

Knowsley Village Primary School

'Respect for All'

Pupil premium strategy statement

Pupil Premium Lead- Jane Greensmith (PPL)

Pupil Premium Governor- Alison Hambley

1. Summary information					
School	Knowsley Village Primary School				
Academic Year	2017-18	Total PP budget	£51,480	Date of PP Reviews	Sept '17 Apr '18 July '18
Total number of pupils	R-Y6 - 169 (198 inc Nursery)	Number of pupils eligible for PP	47 * 27%	Date of external review of this strategy	Oct '18. Commissioned by LA.

*subject to change

Year group	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Total
Num on roll	21	30	26	25	26	23	18	169
FSM	7	7	3	4	3	4	5	33
Ever 6 *	0	0	3	2	2	3	2	12
% in year	33%	23%	23%	24%	19%	30%	39%	N/A
% in school	4.1%	4.1%	3.5%	3.5%	2.9%	4.1%	4.1%	27%

2. Based on Current attainment :					
Year 6 (18 children)	<i>SEND pupils eligible for PP (1 pupil)</i>	<i>All pupils eligible for PP (7 pupils)</i>	<i>SEND pupils not eligible for PP (3 pupils)</i>	Other pupils not eligible for PP (8 pupils)	All pupils (not inc SEN) (14 pupils)
% Expected standard in Reading, July 2018	0%	86%	100%	100%	100%
% Expected standard in Writing- July 2018	0%	86%	100%	100%	100%
% Expected standard in Maths– July '18	100%	86%	67%	100%	100%
% Expected standard in Reading Writing Maths combined - July '18	0%	71%	67%	100%	100%

