



Pupil Premium Strategy

1. Summary information			
School	Kingfisher Hall Academy		
Academic Year	2018/2019	Total PP budget	£162,360
Total number of children	464(N- yr6) 413	Number of eligible for PP	165

2. Prior attainment as at Autumn Term 2018		
Year 6 - In 2018 there were 33 pupils eligible for pupil premium. 52% were girls and 48% boys. 18% were on the SEN register and 21% had EAL. 6% supported by TAF, CIN or Social Care Teams.	<i>eligible for PP</i>	<i>not eligible for PP</i>
% achieving age-related expectations or above combined in reading, writing and maths	24	56
% achieving age related expectations or above in reading	58	84
% achieving age related expectations or above in writing	46	56
% achieving age related expectations or above in mathematics	39	80
Year 5 - In 2018 there were 24 pupils eligible for pupil premium. 58% were girls and 42% boys. 8% were on the SEN register, 33% had EAL. 0% supported by TAF, CIN or Social Care Teams.	<i>eligible for PP</i>	<i>not eligible for PP</i>
% achieving age related expectations or above in reading	63	64
% achieving age related expectations or above in writing	50	69
% achieving age related expectations or above in mathematics	71	69
Year 4 - In 2018 there were 28 pupils eligible for pupil premium. 43% were girls and 57% boys. 7% were on the SEN register, 53% had EAL. 5% supported by TAF, CIN or Social Care Teams.	<i>eligible for PP</i>	<i>not eligible for PP</i>
% achieving age related expectations or above in reading	71	63
% achieving age related expectations or above in writing	7	3
% achieving age related expectations or above in mathematics	70	60

Year 3 - In 2018 there were 27 pupils eligible for pupil premium. 52% were girls and 48% boys. 22% were on the SEN register, 22% had EAL. 4% supported by TAF, CIN or Social Care Teams.	<i>eligible for PP</i>	<i>not eligible for PP</i>
% achieving age related expectations or above in reading	56	73
% achieving age related expectations or above in writing	41	73
% achieving age related expectations or above in mathematics	70	67
Year 2 - In 2018 there were 13 pupils eligible for pupil premium. 46% were girls and 54% boys. 23% were on the SEN register, 23% had EAL. 0% supported by TAF, CIN or Social Care Teams.	<i>eligible for PP</i>	<i>not eligible for PP</i>
% achieving age related expectations or above in reading	69	55
% achieving age related expectations or above in writing	62	70
% achieving age related expectations or above in mathematics	54	60
Year 1 - In 2018 there were 19 eligible for pupil premium. 21% were girls and 79% boys. 21% were on the SEN register, 37% had EAL. 5% supported by TAF, CIN or Social Care Teams.	<i>eligible for PP</i>	<i>not eligible for PP</i>
% achieving age related expectations or above in reading	74	75
% achieving age related expectations or above in writing	56	75
% achieving age related expectations or above in mathematics	74	80
EYFS - In 2018 there were 19 eligible for pupil premium. 53% were girls and 47% boys. 5% were on the SEN register, 26% had EAL. 0% supported by TAF, CIN or Social Care Teams.	<i>eligible for PP</i>	<i>not eligible for PP</i>
% achieving age related expectations or above in reading	26	42
% achieving age related expectations or above in writing	80	83
% achieving age related expectations or above in mathematics	53	56

3. Barriers to future attainment (for eligible for PP, including high ability)

In-school barriers

A.	Rates of Progress and Attainment
B.	Behaviour, confidence and communication skills
C.	Limited literacy experiences
D.	Percentage of our PP children with SEND (22%)
E.	Percentage of our PP children with EAL (23%)

