

Knebworth

Primary & Nursery School



Pupil Premium Strategy Statement 2017-2018

Barriers to learning

What are the most prevalent issues which can effect rates of progress and levels of achievement?

- ❖ Attendance. Repeated lateness.
- ❖ Slow development of language and communication/PSED skills for children entering reception
- ❖ Limited parental engagement with school – especially regarding attendance at open evening, workshop evenings and completion of homework / reading
- ❖ Social and emotional problems linked to home circumstances (e.g. domestic violence, separation, bereavement) resulting in low-self-esteem, poor behaviour choices, difficulty building friendships, limited concentration in class and problems socialising with others
- ❖ Attachment issues due to early life trauma
- ❖ Lack of aspiration
- ❖ Late starters who have gaps in learning due to inconsistent prior education.
- ❖ Limited life experiences and opportunities/limited access to extra-curricular activities.

How do we address these issues?

Knebworth School has a commitment to raise achievements for all pupils who are eligible for Pupil Premium and is determined to ensure through targeted support and whole school strategies that these children make accelerated progress and support them to achieve the highest levels. At Knebworth Primary School, a robust cycle of daily/weekly/termly monitoring, assessing, target-setting and reviewing will be used to inform pupil progress and enable the early identification of need and the planning of appropriate interventions in order to raise attainment and diminish the gap between our PP pupils and other non-PP nationally.

Planned expenditure for 2017-18

1. Summary information					Internal	External
Academic Year	2017/18	Total PP budget	£51,900	Date of most recent PP Review	July 17	December 2015
Total number of pupils	411	Number of pupils eligible for PP	34	Date of next internal review of this strategy	April 2018	

Desired outcome <i>What do we want to happen?</i>	Project/Initiative <i>How will we make it happen?</i>	Impact		Review date	Cost <i>Approx. cost</i>	IMPACT April	IMPACT September
		<i>How will we know it has happened?</i>	<i>How will we measure it?</i>				

<p>To diminish the gap between PPG children and Non-PPG children.</p>	<ul style="list-style-type: none"> ❖ Maths coordinator training and delivery on MASTERY of maths. ❖ Maths meetings to be continued with the focus on arithmetic skills at least 3 x week and the trial of maths journals to allow children to refer back to their previous learning. ❖ Accelerated Reader for Years 2 to 6 to promote high quality reading. ❖ Years 2 – 6 <ul style="list-style-type: none"> - Quality first teaching. - Focussed teaching groups within lessons. - We aim to provide Teacher led or INCA led interventions for reading, maths and writing as appropriate for our children during assembly/before school/play time. These may focus on pre-teaching, consolidating or accelerating progress. - 1:1 /1:2 tuition to support basic maths skills/reading. - Some before school maths intervention groups to work with targeted children. 	<ul style="list-style-type: none"> ❖ Data will support the diminishing gap between PPG children and Non-PPG children across all subjects in all key stages. 	<ul style="list-style-type: none"> ❖ Teacher assessments ❖ Pupil voice ❖ Pupil progress meetings 	<p>April 2018</p>	<p>£11,000</p>	<p>Year 6 maths data shows that the gap between PPG children and Non-PPG children is diminishing. 7 out of 8 children showing at least minimum sufficient progress with 5 out of 8 children making at least good progress.</p> <p>In reading all children at least making at least min sufficient progress with 7 out of 8 children making at least good progress.</p> <p>Steps of Progress from the end of KS1 shows that Pupil premium children are making more steps in reading, the same in maths and marginally less in maths.</p> <p>Year 6 data shows that average attainment is also the same for pupil premium and non-pupil premium children in all subjects.</p>	
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<p>All PPG children have good attendance above 96%</p> <p>All PPG children have low levels of lateness.</p>	<ul style="list-style-type: none"> ❖ Internal attendance panel Deputy/INCO and Governor ❖ Work closely with AIO ❖ Allow all children to access school at 8.50 ❖ Provide 1:1 reading/maths/homework opportunities for identified children from 8.40. ❖ Non-attendance is addressed immediately. ❖ Late/attendance letters and follow up ❖ Not authorising holiday. ❖ Funded places at Breakfast (to offer pupils nutritious meal before school to boost their reading, writing and maths results by the equivalent of two months' progress over the course of a year, according to the 	<ul style="list-style-type: none"> ❖ Attendance percentages of targeted children improve across the school ❖ Incidents of lateness diminish 	<ul style="list-style-type: none"> ❖ Monitor SIMS/CPOMS for attendance/lateness data ❖ Governors attendance panel will meet termly to analyse attendance for disadvantaged pupils ❖ Meetings with AIO will show decreasing numbers of poor attenders. ❖ Pupil progress meetings / cohort analysis will continue to monitor poor progress or attainment as a result of absence. 	April 2018	£1000	<p>% PPG attendance has risen from 93% in July 2017, taking a dip at 91% in December 2017 to rising to 94% currently March 18.</p> <p>Half termly attendance meetings have allowed thorough and rigorous analysis of attendance data. Late letters have targeted pupils with consistent late marks and this has had an immediate impact.</p> <p>Some PPG children have been invited into school early to ensure they get to school in time and are ready to learn. Funded places at breakfast club has supported children arriving early to school.</p> <p>A soft start and prompt closing of registers has reduced incidence of lateness. Attendance cup continues to be</p>	

