

Pupil premium strategy statement:

1. Summary information					
School	Kirkby Malzeard CE Primary School				
Academic Year	19/20	Total PP budget	£21,380	Date of most recent PP Review	April 2019
Total number of pupils	87	Number of pupils eligible for PP	17	Date for next internal review of this strategy	April 2020

1. Barriers to future attainment (for pupils eligible for PP including high ability) 2019 - 20 pupils		
In-school barriers (issues to be addressed in school, such as poor oral language skills)		
A.	A high proportion of our pupils eligible for Pupil Premium have low emotional resilience and low self-esteem.	
B.	A high proportion of our pupils eligible for pupil premium do not make expected progress in writing	
C.	A high proportion of our pupils eligible for pupil premium do not make expected progress in Maths	
External barriers (issues which also require action outside school, such as low attendance rates)		
A	Family circumstances impact on pupil stability - attendance	
B	An increase in the number of families in need has led to the need for increased support with emotional and social needs of pupils by facilitating attendance at after school clubs, residential trips and providing key workers in school.	
2. Desired Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Develop emotional resilience & increase self-esteem. Higher rate of progress due to increase in emotional resilience for pupils eligible for PPFPG	Staff CPD completed on developing emotional resilience & mental health. Identified Staff trained @ L2 / L3 Compass Buzz. 1 x staff trained in Emotional First Aid Additional adult support to develop nurture & support vulnerable pupils in challenging situations. Staff are trained through Compass Buzz, Emotion Training & Emotional First Aid.
B.	Improved 'Phonic Outcomes' for pupils receiving PPFPG. Focussed phonics teaching to ensure gaps are targeted Regular tracking of pupils to ensure progress	Tracking shows progress in pupils phonic scores & enables us to identify gaps. More children attaining phonic standard at Y1 /Y2 re-take if appropriate. Phonics score rose to 83%.
C.	Improved progress for PPFPG pupils at end of Key Stage 1 & 2 – writing	Pupils eligible for PPFPG make as much progress as other pupils year on year and by the end of KS2 especially in writing PP
D.	Improved progress for PPFPG pupils at end of Key Stage 1 & 2 – maths	Pupils eligible for PPFPG make as much progress as other pupils year on year

		and by the end of KS2 especially in maths
E.	Pupils from families in need will be supported through times of trauma & supported financially where appropriate e.g. Ingleborough & Carlton Lodge,	<p>Whole school approach to Early Help provides appropriate support for pupils. Pupils receive timely support.</p> <p>Outcomes improve for PP funded pupils.</p> <p>All pupils have the same opportunities.</p> <p>All pupils able to attend clubs & participate in extra-curricular activities.</p> <p>Pupils access new experiences leading to enjoyment of schools.</p>

2. Planned expenditure					
Academic year		£			
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole 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?
<p>A. Develop emotional resilience & increase self-esteem.</p> <p>Higher rate of progress due to increase in emotional resilience for pupils eligible for PPFG</p>	CPD – whole staff training for mental Health (Compass Buzz & Emotional Literacy)	Pupil tracking shows that vulnerable pupils making slower rates of progress – majority of pupils presenting with emotional needs.	Ongoing monitoring programme by subject leaders, head, SENCO and governors.	Head/ SLT/- SENCO	Half-termly
<p>B. Improved 'Phonic Outcomes' for pupils receiving PPFG. Focussed phonics teaching to ensure gaps are targeted Regular tracking of pupils to ensure progress</p>	CPD - phonics training for relevant staff TA support for phonics groups Training of all staff to ensure fidelity of teaching and regular accurate tracking systems	Staff CPD audit shows a need for training – all staff to be able to deliver quality phonics to all groups of pupils	Ongoing monitoring programme by subject leaders, head, SENCO and governors.	Head/ SLT/- SENCO	Half-termly through phonics screening and rigorous testing
<p>C.Improved progress for PPFG pupils at end of Key Stage 1 & 2 – writing</p>	CPD – all staff to receive P4W training to inspire and motivate writing across the curriculum	Lack of motivation to write in some cohorts and in some groups	Ongoing monitoring programme by subject leaders, head, SENCO and governors.	Head/ SLT/- SENCO	Half termly writing moderation meetings
<p>D.Improved progress for PPFG pupils at end of Key Stage 1 & 2 – maths</p>	CPD – all staff to receive maths training from the maths subject lead	Low outcomes	Ongoing monitoring programme by subject leaders, head, SENCO and governors.	Head/ SLT/- SENCO	Regular maths monitoring – sessions and work

E.Pupils from families in need will be supported through times of trauma & supported financially where appropriate e.g. Ingleborough & Carlton Lodge	Access to appropriate support	Some children not able to access enrichment activities due to financial difficulty	Regular meetings with families, meetings with professionals	Head / SLT	As appropriate
Total budgeted cost					Training/PD Supply Cover £2,000
ii. Targeted support					
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?
A. Develop emotional resilience & increase self-esteem. Higher rate of progress due to increase in emotional resilience	TA trained specifically in Emotional Literacy & well-being (GM) Nurture intervention available for specific pupils Morning 'Meet & Greet' for specific pupils	Children 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.	Monitoring of timetables Observations Tracking data	Head / SLT /SENCO	Half-termly
B. Improved 'Phonic Outcomes' for pupils receiving PPFG. Focussed phonics teaching to ensure gaps are targeted Regular tracking of pupils to ensure progress	Small group targeted support	Smaller groups offer more personalised approaches	Intervention tracking will show the children who need support in this area.	Head/SLT	Half-termly

<p>C.Improved progress for PPFG pupils at end of Key Stage 1 & 2 – writing</p> <p>D.Improved progress for PPFG pupils at end of Key Stage 1 & 2 – maths</p>	<p>Small group writing projects for targeted pupils/groups</p> <p>Small group maths intervention for targeted pupils/groups (Success @ Arithmetic)</p>	<p>Smaller groups offer more personalised approaches</p>	<p>Intervention tracking will show the children who need support in this area.</p>	<p>Head/SLT/SE NCo</p>	<p>Half-termly/entry & exit data</p>
Total budgeted cost					TA time - £18,380
iii. Other approaches					
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?
<p>E.Pupils from families in need will be supported through times of trauma & supported financially where appropriate e.g. Ingleborough & Carlton Lodge</p>	<p>To cover the costs of swimming and other educational visits.</p> <p>Funded places at after-school clubs and holiday clubs.</p>	<p>Financial support will allow pupils to access wider, enhanced curriculum opportunities such as swimming and educational visits.</p>	<p>Provision effectively supports well-being and proactive approach ensures positive engagement in the wider life of the school.</p>	<p>Head/SLT</p>	<p>July 2019</p>
Total budgeted cost					£1,000