is narrowing with an increase of 8% for 2019.