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	Education Endowment Foundation) ❖ Meet and Greet adult where appropriate. ❖ Attendance cup awarded weekly to the highest attending class.					awarded at celebration assembly.																																
To see an improvement in the development of early language/communication/PSED skills for children in Reception and Year 1/2	❖ Closely liaise with SALT for strategies to support in class. ❖ Children on entering reception will receive a WELLCOMM assessment ❖ Lunch club- additional MSA to support identified children with communication skills. ❖ Phonic booster groups in R Year 1, 2 ❖ WELLCOMM training	❖ ELG will be met ❖ Progress will be made through the WELLCOMM assessment criteria. ❖ Identified children will meet targets through lunch club. ❖ The phonic test or retest pass rate for PPG children increases.	❖ Teacher assessment ❖ Pupil progress meetings ❖ Through weekly review/monitoring and planning of lunch club provision ❖ End of Key stage assessment ❖ Wave 3 intervention criteria.	April 2018	£8,000	% of children reaching a GLD (Good Level of Development) at the end of EYFS. 2018 data is a projection. <table border="1"> <thead> <tr> <th><u>C and L</u></th> <th><u>L and A</u></th> <th><u>U</u></th> <th><u>S</u></th> </tr> </thead> <tbody> <tr> <td>2016</td> <td>86.</td> <td>91.7</td> <td>90</td> </tr> <tr> <td>2017</td> <td>89.4</td> <td>91.2</td> <td>91.2</td> </tr> <tr> <td>2018</td> <td>89.7</td> <td>91.4</td> <td>91.4</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th><u>PSED</u></th> <th><u>Self-confidence and self-awareness</u></th> <th><u>Managing feelings and behaviour</u></th> <th><u>Making relationships</u></th> </tr> </thead> <tbody> <tr> <td>2016</td> <td>93.3</td> <td>91.7</td> <td>91.7</td> </tr> <tr> <td>2017</td> <td>94.7</td> <td>91.2</td> <td>92.9</td> </tr> <tr> <td>2018</td> <td>94.8</td> <td>94.8</td> <td>93.1</td> </tr> </tbody> </table> <p>(C and L –communication and language L and A – Listening and attention U – understanding S- speaking)</p>	<u>C and L</u>	<u>L and A</u>	<u>U</u>	<u>S</u>	2016	86.	91.7	90	2017	89.4	91.2	91.2	2018	89.7	91.4	91.4	<u>PSED</u>	<u>Self-confidence and self-awareness</u>	<u>Managing feelings and behaviour</u>	<u>Making relationships</u>	2016	93.3	91.7	91.7	2017	94.7	91.2	92.9	2018	94.8	94.8	93.1
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						Data shows an increase in % reaching a GLD across the last three years.	
Parents and carers support learning at home and are in regular communication with the school regarding educational next steps.	<ul style="list-style-type: none"> ❖ Playground Meet and Greet with Deputy head and pastoral worker/ health and safety manager ❖ Class DOJO ❖ Open days/ evenings ❖ Parents will receive a short report every parent consultations with clear targets and ways to support learning tailored to their individual child. ❖ Bookworms will have targeted groups of children. ❖ Structured conversations will be introduced to engage parent and ensure support from home. 	<ul style="list-style-type: none"> ❖ Parents will recognise the importance of home learning and will support at home. ❖ Homework will be completed on time to a good standard. ❖ As a result, progress and attainment of PPG children will increase. ❖ There will be a rise in the number of parents attending maths/ literacy open evenings ❖ Parents will support learning at home through structured conversation meetings. ❖ Parents will attend structured conversations. 	<ul style="list-style-type: none"> ❖ Parent survey will show an increased enthusiasm for home learning ❖ Teachers monitoring of homework will show an increased number of children undertaking tasks at home. ❖ Attendance at open days will increase. ❖ Parents are engaged with and attend parents evening/ structured conversations and work towards the targets set. ❖ The targeted group of PPG children supported by bookworms will make good progress. 	April 2018	£2000	<p>Parents have reported that they like class Dojo and that it helps them to keep in regular communication with their class teacher, Open evenings have been well attended and feedback from parents shows that they are welcoming of the additional open days.</p> <p>Short reports for each pupil at parent evening allows the conversation between parent and teacher to be more targeted and effective, promoting a working partnership between parents and school.</p> <p>Teachers have reported that Structure conversations have been really successful in engaging parents, working on targets therefore</p>	