External barriers

F.	Attendance and punctuality
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G.	High social deprivation area	
H.	Lack of parental engagement	
I.	Access to enrichment experiences	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	To raise the attainment of eligible pupils and close the gap between pupils and their peers in <u>R, W, & M across KS1 & KS2</u> .	Pupils eligible for pupil premium make as much progress as all non-pupil premium pupils across Key Stage 1 & 2 in reading writing and maths measured by teacher assessments and successful moderation practices established across the Trust and national tests. Implementation of PIRA and PUMA teacher assessments to better inform teacher assessment and establish robust approach to tracking pupil progress.
	All pupils eligible for pupil premium will attain expected levels in the <u>Year 1 phonics</u> screening	Early intervention strategies and parental engagement using our experienced staff and our school Outreach Team will support pupils to make expected progress in reading and phonics ensuring differences are diminishing for disadvantaged Pupils. Targetted intereventions in EYFS and Year 1 will support all pupils, particularly those who are at risk of falling behind - including match level learning groups for Reading and RWI, Class teacher carrying out 1:1 tutoring.
	All pupils eligible for pupil premium working at <u>greater depth</u> will be in line or above with non-pupil premium pupils working at greater depth	Attainment & Progress differences between Higher Achieving pupil premium and higher achieving non- pupil premium are diminishing. There will be a higher % of pupil premium working at greater depth (3 + stages above ARE)
B.	All pupils eligible for pupil premium will be settled and secure in school; they will have their emotional needs met and will be happy and ready to engage and learn. (This will be monitored through learning observations, discussions with parents and Behaviour Logs). Pupils will be able to talk about their feelings in a controlled way and acknowledge problems can be solved.	A range of targetted theraputic approaches have been established including access to CHAT Educational Pyschologist, play therapist, drawing and talking and SWERRL. This will increse the well being and engagement of all pupils, creating a purposful envioromment . Pupils have less fall-outs and need less support in class time to resolve potential difficuluties in friendships. Pupils retain more friendships All children eligbe will take part in all activities Staff perception
C.	Pupils eligible for Pupil Premium's reading improves in line with non-pupil premium pupils	Pupil Premium pupils make improved progress in reading so that their writing is influenced by this. Pupils enjoy reading and can talk enthusiastically about a book they are enjoying (CHAT Read Aloud Campaign and Big Cat Collins books) Pupil Premium pupils can achieve well in spelling- curriculum letters and web site to include spelling lists. Pupil Premium pupils achieve in line with or above non-PP Pupils in reading through targeting individual and small group tutorial. Targeted Reading aloud Club year 3 PP pupils led by our Outreach team. Introduction of Reading Eggs a web based online homework for pupils, will enhance home learning opportunities and support pupils independence and love of reading.
D.	Eligible pupils with SEND will all be receiving relevant and carefully monitored provision	Early identification of SEND Successful applications made to relevant outside agencies CPD for SEND support staff to facilitate need in house when possible SENCO monitoring cycle to include feedback on progress of interventions
E.	Eligible pupils who are EAL will be able to access all areas of the curriculum	Clearly planned and differentiated activities Celebration of all languages Purchase of multi lingual texts

F.	The attendance of PP pupils improves	Reduce the number of persistent absentees among eligible for PP Attendance Officer, CHAT EWO, Safeguarding team and Lead on Well-being involvement Attendance for the Pupils is in line or above national at 96%. Half termly meeting with SLT and Attendance officer
G.	Parents feel supported and able to access all aspects of school life.	Financial support will be given for educational visits Places given in breakfast and after school clubs
H.	The capacity of family's wellbeing will be increased through early intervention, close working with all agencies and additional in school support	More families will engage with the academy during half termly coffee mornings. Develop effective and efficient partnership with parents and other agencies, families will be supported at TAF reducing the need for engagement with safeguarding and CP teams.
I.	Enrichment opportunities provided that suit our children	Children will have the opportunity to engage in enrichment activities Class teachers will organise trips and visitors to enhance the learning and provide new experiences and opportunities for their children

5. Planned expenditure					
Academic year	2018/19				
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	When will you review implementation?
To improve the progress and raise the attainment of all PP children	Delivery of a 5-week unit for staff CPD on Meta-cognitive and Self-regulation strategies	EEF Teaching and Learning Toolkit Planning shows evidence of a variety of skills: enquiry, cross-curricular and problem solving	Monitoring cycle Children will be able to plan their approach to tasks Progress will be evaluated during pupil progress meetings	AHT SLT	Half termly
	Developing more effective feedback practices	The EEF says that feedback should: Be specific, accurate and clear Compare what the learner is doing correctly now with what he/she has done wrong before Provide specific guidance on how to improve Be supported by effective professional development for teachers	Teachers will be given time during Teacher Led Interventions to engage in effective marking and feedback sessions which will be monitored as part of the monitoring cycle by SLT	SLT	Half termly
				Cost:	£3000

	<p><u>Reading and Writing</u> Weekly SLT support for writing Warwick University English project Cross school and LA moderation Year 6 plan all subjects around a core book Reading intervention Y6 New reading scheme Local Authority review of teaching and learning in English across the school Literacy and Language scheme for writing and spelling lessons</p>	<p>Whole school focus on talk for writing allowing children to imitate the language they need for a particular topic Key stage 1 and 2 results and internal data shows that children are not meeting or exceeding the expected standard in reading and writing Teachers feedback shows gaps in subject knowledge and confidence in assessing and providing experiences that will allow children to excel in reading and writing A need to secure and share teacher judgements in reading and writing</p>	<p>Whole class teaching Cross school moderation SIP partner Feedback from SIP reviews Improved end of key stage outcomes which closer reflect the national average Accelerated progress evident in each year group in reading and writing Lesson observation and book looks show impact of training Outcome of internal observations show good AfL used in class Staff awareness of key groups is improved Children will attend More Able enrichment activities</p>	<p>CT SLT</p>	<p>Half termly</p>
				<p>Cost:</p>	<p>£45000</p>
	<p><u>Maths</u> Maths training and mentoring for year groups with Peter Warwick Maths workshops for Y2 and Y6 Y6 Saturday School Maths interventions across the school in the pm Downsizing Y6 and Y2 Inspire Maths programme Whole school maths audit and new resources Additional CT in Yr 6</p>	<p>Key stage 1 and 2 results and internal data shows that children are not meeting or exceeding the expected standard in maths Teachers feedback shows gaps in subject knowledge and maths pedagogy Lack of experience and confidence in planning a series of effective maths lessons A need to secure and share teacher judgements in maths Downsizing has shown accelerated progress for children</p>	<p>Accelerated progress of children attending maths interventions Book looks show a deeper and wider knowledge of mathematical concepts and skills Accelerated progress evident in books Improved outcomes at the end of each key stage for maths Maths observations are consistently good across the school Planning reflects a deep understanding of mathematical concepts and pedagogy</p>	<p>CT SLT</p>	<p>Half termly</p>
				<p>Cost:</p>	<p>£45000</p>
<p>ii) Targeted Support</p>					
<p>PP children are identified, tracked and supported</p>	<p>Increase teachers understanding of Target Tracker so that they can</p>	<p>Teachers understanding to track progress and attainment of key groups of children including PP children</p>	<p>The school can demonstrate the opportunities and support given to PP children and the impact of these on outcomes</p>	<p>DHT SENCO</p>	<p>Ongoing</p>

