

## Kildwick CE VC Primary School Pupil Premium Strategy Plan End of Year Summary 2017-18

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	Natalie Barrett
Total number of pupils in school	125	Lead Teacher	Tim Whitehead

2. 2017 Attainment		
	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%

3. 2017-18 Autumn 2		
	Pupils Eligible for PP	Pupils not eligible for PP
EYFS GLD %		
Y1 Phonics %		
Y2 KS1 RWM		
KS2 % RWM EXS+		

4. 2017-18 Spring 2		
	Pupils Eligible for PP	Pupils not eligible for PP
EYFS GLD %		
Y1 Phonics %		
Y2 KS1 RWM		
KS2 % RWM EXS+		

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<b>5. 2017-18 End of year update</b>		
	Pupils Eligible for PP	Pupils not eligible for PP
EYFS GLD %		
Y1 Phonics %		
Y2 KS1 RWM		
KS2 % RWM EXS+		

<b>6. Barriers to future attainment for PP (for pupils eligible for PP, including high ability)</b>	
A	To accelerate the progress of PP children (at least 6 steps on Target Tracker) in writing across all year groups to close the attainment gap with their non – PP peers
B	To accelerate the progress of PP children (at least 6 steps on Target Tracker) in maths across all year groups to close the attainment gap with their non – PP peers
C	To increase the number of PP children achieving GLD at the end of EYFS in line with their non PP peers.
D	To ensure vulnerable children in year 4 and 5 receive targeted pastoral support in order to develop positive learning behaviours that will impact on progress, attainment and personal well-being.
E	Ensure that PP children are involved in extracurricular activities

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<b>7. Outcomes</b>		
	<b>Desired outcomes and how they will be measured</b>	<b>Success Criteria</b>
A	To accelerate the progress of PP children (at least 6 steps on Target Tracker) in writing across all year groups to close the attainment gap with their non – PP peers .	All PP children make at least 6 steps progress on Target tracker for Writing. Data outcomes show that PP children in all year groups attain in line with their peers and that they meet, or exceed, their prior attainment targets.
B	To accelerate the progress of PP children (at least 6 steps on Target Tracker) in maths across all year groups to close the attainment gap with their non – PP peers	All PP children make at least 6 steps progress on Target tracker for Writing. Data outcomes show that PP children in all year groups attain in line with their peers and that they meet, or exceed, their prior attainment targets.
C	To increase the number of PP children achieving GLD at the end of EYFS in line with their non PP peers.	EYFS PP children to achieve GLD in line with their non – peers – target 66% (2 out of 3 pupils)
D	To ensure vulnerable children in year 4 and 5 receive targeted pastoral support in order to develop positive learning behaviours that will impact on progress, attainment and personal well-being.	PP children are engaged in their learning and demonstrating positive learning behaviours as seen in lesson observations, book scrutiny, pupil voice, home / school discussions and staff feedback. PP children in year 5 engaged in a range of extracurricular activities. School, home and any outside agencies working cooperatively to support individual children.
E	<i>Ensure that PP are engaged and involved in extracurricular activities.</i>	Monitor through group lists to ensure proportionate amounts of PP children are attending and supported to access groups if required.

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<b>8. Planned Expenditure</b>					
Desired outcome	Chosen action/ support	Evidence and rationale	Implementation	Staff lead	Review
<p>A. To accelerate the progress of PP children (at least 6 steps on Target Tracker) in writing across all year groups to close the attainment gap with their non – PP peers .</p>	<ul style="list-style-type: none"> <li>• All staff to ensure they know which children are PP in their class.</li> <li>• Use of same day intervention time, eg Collective Worship to target PP children</li> <li>• Ensure PP have additional 1:1 TA time for reading across the week if not consistently reading at home.</li> <li>• Subject leaders and SENDco to monitor QFT for PP through lesson observations, book scrutiny, pupil voice</li> <li>• Subject leaders and SENDco to monitor progress and attainment of PP children in year 4, 5 and 6 with prior attainment of 2c /b in KS1</li> <li>• ATA afternoon interventions to target those PP children who are making slow progress as identified through monitoring and tracking linked to pupil progress meetings</li> </ul>	<p>2016-17 – data shows that there was a PP / Non PP attainment gap in writing in year 3/4/5</p>	<p>Ongoing</p>	<p>TW, Subject lead, SENDco</p>	
<p>B. To accelerate the progress of PP children (at least 6 steps on Target Tracker) in maths across all year groups to close the</p>	<ul style="list-style-type: none"> <li>• Teachers to ensure support staff know which children are PP within their class and share targets, provision and planning to meet their needs.</li> </ul>	<p>TA's to provide interventions in: Handwriting – Yr 6</p> <p>Ginger bear – Speech and Language – EYFS Speech sessions – EYFS Dough Disco – EYFS</p>	<p>Ongoing</p>	<p>TW, Maths lead</p>	

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<p>attainment gap with their non – PP peers</p>	<ul style="list-style-type: none"> <li>• Delivery of First class at number maths intervention to include Y5 PP</li> <li>• All teachers to ensure that PP children receive same day / catch up slots as and when a need is required.</li> <li>• Lesson observations to have a section for PP children</li> <li>• Teachers to ensure maths tasks are appropriately scaffolded for PP children to promote independent learning – eg – use concrete, pictorial and then abstract approach</li> </ul>	<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 having an impact on learning in core subjects.</p> <p>These sessions also aim to improve confidence and self-esteem.</p>			
<p>C. To increase the number of PP children achieving GLD at the end of EYFS in line with their non PP peers.</p>	<ul style="list-style-type: none"> <li>• Ensure all staff are aware of PP within EYFS</li> <li>• Use ATA interventions to target the needs of PP children</li> <li>• Ensure good home / school links are developed with families.</li> <li>• Use of PP funds to pay for enrichment activities – trips, clubs etc</li> <li>• EYFS leader to monitor progress and attainment of PP children carefully planning provision and next steps with class teachers to provide specific targeted support.</li> </ul>				

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<p>D. Ensure that PP are engaged and involved in extracurricular activities.</p>	<ul style="list-style-type: none"> <li>• School to increase the number of groups and activities offered to all children before and after school. This will include: gym club, reading club, lego club, running club, football and rugby, construction club, choir, spelling (KS2), Phonics (Rec / KS1), Fencing and samba band. Where there is a cost, PP families will be assisted where required.</li> </ul> <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>On going</p>	<p>TW / DA</p> <p>LP – Peer Led groups – school council, fairtrade and Eco Council</p>	
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