

## Kildwick CE VC Primary School Pupil Premium Strategy Plan End of Year Summary 2016-17

1. Summary Information			
Total PP budget	£8520 (Including £600 Service children grant)	Date of next strategy review meeting	September 2017
Number of pupils eligible for PP	8 (6 + 2 service children)	Link Governor	TBA
Total number of pupils in school	127	Lead Teacher	Tim Whitehead

2. 2016 Attainment		
	Pupils Eligible for PP	Pupils not eligible for PP
EYFS GLD %	0 Pupils in 2015 - 16	77.8%
Y1 Phonics %	1 pupil – WT = 100% (35/40)	75%
Y2 KS1 RWM	1 pupil – RWM = 100%	61.1%
KS2 % RWM EXS+	1 pupil – RWM = 0%	66.7%

3. 2016-17 Autumn 2		
	Pupils Eligible for PP	Pupils not eligible for PP
EYFS GLD %	1 Pupil -100%	72%
Y1 Phonics %	0 pupils	35%
Y2 KS1 RWM	1 pupil – RWM = 100%	68%
KS2 % RWM EXS+	2 pupils – RWM = 50%	80%

4. 2016-17 Spring 2		
	Pupils Eligible for PP	Pupils not eligible for PP
EYFS GLD %	1 Pupil – 100%	78%
Y1 Phonics %	0 pupils	65%
Y2 KS1 RWM	1 pupil – RWM = 100%	62%
KS2 % RWM EXS+	2 pupils – RWM = 50%	82%

## Kildwick CE VC Primary School Pupil Premium Strategy Plan End of Year Summary 2016-17

<b>5. 2016-17 End of year update</b>		
	Pupils Eligible for PP	Pupils not eligible for PP
EYFS GLD %	1 Pupil – 100%	77%
Y1 Phonics %	0 Pupils	94%
Y2 KS1 RWM	1 pupil – RWM = 100%	53%
KS2 % RWM EXS+	2 pupils – RWM = 50%	84%

### End of Year Whole School Attainment Data 2016-17

Year Group	Reading PP % at ARE	Reading Non PP % at ARE	Writing PP % at ARE	Writing Non PP % at ARE	Maths PP % at ARE	Maths Non PP % at ARE
Rec (1 pupil)	100%	83%	100%	83%	100%	83%
1 (0 Pupils)	0 Pupils	84%	0 Pupils	87%	0 Pupils	94%
2 (1 Pupil)	100%	60%	100%	60%	100%	80%
3 (1 Pupil)	100%	79%	100%	74%	100%	74%
4 (3 Pupils))	100%	74%	75%	68%	75%	74%
5 (1 Pupil)	0%	89%	0%	89%	0%	89%
6	50%	95%	50%	90%	100%	90%

<b>6. Barriers to future attainment for PP (Inc. Pupil Progress)</b>	
A	Improve the learning behaviours of PP children in order to maximise achievement and attainment
B	Accelerate the progress of those PP children identified as below age related expectations
C	Support and develop home learning strategies with some PP children
D	Address Speech and Language Development with three PP children
E	Monitor attendance of PP inc. lateness
F	Ensure that PP children are involved in extracurricular activities

## Kildwick CE VC Primary School Pupil Premium Strategy Plan End of Year Summary 2016-17

<b>7. Outcomes</b>		
	<b>Desired outcomes and how they will be measured</b>	<b>Success Criteria</b>
A	<p><i>Improve the learning behaviours of some PP children in order to maximise achievement and attainment.</i></p> <p>Children displaying positive learning behaviours consistency in classrooms and around the school.</p>	Lesson observations, book scrutiny and school tracking and monitoring systems show that children are using good learning behaviour. Data shows all PP children making good progress and attaining in line with their non-pp peers.
B	<p><i>Accelerate the progress of those PP children identified as below age related expectations.</i></p> <p>Higher rates of progress are made by all PP children across all Key Stages, identified as being below age related expectations, in order to close the gap with their non PP peers</p>	School tracking and monitoring systems and teaching staff performance management meetings show that underachieving PP children have closed the gap with their peers.
C	<p><i>Support and develop home learning strategies with some PP children</i></p> <p>Children engaged more in positive home activities (including homework) which will reinforce and support learning in school. Parents involved in parent consultations and Individual Provision Map meetings to take place.</p>	Completing homework and home related activities. To be discussed in pupil progress meetings with Teaching Staff.
D	<p><i>Monitor attendance of PP inc. lateness</i></p> <p>Children to arrive on time and be collected on time ready for learning.</p>	Monitor through SIMs and through Pupil Progress meetings with Teaching Staff.
E	<p><i>Ensure that PP are engaged and involved in extracurricular activities.</i></p>	Monitor through group lists to ensure proportionate amounts of PP children are attending and supported to access groups if required.