3. Barriers to future attainment (for pupils eligible for PP, including higher ability)																	
In-school barriers (issues to be addressed in school, such as poor oral language skills)																	
A.	<p>Poor aural skills - Following consultation with teachers, poor listening skills were highlighted as a contributing factor to lower attainment. This is impacting on reading and comprehension across key stage 1 and 2. At key stage 2 school results 60% against national of 76.6%, therefore a significant difference of 16.6% lower (a gap of 1 child) (KS2 results 2017) Question Level Analyse school performance (RAISE) 2107 – Shows -14 difference in inference questions and -20 on identify and explain.</p>																
B.	<p>Low reading engagement – Following survey on reading for pleasure across school it was found that a significant group of particularly boys did not see reading as pleasure and did not have access to fiction at home. This percentage of children disengaging with reading increased as they moved through the school. (Research evidence on reading for pleasure DFE 2012 – Impact of reading for pleasure)</p>																
C.	<p>Low self esteem – Following consultation with teachers and support staff low self esteem was highlighted as a contributing factor to lower attainment. PASS (Pupils Attitude to Self and School data from 2016 shows the following result; 65.4% of all pupils scored low on Self regard as a learner, 66.9% on Response to curriculum demands and 77.6% on Confidence in learning, against Feelings about school which scored highly at 98.1%.</p>																
D.	<p>Lack of educational opportunities outside of school hours to extend and embed learning has impacted on the % of children achieving Greater Depth of study -</p> <table border="0"> <tr> <td>Reading Greater depth – All children at KV– 8%</td> <td>National All – 25%</td> <td>PP KV- 20%</td> <td>PP National – 14%</td> </tr> <tr> <td>Writing Greater Depth- All children at KV - 27%</td> <td>National All – 18%</td> <td>PP KV– 10%</td> <td>PP National – 10%</td> </tr> <tr> <td>Maths Greater depth- All children at KV – 19%</td> <td>National All- 23%</td> <td>PP KV– 0%</td> <td>PP National – 13%</td> </tr> <tr> <td>SPAG Greater Depth - All children at KV - 38%</td> <td>National All– 31%</td> <td>PP KV– 20%</td> <td>PP National - 21%</td> </tr> </table> <p>Pupils achieved 0% at greater depth of combined RWM in KS2 (2017) against national average of 9%</p>	Reading Greater depth – All children at KV– 8%	National All – 25%	PP KV- 20%	PP National – 14%	Writing Greater Depth- All children at KV - 27%	National All – 18%	PP KV– 10%	PP National – 10%	Maths Greater depth- All children at KV – 19%	National All- 23%	PP KV– 0%	PP National – 13%	SPAG Greater Depth - All children at KV - 38%	National All– 31%	PP KV– 20%	PP National - 21%
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External barriers (issues which also require action outside school, such as low attendance rates)		
E.	Poor punctuality / persistent absence – 28.9% of our PP children are persistently absent against a national average of 15.1%. Overall absence 6.5 % against national absence of 5.2%(Raise on line 2016/17 P58) will be updates with new data on receipt from LA school attendance service.	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	To increase aural skills to match the average percentage of all learners. Children to be given a set of age appropriate instructions to follow and success measured by response. Impact in the classroom will be measured during observations.	Children will be able to follow and act upon age appropriate instructions, impacting on reading, writing and maths resulting in number of children achieving ARE at least in line with other children in the school and nationally.
B.	All children particularly higher KS2 boys to increase their enjoyment of reading for pleasure, selecting a range of reading materials available to them to take home. Measured through material taken home and reviews of the material, changes in reading patterns and attitudes measured through questionnaires.	Children choosing a wide range of reading materials to read in the home, impacting on reading and writing skills in the classroom, measured by increasing attainment in reading and writing to be at least in line with other children in the school and nationally.
C.	To raise all children's self esteem in line with peers. Children to be resilient, prepared to take risks in their learning and pride in their work. This will be measured through classroom and PSE observations. Also through pupil interviews and book scrutinies.	Children are able to accept and act upon advice, be open to moving their learning forward and prepared to try. Impacting on reading, writing and maths resulting in number of children achieving ARE in line with other children in the school and national non PP average
D.	To increase the number of pupils who achieve greater depth of study across RWM by the end of KS2 so that it is in line with National average.	Children to achieve the exceeding level in overall attainment by the end of key stage 2 to be in line with national average.
E.	To improve persistent absence to expected school levels. This will be measured through school data collected daily. Attendance governor to carry out termly meetings with Head teacher to discuss impact of strategy and agree next steps.	Pupils to have good attendance at all times. Children to be in line with non PP children within school. In line nationally with other non PP children.
Links to SDP	<ul style="list-style-type: none"> A. To increase aural skills B. To increase reading engagement C. To raise self esteem D. To improve % of PP pupils achieving greater depth of study E. To decrease the percentage of persistent absence amongst PP pupils. 	Priority in SDP A. Outcomes for pupils – priority 2 (Disadvantaged children's progress across the curriculum) B. Outcomes for pupils – priority 2 (Disadvantaged children's progress across the curriculum) C. Quality of teaching, learning and assessment – priority 2 (Pupils resilience enjoyment of and interest in their learning) C. Personal development, behaviour and welfare – priority 1 (Pupils' attitude to learning). D. Outcomes for pupils – priority 3 (Identify more able pupils in order to accelerate progress) E. Personal development, behaviour and welfare – priority 2 (Increase pupils' attendance)

