



1. SUMMARY INFORMATION					
School	Kilmington Primary School				
Academic Year	2019/2020	Total PP Budget	£1,320 x 14 +£2,300 (PP+) +£300 (SSP) =£21,080	Date of Most Recent PP Review	September 2019
Total number of pupils	90	Number of pupils eligible for PP	16	Date of next internal review of this strategy	July 2020

2. BARRIERS TO FUTURE ATTAINMENT (for pupils eligible for PP)	
<b>In-school barriers (issues to be addressed in school, such as poor oral language skills)</b>	
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
<b>External barriers (issues which also require action outside of school, such as low attendance rates)</b>	
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	
Academic Year	2019/20
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	

<b>i. Quality of teaching for all</b>						
<b>Desired Outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will we ensure it is implemented well?</b>	<b>Staff lead</b>	<b>Cost</b>	<b>Impact Evaluation</b>
Children achieve ARE	Teaching assistants are employed for every class Yrs 1-6 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 or groups of children within lessons, this means that specific needs will be 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>There will be 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 will become more fluent in the language of effective learning and are developing independence in these areas.</i>
Children have access to several adults trained in	Teaching Assistants have timetabled slots to liaise with children at risk of attachment issues	“Social and emotional learning interventions have an identifiable and valuable	Staff will keep records of the sessions that are done and liaise with the class	TAs PSW	7 x 20min slots @ £8 hour x 38 weeks	<i>Children will have chance to have their emotional needs met</i>

attachment mentoring	(plus Pastoral Support Worker)	impact on attitudes to learning” (EEF 2018)	teacher and Head of School as appropriate		£709	<i>outside the classroom.</i>
<b>Total budgeted cost</b>					£13,751	
<b>ii. Targeted support</b>						
<b>Desired Outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will we ensure it is implemented well?</b>	<b>Staff lead</b>	<b>Cost</b>	<b>Impact Evaluation</b>
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 half term	Class TAs	3xTAsx1hr x 190days @£8 £4,560	<i>These will continue to be used on a half termly basis</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>
<b>Total budgeted cost</b>					£4,560	
<b>iii. Other approaches</b>						
<b>Desired Outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will we ensure it is implemented well?</b>	<b>Staff lead</b>	<b>Cost</b>	<b>Impact Evaluation</b>
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 16 children x £80 £3,840	<i>In the past some families have not used this money but it is there</i>
Children have positive self-esteem and are not disadvantaged due to only having one parent at home for long periods of time (single parents and armed services children)	“I need to talk...” box for children to put their names in if they would like to talk to an adult about something  Adults will also refer children to Pastoral Support Worker for a variety of reasons	Children need to have a trusted adult that they can seek out to share worries with (attachment based mentoring)	Must be consistently and quickly approached	Steph Cleary	Pastoral Support worker 1 day per week £4,200	<i>This is accessed by children independently and is very useful in identifying potential issues for children that they might not have otherwise shared.</i>

	<b>Total budgeted cost</b>	£8,040	
	<b>Total total budgeted costs</b>		£26,351

#### 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 Life-Long Learning and we whole-heartedly buy into this ethos.