**Knowsley Village Primary School**

**‘Respect for All’**

**Pupil premium strategy statement**

**Pupil Premium Lead- Jane Greensmith (PPL) Pupil Premium Governor- Alison Hambley**

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| 1. **Summary information** | | | | | |
| **School** | Knowsley Village Primary School | | | | |
| **Academic Year** | 2018-19 | **Total PP budget** | £64,340 | **Date of PP Reviews** | Oct ‘18  Apr ‘19  July ‘19 |
| **Total number of pupils** | R-Y6 175  (207 inc Nursery) | **Number of pupils eligible for PP** | 43 \*  25% | **Date of review of this strategy** | Oct ’18. |

\*subject to change

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| **Year group** | **Reception** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** | **Total** |
| **Num on roll** | **26** | **22** | **30** | **26** | **25** | **22** | **23** | **174** |
| **FSM** | **3** | **7** | **8** | **4** | **3** | **4** | **3** | **33** |
| **Ever 6 \*** |  | **1** | **1** | **1** | **3** | **1** | **3** | **10** |
| **% in year** | **24%** | **36%** | **30%** | **19%** | **24%** | **23%** | **26%** | **N/A** |
| **% in school** | **3%** | **5%** | **5%** | **3%** | **3%** | **3**  **%** | **3%** | **25%** |

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| **2. Based on Current attainment :** | | | | | |
| **Year 6 (23 children)** | *SEND pupils eligible for PP* | *All pupils eligible for PP* | *SEND pupils not eligible for PP* | Other pupils not eligible for PP | All pupils (not inc SEN) |
| **% Expected standard in Reading, July 2019** | 0% | 60% | 0% | 100% | 100% |
| **% Expected standard in Writing- July 2019** | 0% | 60% | 0% | 100% | 100% |
| **% Expected standard in Maths– July ‘19** | 0% | 60% | 0% | 94% | 94% |
| **% Expected standard in Reading Writing Maths combined - July ‘19** | 0% | 60% | 0% | 94% | 94% |

