

# Pupil premium strategy statement – Knowsley Village Primary School

1. Summary information					
School	Knowsley Village Primary School				
Academic Year	2016-17	Total PP budget	£54,120	Date of most recent PP Review	Sept 16
Total number of pupils	197	Number of pupils eligible for PP	37	Date for next internal review of this strategy	Sept 17

2. Current attainment			
	Pupils eligible for PP	Pupils not eligible for PP	All pupils
% Expected standard in reading, writing and maths	82%	93%	88%
% Expected standard in reading	82%	93%	88%
% Expected standard in writing	82%	93%	88%
% Expected in maths	82%	93%	88%

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> )		
A.	Poor aural skills	
B.	Poor attention skills	
C.	Low self esteem	
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )		
D.	Poor punctuality / attendance	
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.	Children will be able to follow and act upon age appropriate instructions.
B.	To increase attention skills of pupils to 1 minute to match the age of the child plus 1 minute. Children will be given a task to pay attention to for the number of minutes to match their age plus 1 minute	Children are able to remain attentive for the desired time age appropriate

<b>C.</b>	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 sports observations	Children are able to accept and act upon advice, be open to moving their learning forward and prepared to try.
<b>D.</b>	To improve punctuality and attendance to expected school levels. This will be measured through school data collected daily.	Pupils to have good punctuality and attendance at all times.

### 5. Planned expenditure

<b>Academic year</b>	<b>2016-17</b>
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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

<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>Evaluation</b>
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. Use iPads and laptops to enhance learning	Evidence from EEF has shown that children learn better when they have better cognition and self regulation.	Learning walks looking at learning styles looking at learning styles and pupil interviews to look at children's attitudes to and understanding of their learning.	SLT/ JB	
Feedback to be used effectively in all classes in all subjects	Whole staff training, feedback policy agreed and followed by all. Use iPads and laptops to enhance learning	Evidence from EEF has shown that effective feedback has a positive impact on children's learning and self esteem.	Lesson observations termly, book scrutiny, pupil interviews, learning walks	All staff JB	
<b>Total budgeted cost</b>					£8,120

<b>ii. Targeted support</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>Evaluation</b>
To raise standards in maths.	Small group intervention	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	Training of 1 teacher externally, TA internally trained. Pixl coordinator visiting school to offer support termly. Teaching and prep time required resources out of PP budget. Pre and post assessments ½ termly	LW	
To raise standards in reading	Small group intervention	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.	Training of 1 teacher externally, TA internally trained. Pixl coordinator visiting school to offer support termly. Teaching and prep time required resources out of PP budget. Pre and post assessments ½ termly	LW	
To raise standards in writing	Handwriting Spelling punctuation and grammar being a focus across the school	Following success with Y6 handwriting, Y6/Literacy subject leader to deliver handwriting and SPAG teaching across KS2 and to up skill ks2 teachers.	Y6 teacher to work with each KS2 class for 4 weeks and deliver handwriting programme, monitor class teacher continuing programme.	GH	
<b>Total budgeted cost</b>					£38,600
<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>Evaluation</b>
To develop children's social, emotional and well being. Also impacting on children's punctuality and attendance	Small sport group intervention. Social inclusion – uniform/trip funding/ children's uni	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	Trained sports coach to deliver a specific programme. Monitor and evaluate progress.	SMc/ LW	
<b>Total budgeted cost</b>					£8,800

6. Review of expenditure				
Previous Academic Year		2015-16		
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
To enable all children to access a full and varied curriculum and increase family support.	Funding provided for family learning across KS1 and FS Funding for school trips, children's uni, performing arts.	Impact has been positive across KS1 and FS, PP children 100% in maths and phonic screening improved and an upward trend. Social inclusion – this had some impact on PP, uniform provision had no impact, trips had a positive impact	Family learning to continue but to be delivered by school staff and therefore requires no funding. School uniform no funding will be allocated. Money to be allocated for PP to access trips, residential holidays.	£7,390
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
Improve outcomes for groups of children in core subjects.	Outstanding/specialised Teacher released to target pupils across KS2	Had a positive impact across all year groups KS2 children standards raised through intervention	Continuing 2016-17 across KS1 and KS 2, one teacher to be used to have a clearer overview of whole school PP and to be used more in an advisory/monitoring role and to train a TA3 to deliver quality targeted group support to met desired need.	£32,243
iii. Other approaches				
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
To develop children's social, emotional and well being. Also impacting on children's punctuality and	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 2016 – 17, sports coach to liaise more closely with PP teacher to target PP children to improve their self esteem, concentration and motivation.	£7,887