5. 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 / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Evaluation
Feedback to be used effectively in all classes in all subjects	Whole staff training, feedback policy agreed and followed by all.	Evidence from EEF has shown that effective feedback has a positive impact on children's learning and self esteem. (EEf toolkit Feedback+8 months impact).	Lesson observations termly, book scrutiny, pupil interviews, learning walks. Mrs Jane Greensmith PPL to meet with PP children and class teachers half termly to discuss their progress and agree next steps.	JB/SLT JGr All staff	Pupil interviews and book scrutiny Aut '17, Spr'18, Sum'18 <u>Outcomes-</u>
To raise standards in writing across KS2.	Handwriting Spelling punctuation and grammar being a focus across the school. Independent writing taking place weekly.	Following success with Y6 handwriting, Y6/Literacy subject leader to deliver handwriting and SPAG teaching across KS2 and to up skill KS2 teachers. TA to work with individual pupils on handwriting programme	Y6 teacher to work with each KS2 class for 4 weeks and deliver handwriting programme, monitor class teacher continuing programme.	GH	Pupil interviews and book scrutiny measuring impact of handwriting input. Aut '17, Spr'18, Sum'18 <u>Outcomes –</u>
To raise standards in reading across KS1 and 2	Provide additional reading materials for PP children to access at home and school to increase reading engagement and enjoyment. Use Pixl resources to improve speed reading across KS1 and 2.	Research evidence on reading for pleasure DFE 2012 – Impact of reading for pleasure Shows that there is a lowering of engagement as children move through KS2 particularly with boys impacting on reading and writing attainment.	PPL to monitor pupils use of materials and PP TA to implement the initiative.	JGr EW	Pupil interviews and book scrutiny measuring impact of increased reading of a range of genres. Speed reading results provided termly. Aut '17, Spr'18, Sum'18 <u>Outcomes –</u>
To raise standards in Greater Depth across RWM and the wider curriculum	Subject Leaders and Class teachers to provide further opportunities for teaching, learning and assessment of the wider curriculum	Following self evaluation framework from subject leads, it was decided to focus on the Cornerstones curriculum to embed wider curriculum opportunities to further impact on the achievement of Greater Depth across RWM.	PP review day to support subject leads monitoring of the wider curriculum and greater depth opportunities. Student council pupils receiving CPD	All Staff CF	Pupil interviews and book scrutiny measuring impact. Aut '17, Spr'18, Sum'18 <u>Outcomes –</u>

Total budgeted cost

£3,900 (Supply cover for pupil mentoring/ targeted support)
£3,000 – Reading materials
£1,000 Language resources

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	Evaluation
To maintain standards in maths in upper KS2 and increase GDS.	Small group intervention Wider curriculum to develop skills. Theme days	Following research into the Pixl programme and its success rate, school has decided to buy into the scheme and we will target PP who are below ARE across KS2 to help fill gaps in maths knowledge and understanding. (EEF toolkit Small group tuition +4 months).	Training of 1 teacher externally, TA internally trained. North West Pixl Coordinator visiting school to offer support termly. Teaching and prep time required, resources out of PP budget. Pre and post assessments ½ termly	JGr EW	Pupil interviews and book scrutiny Survey of PP on use of maths in wider curriculum and daily life. Dec'17 Apr'18 <u>Outcomes-</u>
To raise standards in reading in upper KS2, including children achieving GDS.	Small group intervention Use of wider curriculum to give depth of learning. Theme days	Following research into the Pixl programme and its success rate, school has decided to buy into the scheme and we will target PP who are below ARE across KS2 to help fill gaps in reading knowledge and understanding.(EEF toolkit Reading comprehension strategies +5 months).	Training of 1 teacher externally. Pixl Coordinator visiting school to offer support termly. Teaching and prep time required resources out of PP budget. Pre and post assessments ½ termly	JGr	Pupil interviews and book scrutiny. Survey PP children on enjoyment of the theme days, reading opportunities. Dec'17 Apr'18 <u>Outcomes</u>
To raise standards in group targeted support for SEND pupils.	Specialist SEN teacher to train TA's to deliver one to one intervention programmes, precision reading and spelling, speed reading.	Evidence from EEF has shown that one to one tuition can be effective by accelerating learning. (EEF toolkit + 5 months impact).	SEND teacher to assess pupils and devise a programme of support to be delivered by TA. Ta to observe good quality teaching delivered by specialist teacher and to continue to follow programme. Specialist teacher to monitor and advise further TA work.	JH EW	<u>Outcomes –</u> Lesson observation, evaluation of TA support by specialist teacher. Impact within the classroom setting being monitored through learning walks and book scrutiny.