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						supporting progress.	
Children's emotional wellbeing will improve, make good attachments, develop self-esteem and have high aspirations.	<ul style="list-style-type: none"> ❖ Fulltime Pastoral support -to act as a key worker for every PPG eligible child. -provide a wide range of support to vulnerable families improving standards of behaviour/attendance and parental engagement. -All children in Year 4 to receive Bright Stars -provision of targeted support to meet social/emotional and mental health needs, e.g protective behaviours -provide counselling support to identified children -Additional resources to deliver effective interventions. Protective behaviours -materials -Bear cards -Box hall profile -Resources for Bright Stars Training -Check in project to ensure the most vulnerable children are identified and nurtured. 	<ul style="list-style-type: none"> ❖ Improvements according to Boxhall criteria ❖ Good progress against the individual programme set of criteria. ❖ There will be a positive impact on progress and attainment as measured during pupil progress meetings. ❖ Inclusion surgeries will record an improvement according to the Assess/Plan/Do review cycle. ❖ Pupil voice will reflect progress against the agreed outcomes. ❖ Regular classroom monitoring will ensure that individuals are continuing to improve against agreed outcomes. ❖ Parents will communicate progress. ❖ Lunch club monitoring, weekly review shows improvements against targets. 	<ul style="list-style-type: none"> ❖ Boxhall profiles ❖ CPOMS ❖ Pupil voice ❖ Bright stars pupil voice ❖ Learning Evaluations ❖ Parent voice ❖ Protective behaviours outcomes ❖ Lunch club monitoring. 	April 2018	£14,000 (towards the cost of the pastoral worker salary)	<ul style="list-style-type: none"> Boxhall profiles indicate improvements against individual criteria. Pupil voice shows an increase in confidence self-esteem against bright stars criteria. Lunch club records show improvements towards targets. CPOMS shows incidence of red cards has reduced for children in this group. 	
Pupils who have attended different settings and arrive later in school will make	<ul style="list-style-type: none"> ❖ SEND INCA to undertake detailed assessments to identify gaps in basic skills across literacy and maths 	<ul style="list-style-type: none"> ❖ Pupils who have gaps in their learning will have targeted support to ensure that any gaps in learning are addressed and as a result will 	<ul style="list-style-type: none"> ❖ AM7 data 	April 2018	£7,000	<ul style="list-style-type: none"> These interventions continue to highlight progress for children, according to the specific 	

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at least good progress as gaps in learning are identified and supported.	<ul style="list-style-type: none"> ❖ INCO and SEND INCA to continue to train all INCAs in SPLD intervention programmes SEND INCA/Classroom INCA to deliver tailored programme of support ❖ Courses by SPLD. <ul style="list-style-type: none"> -Word Wizards -DAN -Sprite/ELF 	make at least and in most cases accelerated expected progress.	<ul style="list-style-type: none"> ❖ Pupil progress meetings ❖ Progress will be tracked and monitored according to the specific intervention criteria 			<p>intervention criteria.</p> <p>A skills audit was undertaken to identify any gaps. Benchmark and Elklan training was provided.</p>	
Children who have had experienced early life trauma and make accelerated progress.	<ul style="list-style-type: none"> ❖ Check in project to ensure the most vulnerable children are identified and nurtured. ❖ Designated pastoral worker to work with children who are experiencing severe attachment issues, who need catch up programmes and to develop independence 	<ul style="list-style-type: none"> ❖ Learning profiles will reflect targets have been met and new targets set. ❖ Termly Pupil progress meeting will show accelerated progress ❖ Specific CLA/ post adoption meeting will monitor and track progress. 	<ul style="list-style-type: none"> ❖ Teacher assessments ❖ Pupil voice ❖ Pupil progress meetings 	April 2018	£5,000	<p>Check in project is gradually embedding. Teachers have noticed a subtle increase of confidence and self-esteem in targeted children as a result.</p>	

