

Summary information					
School	Knollmead Primary School				
Academic Year	2018/2019	Total PP Budget	£59,400	Date of most recent governor PP review	July 2018
Total number of students	185	Total number of students eligible for PP	39	Date for next internal governor review of strategy	September 2018
Pupil Premium Target Group					
Year Group	Early Years	Key Stage 1	Key Stage 2		
Number of students eligible for FSM	Awaiting information	9	13		
Number of students eligible for PP	Awaiting information	10	29		

**The pupil premium grant 2017/18 was allocated to the following whole school budgets:**

**Salaries:** to cover the costs of small group support/intervention and 1: 1 tuition with a focus on: maintaining achievement of the GLD in the Early Years Foundation Stage; improving phonics in KS1; reading & writing in KS2; emotional support by ELSA; and senior leader mentors (£55,000)

**Curriculum resources and support materials including school equipment:** rewards and school equipment, language and reading resources, parental workshops and resources, Clicker 7, Communication in Print, costs of extra-curricular activities as well as trips to raise aspiration, enthusiasm and engagement (£12,880)

**Training for staff:** sessions focussed on effective feedback, how to improve attainment/achievement for the GLD, reading, the delivery of phonics, writing and maths (£10,000)

The dedicated progress monitoring meetings resulted in the introduction of the following learning interventions to support children eligible for the pupil premium grant to achieve expected or better results in phonics, reading, writing and maths:

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Reception, Years 1, 2 & 4 small groups phonics interventions; Years 2 & 6 1:1 reading; Year 2 small maths group; Year 4 speech and language narrative intervention; Year 5 small group reading comprehension support; Years 5 & 6 small group and 1:1 maths intervention; Year 6 small group and 1: 1 writing support; and Year 6 small group reading comprehension support.

### Impact of the 2017/18 grant funding on the outcomes 2018

		Mainstream all pupils	Mainstream disadvantaged pupils	Gap	All pupils	All disadvantaged pupils	Gap
EYFSP	Good Level of Development	78%	100%	+22%	69%	50%	- 1 child
Phonics	Y1 Expected	83%	60%	- 1 child	81%	60%	- 1 child
KS1	RWM Expected	76%	100%	+24%	63%	78%	+15%
	Reading	80%	100%	+20%	67%	78%	+11%
	Writing	76%	100%	+24%	63%	78%	+15%
	Maths	88%	100%	+12%	73%	78%	+15%
KS2	RWM Expected	79%	100%	+21%	63%	71%	+8%
	Reading	84%	100%	+16%	67%	71%	+4%
	Writing	89%	100%	+11%	71%	71%	+0%
	Maths	95%	100%	+5%	75%	71%	- 1 child

### KS1 to KS2 Progress

	Knollmead disadvantaged pupils	National average for non-disadvantaged pupils (2017 data used as 2018 data is not available until December 2018)	Gap

<b>Reading</b>	+3.3	+0.3	+3
<b>Writing</b>	+3.0	+0.2	+2.8
<b>Maths</b>	+3.8	+0.3	+3.5

**2018/19 Strategy**

<b>Barriers to Future Attainment</b>		
<b>In-school Barriers</b> (issues to be addressed by the school)		<b>Desired outcome/Success Criteria</b>
1.	Absence and persistent absence	No disadvantaged pupils are persistent absentees
2.	Social and emotional needs	All social and emotional needs are met and supported
3.	Exposure to a wide vocabulary	Increase in vocabulary used in speaking and writing
<b>External Barriers</b> (issues which also require action outside school)		
4.	Access to reading books	Age appropriate books available at home to read or borrowed from the library
5.	Access to extra-curricular activities	Disadvantaged pupils attending at least 1 extra-curricular activity
6.	Parental engagement with educational aspiration	Improved attendance at parent information sessions and express activities

<b>Planned Expenditure</b>			
<b>Action</b>	<b>Rationale?</b>	<b>Success Criteria</b>	<b>Lead/Date</b>
1. Absence and persistent absence			
EWO & DHT to monitor attendance on weekly basis & maintain daily contact with parents	Regular and timely follow up to absences. Parental contact vital in supporting child.	No disadvantaged pupils are persistent absentees and percentage attendance figure improves.	DHT Ongoing
EWO & DHT to meet with parents as required, send out absence letters as required and EWO to conduct home visits when needed	Relationships with parents very important to ensure their engagement.	Regular and effective liaison with parents to support child's attendance.	DHT Ongoing
SLT daily watch list	Daily awareness for LT to facilitate immediate action	Reduction in percentage absence figures.	DHT Ongoing
<b>Total Budgeted Cost</b>			