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| 1. **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)* | | | | | | | | | | | | | |
|  | | Poor aural skills - Following consultation with teachers, poor listening skills were consistently highlighted as a contributing factor to lower attainment. This is impacting on all areas of learning across key stage 1 and 2.  At key stage 2 an average scaled score of 101.2 for eligible pupils against an average of 104.5 for non-eligible in reading outcomes, therefore a difference of 3.3 average score.  (KS2 results – MIME Sept 2018) | | | | | | | | | | | |
|  | | 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) | | | | | | | | | | | |
| **C.** | | Lack of academic resilience – Following consultation with teachers and support staff lack of resilience was highlighted as a contributing factor to lower attainment and pupils not achieving Greater Depth of study. | | | | | | | | | | | |
| **D.** | | Lack of educational opportunities outside of school hours to extend and embed learning has impacted on the % of children achieving Greater Depth of study -  Reading Greater depth – All children at KV– 11% National All – 28% PP KV- 12% PP National – 14%  Writing Greater Depth- All children at KV - 17% National All – 20% PP KV– 0% PP National – 10%  Maths Greater depth- All children at KV – 11% National All- 24% PP KV– 0% PP National – 13%  SPAG Greater Depth - All children at KV - 33% National All– 34% PP KV– 20% PP National - 21%  PP Pupils achieved 0% at greater depth of combined RWM in KS2 (2018) against national average of 9% | | | | | | | | | | | |
| **External barriers** *(issues which also require action outside school, such as low attendance rates)* | | | | | | | | | | | | | |
| **E.** | | Poor punctuality / persistent absence – 24.1% of our PP children are persistently absent against non-eligible of 6.7%.  Overall absence 6.7 % against non-eligible of 3.8% (MIME report Sept 2018)  Over the last six years at Knowsley Village PP children absence – 28.1% against a national of 24.3% | | | | | | | | | | | |
| 1. **Desired outcomes** | | | | | | | | | | | | | |
|  | *Desired outcomes and how they will be measured* | | | | | | | *Success criteria* | | | | | |
|  | 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. | | | | | |
|  | 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. | | | | | |
|  | To raise all children’s academic resilience 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 scrutiny. | | | | | | | 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 | | | | | |
|  | 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. | | | | | |
|  | 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** | 1. To increase aural skills 2. To increase reading engagement 3. To increase academic resilience across all subjects 4. To improve % of PP pupils achieving greater depth of study 5. 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. 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) | | | | | |
| 1. **Planned expenditure** | | | | | | | | | | | | | |
| **Academic year** | | | **2018-19** | | | | | | | | | | |
| 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. | | | | | | | | | | | | | |
| 1. **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 (esp foundation subjects | | | Whole staff training, feedback policy agreed and followed by all.  Subject leads through book scrutiny and pupils interview to investigate impact and quality of feedback. | | 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.PPL to meet with PP children and class teachers half termly to discuss their progress and agree next steps.  Subject leads to focus on quality feedback and impact, offering support. | | | | **JB/SLT**  **Subject leads**  **JGr**  **All staff** | | | Pupil interviews and book scrutiny  Aut ’18, Spr’19, Sum’19  Outcomes- |
| To raise standards in writing across KS1 and 2. | | | Handwriting  Spelling punctuation and grammar being a focus across the school. Independent writing taking place weekly. | | Limited impact with this approach 2017-18 due to lack of early intervention. English subject lead to deliver handwriting and SPAG teaching across KS1 and KS2 to provide CPD for staff and identified areas where more support needed.  TA to work with individual pupils on handwriting programme that have been targeted by English lead, focus on writing stamina and speed. | Y6 teacher to work with each KS1 and 2 class for 2 weeks and deliver handwriting programme, monitor class teacher continuing programme. Support TA delivery of the continued handwriting programme.  All staff to follow Grammar programme and children from Y1 – 6 to have termly Grammar assessments and track progress so intervention can be targeted. | | | | **GH** | | | Pupil interviews and book scrutiny measuring impact of handwriting input.  Aut ’18, Spr’19, Sum’19  Outcomes – |
| To raise standards in reading across KS1  and 2 | | | **Speed reading practice to be used using PIXL resources across KS2**  **Variety of reading materials be introduced to class and school libraries targeting pupils interest, especially upper KS2 boys.**  **TA reading champion, to provide daily reading across the school.** | | 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. | Reading lead to provide range of materials to suit cohort and to monitor pupils use of materials and PP TA to support re stocking and keeping the reading material fresh and interesting.  Buy into library service to increase the range and frequency of change of books for all your groups and ranges of readers | | | | **JGr**  **EW** | | | Pupil interviews and book scrutiny measuring impact of increased reading of a range of genres.  Speed reading results provided termly.  Aut ’18, Spr’19, Sum’19  Outcomes – |
| 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 assessment results for 2017-18, pupils not achieving at GDS, focus needs to be widened so core skills being used at GD in all subjects for this to enable pupils to embed their skills and give more opportunity to achieve the GDS | PP and subject lead review day to support subject leads monitoring of the wider curriculum and greater depth opportunities.  Tracking system of all key and core skills used across all foundation subjects used to inform SLT and PPL and increase intervention or support if needed. | | | | **All Staff**  **CF** | | | Pupil interviews and book scrutiny measuring impact.  Aut ’18, Spr’19, Sum’19  Outcomes – |
| **Total budgeted cost** | | | | | | | | | | | | | £8,100 (Supply cover for pupil mentoring/ targeted support)  £1,214 – Reading materials  £3,000 Library service  £14,000 – TA (reading) |
| 1. **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 and reading in upper KS2 and increase GDS. | | | Small group intervention  Wider curriculum to develop skills.  Theme days  Pixl programme | Following success of the Pixl programme in 2017-18, school has decided to continue to buy into the scheme and will target PP who are below ARE across KS2 to help fill gaps in maths and reading knowledge and understanding.  (EEF toolkit Small group tuition +4 months). | | | Training of PL 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, analysis of assessment materials  Aut’18 Spr’19 Sum’19  Outcomes- |
| To raise standards in writing in upper KS2, including children achieving GDS. | | | Small group intervention  Use of wider curriculum to give depth of learning and opportunity to rehearse skills.  Theme days | Following success of Pixl programme with Reading and Spelling school has decided to invest in the writing resources and assessment also.  Research has shown that small group tuition has a positive impact and this approach will be used with PPL teacher checking that the skills taught in groups have been transferred to classroom and assessments  (EEF toolkit Small group tuition +4 months). | | | Pixl Coordinator visiting school to offer support termly.  Teaching and prep time required resources out of PP budget.  Pre and post assessments ½ termly  PPL teacher to deliver Grammar session to targeted groups of PP children in upper KS2 | | | | JGr | | Pupil interviews and book scrutiny.  Survey PP children on enjoyment of the theme days, writing opportunities.  Assessment tracking  Aut’18 Spr ’19 Sum’19  Outcomes |
| **Total budgeted cost** | | | | | | | | | | | | | £714 Britannica  £2,800 (PixL programme)  £20,352 (full time TA) |
| 1. **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, 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). | PP lead teacher to deliver a specific programme. Monitor and evaluate progress.  Counsellor to provide targeted support one to one to identified pupils.  Use of class dojo reward system across KS2 to raise self esteem and promote growth mindset.  School reward systems to be used effectively SLT to monitor closely | | | JGr. | | | Assessment of impact, monitor class dojo programme. Track attendance and punctuality  Outcomes | |
| **Total budgeted cost** | | | | | | | | | | | | £1,180 attendance service.  £2,450 – (part time counsellor)  £1,000 – (Growth Mindset resources)  £8,000 – (pastoral support)  £1,530 – (ASC funded places) | |

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| **EYFS**  **Summary information** |
| Year group- Nursery Number on roll\* 33 (ECO / Extended childcare offer – 17 pupils, universal 16 pupils) Disadvantaged (EYPP) To be confirmed |

\*This changes termly as there is a new intake of nursery children in the spring and summer term

