



PUPIL PREMIUM STRATEGY 2018 – 2019
KILMINGTON PRIMARY SCHOOL

| 1. SUMMARY INFORMATION | | | | | |
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| School | Kilmington Primary School | | | | |
| Academic Year | 2018/19 | Total PP Budget | £1,320 x 12 +£2,300 (PP+) +£300 (SSP) =£18,440 | Date of Most Recent PP Review | September 2018 |
| Total number of pupils | 97 | Number of pupils eligible for PP | 14 | Date of next internal review of this strategy | July 2019 |

| 2. BARRIERS TO FUTURE ATTAINMENT (for pupils eligible for PP) | |
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| In-school barriers (issues to be addressed in school, such as poor oral language skills) | |
| A | Limited attention span and focus to sustained tasks |
| B | Speech and/or Language difficulties |
| C | Low self-esteem leading to poor resilience |
| D | Attachment issues leading to low self-efficacy and poor resilience |
| External barriers (issues which also require action outside of school, such as low attendance rates) | |
| E | Low income leading to lack of resources in the home |

| 3. DESIRED OUTCOMES | | Success Criteria |
|---------------------|---|--|
| A | All children to achieve Age Related Expectations | 100% achieving ARE |
| B | All children have access to a wide range of high quality texts | 100% children read regularly |
| C | All children develop secure social skills | Behaviour is exceptional |
| D | All children develop high expectations of themselves as learners | Children have a can-do approach to school activities |
| E | Children understand what behaviours support their own learning | Children develop resilience and self-motivation |
| F | Children have access to a range of adults trained in attachment mentoring | Children develop resilience and self-efficacy |

| 4. PLANNED EXPENDITURE | |
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| Academic Year | 2018/19 |
| The three headings enable us to demonstrate how we are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies | |

| i. Quality of teaching for all | | | | | | |
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| Desired Outcome | Chosen action / approach | What is the evidence and rationale for this choice? | How will we ensure it is implemented well? | Staff lead | Cost | Impact Evaluation |
| Children achieve ARE | Teaching assistants are employed for every class Yrs1-6 to support the class teacher during English and Maths lessons and to provide focussed support with interventions within the class setting. | Quality first teaching Ratio of children to adults | Teaching assistants must be deployed effectively for every lesson with clear areas of focus and specific target children | All class TAs | 3TAs x 2hrs x 190days @£8 £9,120 | <i>All TAs are allocated particular to children within lesson, this has been meant that specific needs have been identified quickly</i> |
| All children have access to a wide range of high quality texts | All classes have dedicated book area Library is vibrant and welcoming Children have free access to library | “Reading for pleasure is more important for children’s educational success than their family’s socio-economic status.” | Accelerated Reader programme for all of KS2, which will ensure excellent progress in reading. Continue to subscribe to SLS to ensure up-to-date library books, topic books and guided reading packs | All class teachers Volunteer helpers | Accelerated Reader subscription £400 School Library Service subscription £2,800 | <i>All children read freely and regularly both in school and at home. Children are exposed to high quality books all the time that they are in school.</i> |
| All children develop secure social skills | Playtime monitor scheme assists adults with low level issues and raises the responsibility of the older children to set good examples to the younger children. | Children learn appropriate interaction through modelling to younger pupils. Younger pupils learn from older pupils that have been guided by adult. | Dedicated meeting time every week | Teacher | 0.5hr x 38weeks @£38ph £722 | <i>We have very few behavioural incidents during play and lunch times.</i> |
| Children understand how different behaviours affect their learning | Promotion of appropriate learning behaviours across all aspects of learning | “Metacognition and self-regulation approaches aim to help pupils think about their own learning more explicitly..” (EEF 2018) | Age appropriate displays in each class regarding these behaviours Adults use the vocabulary fluently and praise the learning behaviour rather than the outcome | All staff | No cost | <i>Children have become more fluent in the language of effective learning and are developing independence in these areas.</i> |
| Children have access to several | Teaching Assistants have timetabled slots to liaise with | “Social and emotional learning interventions have an | Staff will keep records of the sessions that are done | TAs PSW | 7 x 20min slots @ £8 | |

| adults trained in attachment mentoring | children at risk of attachment issues (plus Pastoral Support Worker) | identifiable and valuable impact on attitudes to learning” (EEF 2018) | and liaise with the class teacher and Head of School as appropriate | | hour x 38 weeks £709 | |
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| Total budgeted cost | | | | | £13,751 | |
| ii. Targeted support | | | | | | |
| Desired Outcome | Chosen action / approach | What is the evidence and rationale for this choice? | How will we ensure it is implemented well? | Staff lead | Cost | Impact Evaluation |
| Children achieve ARE | Teachers identify targeted groups for a range of class-based intervention (see provision maps) | Small misunderstandings are challenged and rectified before the class moves on | Provision maps reviewed by teachers every three weeks | Class TAs | 3xTAsx1hr x 190days @£8 £4,560 | <i>These have been well implemented but they need to be developed further and reviewed more regularly next year (every three weeks rather than every half term.)</i> |
| Children understand how different behaviours affect their learning | Promotion of appropriate learning behaviours across all aspects of learning | Once children accept that learning is their responsibility the patterns should improve | Age appropriate displays in each class regarding these behaviours Adults use the vocabulary fluently and praise the learning behaviour rather than the outcome | All staff | | <i>This is helping children to understand their responsibilities but will need continual reiteration</i> |
| Total budgeted cost | | | | | £4,560 | |
| iii. Other approaches | | | | | | |
| Desired Outcome | Chosen action / approach | What is the evidence and rationale for this choice? | How will we ensure it is implemented well? | Staff lead | Cost | Impact Evaluation |
| Children are not disadvantaged due to low income | £80 per term bursary allowance for range of uses | Children can access the same as their peers regardless of family income | Careful budgeting of bursary and recording systems | Administrator | 3terms x 13children x £80 £3,120 | <i>This is extremely effective for many families although some do not access this at all</i> |
| Children have positive self-esteem and are | “I need to talk...” envelope for children to put their names in if they would like to talk to an | Children need to have a trusted adult that they can seek out to share worries with | Must be consistently and quickly approached | Head | Pastoral Support worker 1 day | <i>This is accessed by children independently and is</i> |

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| not disadvantaged due to only having one parent at home for long periods of time (single parents and armed services children) | adult about something Adults will also refer children to Pastoral Support Worker for a variety of reasons | (attachment based mentoring) | | | per week £4,200 | <i>very useful in identifying potential issues for children that they might not have otherwise shared.</i> |
| Total budgeted cost | | | | | £7,320 | |
| Total total budgeted costs | | | | | | £25,631 |

5. ADDITIONAL DETAIL

We recognise that many of our children have similar barriers to learning as those who are identified as Pupil Premium. Many of these initiatives are accessed by children who are not registered as being eligible for pupil premium - so there are benefits from this strategy to a wide range of children in the school.

Research has shown that resilience and self-efficacy are probably the most important issues in raising the achievement of children identified as eligible for Pupil Premium. In this school we place a large emphasis on children's well-being – our motto is 'Nurturing for Success' and we whole-heartedly put into this ethos.