

Pupil Premium Strategy (Primary)



1. Summary information			
School	Keston CE Primary School		
Academic Year	2019-2020	Total PP budget	£42,240
Total number of pupils	185	Number of pupils eligible for PP	22 (12%)

2. Current attainment - 2019 - Y6			
	Pupils eligible for PP	Pupils not eligible for PP	Pupils not eligible for PP (national average)
% achieving expected standard or above in reading, writing & maths	43	77	71
% achieving expected standard or above in reading	71	84	78
% achieving expected standard or above in writing	71	90	83
% achieving expected standard or above in maths	71	87	84
Progress in reading	0.93	0.25	0.32
Progress in writing	1.43	0.51	0.27
Progress in maths	0.14	0.82	0.37

3. Barriers to future attainment (for pupils eligible for PP)

In-school barriers (issues to be addressed in school, such as poor oral language skills)

A.	Some pupils have conceptual gaps and/or misconceptions in their learning
B.	Some pupils have limited speech and language skills which impacts on their learning
C.	Some pupils are not in a secure place emotionally and mentally and are therefore not always able to access learning

External barriers (including issues which also require action outside school, such as low attendance rates)

D.	Some pupils do not have consistent attendance and punctuality
E.	Some pupils do not have access to resources and life experiences resulting in a lack of cultural capital

F.	Some pupils do not have a stable home environment which may result in lack of routine and opportunities for home learning	
4. Desired outcomes (<i>specific outcomes and how they will be measured</i>)		Success criteria
A.	Classroom teaching is of a high standard and meets the needs of disadvantaged pupils so they make above average progress and meet (or exceed) National standards Teaching is targeted at pupils at risk of underachieving	All disadvantaged pupils will make expected or better progress. The percentage of pupils making above average progress increases The percentage of children meeting (or exceeding) National standards increases
B.	Levels of oracy across the school are improved	Teaching promotes and develops oracy in children There is a positive Impact from Speech and Language specialist and TA interventions.
C/F	Children are able to access learning because their social, emotional and mental health needs are better met Children will become more proactive and resilient learners	Children are in class and ready to learn Children feel secure Children are able to focus on their learning, Children show good behaviour for learning Children will participate in all opportunities to develop their basic skills as well as the wider curriculum Children will complete homework.
D.	Attendance of punctuality of disadvantaged pupils will meet National expectations	Attendance percentage of Disadvantaged pupils will increase. Disadvantaged pupils will have at least 94% attendance Parents will be informed if their child's attendance drops below 94% Parents will be informed of their child's attendance at the end of each term. Incentives for 100% and 99% attendance over the year.
E.	All children will be able to access all learning opportunities	All children have the equipment/resources they need All children will attend all trips/visits/workshops on site All disadvantaged children will attended extra-curricular club/music lessons

5. Planned expenditure

Academic year

2019-2020

The three headings enable you to demonstrate how you 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	How will you ensure it is implemented well?	Staff Lead	Review
(A,C) Classroom teaching is of a high standard and meets the needs of disadvantaged pupils	Bespoke/Aquinas programme of CPD to develop excellent teaching	EEF research 'The effects of high quality teaching are especially significant for pupils from disadvantaged backgrounds: over a school year, these pupils gain 1.5 years' worth of learning with very effective teachers. July 2016 DfE "Professional development must be prioritised by school Leadership	A regular and robust monitoring cycle evaluates provision and feeds into school improvement	SLT AM LP	Termly
	Greater emphasis at Pupil Progress Meetings on children's progress and prior attainment ensuring all children make expected or better progress. Target Tracker refined to enable accurate assessment. Use of formative and summative assessments aligned. Use of Aquinas GD statements as they become available.		Ensure staff have sufficient time to train and develop their practice		
	Robust Performance Management System		Access to specialist advice and support Performance Management Cycle is given high status Forensic data analysis by school and Aquinas Trust		
(A,C) A broad and balanced curriculum which inspires children to learn and encourages lifelong learning	Development of 'Knowledge Organisers' for the Foundation Subjects delivered through Topics.	Ofsted: A broad and balanced curriculum inspires children to learn. A range of subjects and courses helps children acquire knowledge, understanding and skills in all aspects of their education	Designated leaders for all curriculum areas with time to develop their area	All staff	Termly
	Weekly lessons for all classes by specialist teachers for PE, Drama and Music. Specialist French lessons for classes Y2 to Y6		Collaborative curriculum planning		
	Outside Learning will be further developed through the inclusion of orienteering and Forest School for all pupils		Monitoring and evaluating provision through monitoring cycle		
	S&L provision will be delivered through a whole school approach with the use of TA/Specialist TA	Research has shown that there is a significant vocabulary gap on	Regular input from speech and language specialist to help embed practice -	SLT SALT	Termly