## Kildwick CE VC Primary School Pupil Premium Strategy Plan End of Year Summary 2016-17

<b>Actual Outcomes 2016-7</b>	
A	<p><i>Improve the learning behaviours of some PP children in order to maximise achievement and attainment.</i></p> <p>Outcome: Transition arrangements between school and nursery providers have improved this year. We were made aware of some learning issues relating to potential FSM6 children and put in place a plan for visits to school prior to commencing. This was a great success and the barriers to learning were quickly addressed. Through general observations PP have not been identified as not being engaged in their learning. However, this group of children remains an area that is discussed at every Pupil Progress meeting and careful monitoring remains in place.</p>
B	<p><i>Accelerate the progress of those PP children identified as below age related expectations.</i></p> <p>Outcome: The majority of PP children are progressing in line with their peers.</p> <ul style="list-style-type: none"> <li>• All EYFS PP children achieved GLD</li> <li>• All year 2 PP children achieved EXP + in Reading, Writing and Maths</li> <li>• All Year 3 PP children made 5 or 6 steps of progress in Reading, Writing and Maths</li> <li>• Good Progress for Year 4 PP children this year with all making expected progress in reading and 66% in writing and maths</li> <li>• Good Progress in year 5 – with the majority making 5 or 6 steps in reading, writing and maths</li> </ul> <p>Areas for development:</p> <ul style="list-style-type: none"> <li>• Progress in writing and maths in year 4 is slower with an average of 3 or 4 steps</li> <li>• Progress with writing in year 5 was slower</li> </ul>
C	<p><i>Support and develop home learning strategies with some PP children</i></p> <p>Outcomes: This target has been met. All PP parents attended parent consultation evenings and extra learning events throughout the year. Stay and Play events in EYFS were attended by all PP children. Meet the teacher events and reading workshops were attended by the majority of PP parents.</p>
D	<p><i>Monitor attendance of PP inc. lateness</i></p> <p>Outcomes:</p> <ul style="list-style-type: none"> <li>• Attendance for PP children was 97.3 % for the year 2016-17 compared to ... for non PP children</li> <li>• 1 child had 91% attendance</li> </ul>
E	<p><i>Ensure that PP are engaged and involved in extracurricular activities.</i></p> <p>Outcomes:</p> <ul style="list-style-type: none"> <li>• The vast majority of PP children have taken part in a club within school during the year 2016-17</li> <li>• The vast majority of KS2 PP children have represented school in an extra-curricular sporting competition</li> <li>• The few children that haven't are engaged in extra - curricular activities organised by their parents.</li> </ul>

## Kildwick CE VC Primary School Pupil Premium Strategy Plan End of Year Summary 2016-17

<b>8. Planned Expenditure</b>					
Desired outcome	Chosen action/ support	Evidence and rationale	Implementation	Staff lead	Review
<i>D. Monitor attendance of PP inc. lateness</i>	School office and HT to closely monitor the attendance and arrival times / collection times of PP children including medical appointments, holidays and special circumstances. HT to meet with parents where attendance or poor time keeping is poor. Ensure standard school attendance processes work effectively	Cannot improve the attainment and progress of PP children if they are not attending school and arriving at the same time as other children / being collected in time. Children also become anxious at the end of the day if they think they will be collected late. can impact on afternoon learning and engagement.	Ongoing	TW, SC	Review Termly in Pupil Progress Meetings.
<i>B. Accelerate the progress of those PP children identified as below age related expectations.</i>	Utilise SEN TA's (additional hours) in EYFS and Yr 6 to deliver focused interventions to include PP children.	<p>TA's to provide interventions in:</p> <p>Handwriting – Yr 6</p> <p>Ginger bear – Speech and Language – EYFS</p> <p>Speech sessions – EYFS</p> <p>Dough Disco – EYFS</p> <p>Spelling club – Year 6</p> <p>These focus groups with mixed ability children (EYFS groups) will allow the children to develop skills through their peers as well as giving them the opportunity to work in smaller learning groups addressing specific issues which may be</p>	Ongoing	TW, Maths, English and Science Subject Leaders, EYFS Leader.	Review Termly in Pupil Progress Meetings.