		Salary costs of proportion of DHT salary and additional EWO hours = <b>£7,500</b>	
<b>2. Social and emotional needs</b>			
Trained ELSA sessions	ELSA sessions are successful through their one to one mentoring/counselling approach which target specific need.	All social and emotional needs are met and supported	Trust Inclusion Lead/SENCo Ongoing
Individual support plans prepared by SENCo or ELSA in liaison with LT and shared with parents. Monitored by SENCo/ELSA and class teachers/TAs via staff surgeries.	Plan which provides specific support for identified needs and shared with all school professionals and parents to ensure holistic support.	Improved parental engagement and knowledge on how to support children. Appropriate professional support for all children.	Trust Inclusion Lead/SENCo Ongoing
Professionals meetings and liaison with external agencies	Specialist trained help if needed to address specific needs e.g. art therapy	Appropriate strategies used by staff and disseminated to parents. Appropriate support from trained professionals or children.	Trust Inclusion Lead/SENCo Ongoing
<b>Total Budgeted Cost</b>		Salary costs of proportion of SENCo and Trust Inclusion Lead salary, trained ELSA (0.2) and additional music/art therapy sessions: <b>£7,500</b>	
<b>Action</b>	<b>Rationale?</b>	<b>Success Criteria</b>	<b>Lead/Date</b>
<b>3. Exposure to wide vocabulary</b>			
Whole school reading strategy, guided reading, reciprocal reading, word mats and word lists	Reading is key in developing vocabulary alongside class aids e.g. word mats	Improvement in knowledge of vocabulary evident in writing in books and speaking in class. Achievement of reading aspirational targets.	DHT Ongoing
Use of Visual Literacy in the classroom	Visuals aid pupils' acquisition of additional vocabulary	Improvement in knowledge of subject specific vocabulary evidenced in descriptive language used in writing.	HT & DHT Ongoing
Use of clicker 7, communicate in print, colourful semantics and precision teaching	Software and intervention to support language acquisition	Effective interventions resulting in improved pupil progress.	SENCo Ongoing
Additional reading intervention personalised to pupil need	Frequent opportunity to read to an adult and to receive personalised support from senior leaders has been very successful	Improved reading progress and reading age.	HT & DHT Ongoing

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Staff training on strategies to develop reading skills and vocabulary	Training on meta-cognition, growth mindset, effective feedback has been very successful in improving progress	Meta-cognition strategies evident in lessons and pupils displaying growth mindset approach to learning.	HT & DHT Ongoing
<b>Total Budgeted Cost</b>		Salary costs of proportion of DHT, proportion of CPD budget, additional software: <b>£16,000</b>	
<b>4. Access to reading books</b>			
Library books available to take home and increase stock of books available	Greater variety of interesting and age appropriate reading material in school available for children	Age and ability appropriate reading books being read by pupils on daily basis.	DHT/Literacy Lead Autumn Term
Parent library sessions in early years	Opportunities for parents to choose the books with their children under the guidance of the teaching staff and develop excitement for both parents & children	Parents confident in supporting their children with reading and choosing reading books.	EYFS Lead DHT Autumn Term
Incentivise visits to local library	To encourage parents to take their children to the local library particularly during school holidays	Increased library visits and participation in summer reading schemes at local libraries	Literacy Lead Ongoing
Parent workshops on how to support their children with reading	To give the parents confidence and enjoyment in reading with their children	Increased parental confidence in supporting their children with reading.	HT/DHT Ongoing
<b>Total Budgeted Cost</b>		Additional reading books for the library, resources for parent workshops: <b>£7,400</b>	
<b>Action</b>	<b>Rationale?</b>	<b>Success Criteria</b>	<b>Lead &amp; Date</b>
<b>5. Access to extra-curricular activities</b>			
Increased extra-curricular provision at school and proactively involve disadvantaged pupils	The school's extra-curricular offer reviewed to make sure it gives disadvantaged pupils opportunities to experience new and challenging activities	All disadvantaged pupils accessing an extra-curricular club at least once per week	HT Ongoing
Liaison with parents on children's participation at extra-curricular activities outside school and share information available for holiday activities, for example.	Ensure that parents are aware of what is available and children are able to participate in additional activities.	All disadvantaged pupils accessing holiday or evening extra-curricular activity.	HT Ongoing
Ensure equal participation in any curriculum trips	Students with an entitlement to PPG will receive financial support towards curriculum based visits	All disadvantaged pupils accessing all appropriate trips.	HT/DHT Ongoing
<b>Total Budgeted Cost</b>			

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		Budget to pay for extra-curricular provisions, trips and clubs, as appropriate: <b>£10,000</b>	
<b>6. Parental engagement with educational aspiration</b>			
Personal invitation to parents to all consultation evenings, express events and workshops	Encourage hard to reach to parents to attend and engage in their children's education	All eligible parents attending consultation evenings, express events and workshops.	Ongoing
Share children's successes with parents through rewards and newsletter articles	Prioritise rewards for disadvantaged children and appropriate parental communication e.g postcards	Disadvantaged pupils' successes shared with school community, as appropriate.	Ongoing
Monitor parental engagement for most vulnerable pupils	Proactive development of relationships and celebration of successes to develop aspiration	All eligible parents attend meetings and liaise with the school openly and confidently.	Ongoing
<b>Total Budgeted Cost</b>		Resources and postage for individual invitations, budget available to support parental needs with external agencies: <b>£7,000</b>	