(B,C) Develop oracy throughout the school	and Specialist Therapist all involved in the children's development.	school entry between disadvantaged children and their peers	Progress of children receiving S&L is good Number of children discharged from S&L is increased. Variety of opportunities for all Children to develop their oracy skills (Poetry Day/Debating Event/TUSYDK competition etc) Monitoring and evaluating of provision	All staff	
	Use of Speech Link in the EYFS				
	More opportunities for children to use/develop their skills: debating competitions, taking collective worship, working collaboratively, performing. Weekly Drama sessions for all classes.				
	Children to be encouraged to respond in full sentences when appropriate and to use more technical vocabulary to express themselves				
	Focus on developing children's vocabulary: Next steps feedback will encourage children's use of correct Vocabulary in responses as well as in their written work.				
(C) Pupils ensure they are ready mentally and emotionally to learn	Introduce the 'Trailblazer' Scheme working with Bromley Y to train all stakeholders (parents, staff and pupils)to be emotionally strong. –Workshops to Y4 pupils and above, Staff and parent workshops. Implement strategies to facilitate emotional learning of children. Implement strategies for the Well- being of the staff.	To build relationships with pupils/families. Feinstein and Symons (1999) found that parental interest in their child's education was the single greatest predictor of age 16 achievement.	Monitoring and evaluating of Trailblazer by Bromley Y Team as well as SLT. Monitoring of the implemented strategies Children are proactive in sourcing the correct strategy to help themselves	SLT All staff Bromley Y	Termly
	Implement the new Jigsaw (PSHE) Scheme to the whole school				Monitoring will show continuity of approach and skills and
Total budgeted cost					£25,454

ii. Targeted support

Desired outcome	Chosen action/approach	What is the evidence and rationale for this	How will you ensure it is implemented well?	Staff lead	Review
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(B) Specific speech and language needs	Speech and language therapist services employed to work with identified children.	EEF: targeted small group and 1:1 interventions have the potential for the most immediate impact	SENCo will monitor impact through Half termly PPR Mtgs Termly SEND meetings with Parents/SENCo/HT and Advisory Specialist if required	S&L Therapist Specialist TA + Staff	Half Termly
(C) Specific SEMH needs addressed	School Listening Ear to work with children, using knowledge gained from attending the Youth Mental Health First Aid Course.	Church of England's Vision statement: Educating for dignity and respect: the basic principle of respect for the value and preciousness of each person, treating each person as a unique individual of inherent worth.	On- Going monitoring	KW	Termly
(D) Attendance and punctuality of disadvantaged learners in line with National expectations	Attendance Officer to track attendance on a weekly basis, address with families and report findings to the class teacher and SLT. School follows the Attendance Policy and works with the EWO to robustly address difficult cases. Whole school reward system: Spike Trophy weekly given to the best class attendance. Termly certificates given out End of year rewards	There is a direct correlation between attainment and attendance. Pupils have to be in school to access learning and avoid gaps occurring. Informing parents regularly about attendance raises awareness of the implications of poor attendance and pre-empts possible issues.	Attendance monitored weekly and form part of the Pupil Progress Half Termly Meetings. Half Termly reports to HT Reports Termly to Aquinas Advisory Councils Liaison with EWO where required	SLT Attendance Officer	Weekly Half Termly Termly
(A) For PP Pupils to make or exceed national expectations for progress and attainment. For identified gaps in learning to be addressed	Beanstalk Readers: Children benefit from sessions with trained external providers x2 30 min sessions per week. Reading Recovery: Y2 and Y3 pupils who require additional support with reading and phonics. Before School Interventions: Phonics/Reading/Writing/Maths for those who require it. 1:1 support for disadvantaged pupils who require it	Gaps identified in formative assessment allow for precisely targeted teaching to remedy these	Progress checked on a weekly and half termly basis via Half Termly Pupil Progress Meetings	SENCo SLT	Termly
Total budgeted cost					£17,363
iii. Other approaches					

Desired outcome	Chosen action/approach	What is the evidence and rationale for this	How will you ensure it is implemented well?	Staff lead	Review
(E)All children to have equal access to required equipment	Sundries/uniform etc will be provided if required for PP pupils.	Pupils horizons will be broadened and they will learn more about culture, foundation subjects and general experiences will enhance learning. All pupils have the right to equal opportunities		Admin	Yearly
(E) All children will be able to access all learning opportunities	Opportunities in school to visit school library, be monitors/school leaders. Homework can be completed in school when required		Review at PPR Meetings Half termly Monitored and fed back to HT	Staff	Yearly
(E) Broaden children's experiences enhancing their life experiences	Extra-curricular clubs can be funded to £50 pc per term or music lessons Class trips/visitors will be funded.		Review trips on Evolve	EVC	Yearly
Total budgeted cost					£8,358