## Kildwick CE VC Primary School Pupil Premium Strategy Plan End of Year Summary 2016-17

		<p>having an impact on learning in core subjects.</p> <p>These sessions also aim to improve confidence and self-esteem.</p>			
<p><i>C. Support and develop home learning strategies with some PP children</i></p>	<p>Teachers to complete an Individual Provision Map for any PP children not making the same progress as non PP Peers.</p> <p>Teachers should then share this with parents every half term and include one home learning task.</p>	<p>Meeting monthly with parent of PP children who are not making expected progress will improve and develop relationships between teachers and parents.</p> <p>Teachers can discuss home learning activities which will reinforce learning in school and review them on a regular basis with parents.</p> <p>Home learning targets will be specific, measurable and achievable and provide children and parents a focus.</p> <p>Where required Teachers should provide parents with any equipment which may support and encourage learning. For example: scissors, whiteboards, pens, pencils, books.</p> <p>Communicate positive progress with parents using Marvellous Me</p>	Ongoing	Class Teachers, TW	Review in Pupil Progress Meetings with Teachers.

## Kildwick CE VC Primary School Pupil Premium Strategy Plan End of Year Summary 2016-17

<p><i>D. Ensure that PP are engaged and involved in extracurricular activities.</i></p>	<p>School to increase the number of groups and activities offered to all children before and after school. This will include: gym club, creative writing club, lego club, running club, football and rugby, construction club, choir, spelling (KS2), Phonics (Rec / KS1) and samba band. Where there is a cost PP families will be assisted where required.</p> <p>Staff to ensure that PP children are involved in peer led groups</p>	<p>Attending groups will provide children the opportunity to develop in a number of areas as well as ensuring that they are fully included in day to day school life, building and developing relationships with peers and self-esteem and confidence.</p>	<p>Autumn Term</p>	<p>TW / DA</p> <p>LP – Peer Led groups – school council, fairtrade and Eco Council</p>	<p>Termly in Pupil Progress meetings</p>
<p><i>A. Improve the learning behaviours of some PP children in order to maximise achievement and attainment.</i></p>	<p>Introduce consistent behaviour management strategies in KS 2 to be used in classes 3/4/5.</p> <p>Introduce Marvellous Me as an aid to communicate positive behaviour for learning with parents.</p>	<p>This will ensure that children are familiar with behaviour management strategies within their key stage and assist transition to new classes. Improved behaviour, particular at the start of a new school year will improve attainment for the children.</p>	<p>Summer 1</p>	<p>TW, KS2 Teachers</p>	<p>End of Summer Term.</p>

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Financial Year 2016-17	Breakdown of Pupil Premium
Funding	£8520
ATA Role 1	<b>£1284</b>
ATA Role 2	<b>£1284</b>
ATA Role 3	<b>£1284</b>
ATA Role 4	<b>£1284</b>
GTA Role 5	<b>£1325.22</b>
Sportscool lessons	£576
Rugby Tots	£60
Homework club for PP – snacks etc	£53
Y6 Residential	£600
Drama Days in school	£36
Swimming subsidy	£150
Knowsley Safari trip KS1 and EYFS	£33
Pantomime subsidy	£90
Gymnastics club	£116
Samba Club	£15
Mosque Trip	£65
Bradford Museum Trip	£38
Great Yorkshire Show	£22
Breakfast Snack	£55
High Adventure Activity	£30
Canal and River Explorers	£14
Sound Workshop	£14.80
Light Water Valley Trip	£41.74
Robin Hood's Bay Trip	£30
Crucial Crew	£18.90
<b>Total</b>	<b>2058.44</b>