	track the progress and attainment of pp children Staff training on the implications of being a PP child and its impact this has on future life chances Implement a Pupil Premium provision map Develop class context sheets for teachers to complete before half termly progress meetings.	No current system that tracks PP children's interventions, activities and outcomes overtime Gaps are generally growing for PP children across the school	The school can demonstrate the effectiveness of the PP Spend on pupil outcomes Pathway of interventions and support is embedded across the school for under-attaining PP pupils		
Increase the number of PP children who meet and exceed end of year expectations across the school	Year group interventions established for R, W, M Easter school Additional teacher in Y6 After school phonics interventions Free places at paid after school clubs Free breakfast club places Small group learning 1:1 learning	National data on the gaps between PP and their peers Internal attainment gap growing PP children not meeting or exceeding ARE	Improved attendance at a wide variety of additional learning clubs Gaps are closing for disadvantaged pupils across the school Greater number of PP children achieve ARE in each year group PP children make good progress across the school End of Ks2 results show that PP children are achieving as well as their peers	SLT SEND	Termly
				Cost:	£15000
iii) Other Approaches					
Improved attendance and punctuality	Raising the profile of attendance and punctuality to children, staff and parents The introduction of HEROs (Here, Every day, Ready to learn, On time) Rigorous monitoring of attendance by Education Welfare Officer Communication with persistent absentees timely	The Education Act 1996 states that all pupils should attend school regularly and punctually. 'If a child of compulsory school age, who is a registered pupil at a school fails to attend regularly at the school, his parent is guilty of an offence.'	Improved attendance for identified PA children Decrease in the number of pupils identified as PA Improved overall attendance Children and parents engaged in attendance matters	CT DHT EWO	Weekly

	First day contact with parents				
Improved engagement of all parents	<p>Target parents for coffee mornings</p> <p>Scheduled half termly coffee mornings</p> <p>Maths and English learning days</p> <p>Stay and plays for new intake</p>	<p>Effective collaboration with parents supports pupils' learning and progress</p> <p>Engagement with parents in the school environment has a positive impact on children</p>	<p>Improved attendance and engagement of parents at coffee mornings and workshops</p> <p>Monitor parental engagement both formally and informally and adopt next steps approach to encourage better communication and participation</p> <p>Parents have an insight to our teaching approaches</p>	DHT AHT	
Improved behaviour, communication and confidence	<p>PHSE lessons are regular</p> <p>Circle time etc.</p> <p>Raise the profile of School Virtues in assemblies</p> <p>Children attend play therapy and 'drawing and talking' sessions</p> <p>Educational Psychologist employed to support areas of need</p> <p>Revised behaviour strategy</p>	<p>PSHE time allows a child to share anything on their mind and seek support or advice from Pupils and adults in the room. Intervention groups create an emotionally safe ethos and the pupils will always feel happy to share their thoughts/fears/worries. This will mean the teachers become aware of concerns.</p> <p>Weekly LABS sessions with SLT, EWO, safeguarding team and SENCO to discuss impact and evaluate further/additional support/early identification of needs.</p> <p>Counselling and EP involvement will support those pupils with more challenging problems.</p> <p>Pupils open up and learn strategies to cope with unhappy feelings. They find solutions to problems or friendship issues and then they can then become more engaged in school work.</p>	<p>Speak with the pupils to see that they feel they can talk about their feelings in class</p> <p>Drop ins to lessons will show the class ethos</p> <p>Training with EP to staff who are unsure about good quality circle time</p> <p>SLT respond to issues raised</p> <p>Children will receive support to ensure good mental health when needed</p> <p>SENCo/SLT to monitor impact of intervention groups</p>	SLT monitoring	<p>September 2018</p> <p>½ termly monitoring</p> <p>Pupil survey June 2018</p>
				Cost:	£30000