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Experiences for PPG children will be enhanced through a rich and varied curriculum	<ul style="list-style-type: none"> ❖ Some additional funding is put aside to provide additional opportunities -Guitar lessons -Choir lessons -French lessons -birthday card-book sent to children through letter box scheme -Multi-sports/football -Dance --book club -Residential trips -swimming 	<ul style="list-style-type: none"> ❖ Pupils and parents will talk positively and enthusiastically about their experiences. 	<ul style="list-style-type: none"> ❖ Pupil voice ❖ Parent survey 	April 2018	£3,000	Pupils and parents talk positively about the additional enrichment activities. e.g. Guitar lessons Choir Multisport and football sessions after school. Book club after school. Dance	
				Total	£51,900		

Expenditure and impact for 2016/17			
2. Summary information			
Academic Year	2016/17	Total PP Budget	£58,660
Total number of Pupils	430	Number of Pupils Eligible for PP	38

The % of children making at least minimum sufficient progress across the key stages. KS2 measured from pre 2016 KS1 validated. AM7 Internal assessment data.

	Reading				Writing			Maths			
Year 1	100 %				100%			100%			
Year 2	80 % 1child				100%			80% 1 child			
Year 3	86 % 1 child				100%			86%			
Year 4	100%				100%			57.1% 3 children			
Year 5	100%				100%			71.4% 2 children			
Year 6	83.3% 1 child				66.7% 2 children			66.7% 2 children			
SATS	Reading				Writing			Maths			
Cohort 51 PPG 7 6 matched Non- PPG 44	National Standard	Above National Standard	Scaled score	Progress	National Standard	Above National Standard	Progress				
Pupil premium	50	25	103.8	-2.75	62.5 5 children	25 2 children	-2.13	37.5 3 children	0	100.7	-5.4

	4 children	2 children									
Non-Pupil premium	81.4	41.9	107.3	1.6	95.3	30.2	2.2	88.4	34.9	106.4	-0.5

- 1 PPG child was absent for all KS2 tests
- 1 PPG child with SEND was working below the expected levels of the GAPS and Reading KS2 test
- 1 PPG child with SEND was working below the expected levels for the KS2 Maths test
-

Year 1 Phonics Result		
	Total number of pupils	Pass
Cohort	59	83%
PPG	4	75% 1 child

Next steps for 2017-18

What does the evidence/data tell us?

- Continue to accelerate progress in Maths across the school through the Mastery curriculum.
- Maths subject leader is now training to be a Primary Mastery Specialist in Herts/Essex maths hub and will continue to deliver internal training on new developments.
- Introduce structured conversations to ensure parents are clear about children's next steps and are part of the support plan.
- PPG children have clear next steps in key subjects with particular focus in maths skills – i.e. introduction of times tables booklet so children are able to visually see and articulate their next steps.
- Set up PPG surgeries to review current interventions and their impact.
- Continue to accelerate progress in reading and writing across school – introducing Accelerated Reader to promote high quality reading.
- Continue to engage parents to support home learning- investigate more effective, user friendly lines of communication.
- Provide additional funding for extracurricular activities tailored to individual children's needs, e.g. guitar lessons, football lessons.

Herts Improvement partner: 16- 17 progress review- Highlights

Outcomes at the end of KS2 have risen sharply in 2017 in comparison to 2016.

- 80% of pupils met or exceeded the expected standard in reading, with 39% working at a high standard.
- 80% of pupils met or exceeded the expected standard in maths, with 29% working at a high standard.
- 92% of pupils met or exceeded the expected standard in writing, with 30% working at greater depth.

For disadvantaged pupils who do not also have SEND, outcomes rose to 80% in reading [with 40% working at a high standard], 100% in writing [40% working at a higher standard] and 60% in maths [0%].

Outcomes at the end of KS1 have risen,

- 85% of pupils met or exceeded the expected standard in reading, with 28% working at greater depth.
- 85% of pupils met or exceeded the expected standard in writing with 17% working at greater depth.
- 87% of pupils met or exceeded the expected standard, with 28% working at greater depth.

There are 5 disadvantaged pupils in this cohort, 3 of who also have SEND: 40% of disadvantaged pupils met the expected standard in reading, writing and maths. Assessment Manager 7 data shows that 80% of these pupils made sufficient progress in reading and maths, with 100% doing so in writing.

Phonics:

- 83% of pupils in year 1 met the expected standard in the phonics screening check in 2017, which was above the most recent national average. These outcomes represent good progress for a cohort that had the most significant communication needs on record on admission to the reception class in 2015. **There are 4 disadvantaged pupils in the cohort and 1 child who has additional SEND did not pass the test.**
- 5 pupils re-took the screening check in year 2 in 2017. 60% of these pupils met the standard, **including 100% of disadvantaged pupils.** Cumulative totals meeting the standard by the end of year 2, at 95%, were above the most recent national average.