Total budgeted cost					£6,920 (3,000 SEN teacher) £2,800 (PixL programme) £20,352 (full time TA)
iii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Evaluation
To develop children's social, emotional and well being. Focus also being on Growth Mindset and learning behaviour. Also impacting on children's punctuality and attendance	Small PSHE group intervention, sport and Lunchtime groups	The EEF Toolkit states that on average, SEL interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself. (EEF toolkit Social and Emotional learning +4 months).	Pastoral Support Assistant to deliver a specific programme. Monitor and evaluate progress. Counsellor to provide targeted support one to one to identified pupils. ICT teacher to monitor and focus on the impact of ICT on improving children's learning behaviour and confidence. Impacting on progress and achievement in all subjects	JGr.	Assessment of impact, monitor seesaw ICT programme. Dec'17 Apr'18 July'18 Observations May '18 <u>Outcomes</u>
Total budgeted cost					£2,200 attendance service. £2,100 – (part time counsellor) £1,000 – (Growth mindset resources) £8,000 – (pastoral support) £1,530 – (ASC funded places)

6. Review of expenditure

Academic Year	2016-17	Total PP budget	£54,120	Date of most recent PP Review	Sept 17
Total number of pupils	171(R-Y6)	Number of pupils eligible for PP	40	PP strategy number	2.

Previous Academic Year		2016-17			
Quality of teaching for all					
Desired outcome	Chosen action/approach	Impact:	Lessons learned:	Cost	
Practices are embedded in the teaching in all classes	Whole staff inset training on growth mind set. All classrooms to display learning styles and promote growth mind set.	Class teachers regularly monitor PP children, file established and used in all classes. Evidenced through observation by PP teacher and monitoring of files.	This has been very effective, class teachers are going to prepare a targeted action plan to have high rate of impact over limited time (max. 4 weeks before reviewed)	£3,720	
SEN pupils to receive individual tuition providing a structured and intensive coaching programme.	Specialist SEN teacher to train TA's to deliver one to one intervention programmes, precision reading and spelling, speed reading.	This was not as affective as other strategies used, having limited impact..	We will use the Specialist teacher to offer training and support to teachers, carry out baseline assessments, agree targets and review on a half	£3,200	

			termly basis	
ii. Targeted support				
Desired outcome	Chosen action/approach	Impact:	Lessons learned	Cost
To raise standards in maths and reading in upper KS2	Outstanding/specialised Teacher released to target pupils across KS2	This was very successful in maths, ks2 results 96% against National of 75%. PP achieving 90%, (Subject to validation) In reading impact less significant KS2 results 73% against National of 71%. PP achieving 60% (subject to validation) A gap of 1 pupil	To continue to invest in Pixl programme across upper KS2 in reading and maths	£38,600
To raise standards in writing across KS2.	Handwriting Spelling punctuation and grammar being a focus across the school. Y6/Literacy subject leader to deliver handwriting and SPAG teaching across KS2 and to up skill kS2 teachers. TA to work with individual pupils on handwriting programme.	This has improved to 70% of PP achieving expected standard. Against National other pupils of 78%, therefore narrowing the gap to only 1 pupil.	TA to continue to work on handwriting programme for small groups. Teachers to liaise with literacy subject lead for advice when needed.	

iii. Other approaches				
Desired outcome	Chosen action/approach	Impact.	Lessons learned (and whether you will continue with this approach)	Cost
To develop children's social, emotional and well being. Also impacting on children's punctuality and attendance.	Small sport group intervention	Positive impact, all children improving attitude to learning and social engagement. This had a positive impact on the children's self esteem and well being also improved punctuality for some pupils.	To be continued 2017 - 18, sports coach to continue to liaise closely with PPC to target PP children to improve their self esteem, concentration and motivation. Funding for 17/18 to be used from Sport funding.	£6,400