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| **EYFS. Barriers to future attainment (for pupils eligible for PP, including higher ability)** | | |
| **In-school barriers** *(issues to be addressed in school).* | Baseline assessment for PP children in 18/19 showed scores on entry for Communication and Language were low.  ( KV tracking system) | Speech and Language specialist TA to support in Nursery.  Speech and language sessions for individuals/ targeted groups.  EYFS teacher to use the Blast programme to develop vocabulary, listening skills and early reading skills.  Shared outdoor area for N and R children to develop language and communication skills, PSE and a diverse range of adult support and skills (Action plan in place,) |
|  | Listening and attention. 22-36 months – 33% |
|  | Understanding. 22-36 months – 33% |
|  | Speaking. 22-36 months – 33% |
|  | Reading 22-36 months – 33% |  |
|  | Writing 22-36 months – 33% | **EYPP funding** To be confirmed |
|  |  | **Total budgeted cost** TA2 cost |

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| **Desired Outcomes** | |
| *Desired outcomes and how they will be measured* | *Success criteria* |
| At the end of Nursery the gap, between PP and national non- PP children, in Communication and Language will close. | Pupils eligible for Pupil Premium in Early Years make accelerated progress so the number of pupils meeting A.R.E. in Listening & Attention, Understanding & Speaking are in line with *other* children in school and nationally. |

1. **Review of expenditure**

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| **Academic Year** | 2017-18 | **Total PP budget** | £51,480 | **Date of most recent PP Review** | Oct 18 |
| **Total number of pupils** | 169(R-Y6) | **Number of pupils eligible for PP** | 47\* 27% | **PP strategy number** | 3. |

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| Previous Academic Year | 2017-18 | | | | |
| **Quality of teaching for all** |  | | | | |
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| **Desired outcome** | **Chosen action/approach** | **Impact**: | | **Lessons learned:** | Cost |
| Feedback to be used effectively in all classes in all subjects | Whole staff training, feedback policy agreed and followed by all. | 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. | | Through processes, evidence that feedback having a positive impact on learning and moving learning forward, discussion with children showed they are consistently looking for feedback to show them how to progress. Needs to be used increasingly effectively in foundation subjects also. | £3,900 |
| To raise standards in reading, writing and maths | Y6 teacher to work with each KS2 class for 4 weeks and deliver handwriting programme, monitor class teacher continuing programme.  PPL to monitor pupils use of materials and PP TA to implement the initiative.  PP review day to support subject leads monitoring of the wider curriculum and greater depth opportunities.  Student council pupils receiving CPD | Speed reading programme delivered across KS2 and all reading scores increased across all year groups following the programme, this will be continued 2018-19.  Reading results for KS2 increasing by 10% to 83% 2017-18  SPAG teaching saw no improvement and KS2 results dropped by 16% to 72% and this needs to be a focus for PPL teacher 2018-19 | | Speed reading has had a positive impact in all year groups including end of KS2.  Y6 teacher delivered programme and had a limited short-term impact. Y6 teacher needs to work with TAs to enable a longer programme of support for pupils who need it across KS2. Also needs to be introduced to KS1 to enable early intervention.  Focus needs to be on SPAG across KS2 to ensure the gap is closed so PP achieve inline with National. | £4,000 |
| ii. **Targeted support** | | | | | |
| **Desired outcome** | **Chosen action/approach** | | **Impact**: | **Lessons learned** | Cost |
| To maintain standards in maths in upper KS2 and increase GDS. | Small group intervention Wider curriculum to develop skills. Theme days | | 87% of PP achieved the expected standard end of KS2, 4% higher than all pupils. | No increase in GD and this needs to be the focus for 2018-19, need to maintain input for all PP and provide extension targeted opportunities for GD pupils with PPL teacher. | £11,576 |
| 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 | | 75% achieving expected standard,14% achieving GDS. There was still a gap of 8% with all pupils, but this gap has closed by 5% from 13%2016-17. | Gap is closing but still need to continue with this as a focus so that all PP are in line with National and gap with all pupils in Knowsley Village needs to be closed. Small group intervention is working but needs to continue and also target Y5 PP. | £11,576 |
| 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. | | 100% SEND and PP achieved the reading and Maths expected standard, and 100% did not achieve writing or Grammar, continue with support for reading and more input needed for writing and Grammar | Specialist SEN teacher intervention has had desired impact and needs to continue, this one to one programme needs to be used with grammar also. | £6,920 |
| iii. Other approaches | | | | | |
| Desired outcome | Chosen action/approach | | Impact. | Lessons learned  (and whether you will continue with this approach) | Cost |
| Develop children’s social, emotional and well being.  Impacting on children’s punctuality and attendance | Small PSHE group intervention, Lunchtime groups, BC and ASC funded places | | Children have become more resilient and this can be seen in the decrease in the gap between PP and all pupils. By offering group intervention in the morning pupils more motivated to come into school and would come to school late rather than not at all. ASC places allowed the pupils who needed the additional support to have the opportunity to do homework, reading and spelling with school staff having a positive impact on progress. | To be continued 2018 – 19,  to target PP children to improve their self-esteem, concentration and motivation. Also providing additional time to reinforce learning covered in class. | £14,830 |