

Pupil Premium Strategy Statement 2019/20



I. Summary Information

School	West Kidlington School				
Academic Year	2019-20	Total PP budget	£75,240	Date of most recent PP Review	18.7.19
Total number of pupils	399	Number of pupils eligible for PP	60	Date for next internal review of this strategy	Nov '19

Attainment - Academic Year 2018-19

	% Pupils eligible for PP	% Pupils not eligible for PP
EYFS - Reception		
% achieving GLD	100	75
Year 1		
% achieving in reading, writing and maths	22	60
% making progress in reading	67	73
% making progress in writing	22	68
% making progress in maths	33	75
Year 2		
% achieving in reading, writing and maths	44	63
% making progress in reading	67	81
% making progress in writing	56	66
% making progress in maths	56	76
Year 3		
% achieving in reading, writing and maths	54	68
% making progress in reading	54	81
% making progress in writing	62	73
% making progress in maths	69	76
Year 4		
% achieving in reading, writing and maths	11	58
% making progress in reading	11	79
% making progress in writing	11	70
% making progress in maths	11	63
Year 5		

% achieving in reading, writing and maths	33	74
% making progress in reading	67	77
% making progress in writing	33	77
% making progress in maths	50	80
Year 6		
% achieving in reading, writing and maths	67	77
% making progress in reading	75	86
% making progress in writing	75	89
% making progress in maths	75	82

2. Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers (issues to be addressed in school, such as poor oral language skills)	
A.	Pupils demonstrate a lack of independent learning skills and passiveness in lessons
B.	Limited vocabulary, spelling and poor grammar skills are restricting the understanding of texts (comprehension) and limiting the language that can be used in writing
C.	Pupils are too dependent on staff in their learning habits and have limited resilience
D.	
External barriers (issues which also require action outside school, such as low attendance rates)	
A.	Parents lack confidence in current learning methods and vocabulary
B.	
C.	

3. Desired outcomes

	Desired outcomes and how they will be measured	Success Criteria
A.	Pupils are demonstrating resilience and seeking/ relishing challenge. Pupils will make (or exceed) expected progress	Staff will report that pupils are using independent learning strategies to support their learning. Pupils will say 'I can...' when given an activity that they find challenging. Through the 'Primary Futures' program, children will be able to discuss their future and what they need to do to achieve this. For PP children to at least meet PP pupils National Average attainment levels. High success would be 60% PP children meeting ARE in RWM
B.	Children will have an improved vocabulary that they will use in their everyday speech and their writing. Work in books and attainment in the BPVS will demonstrate this	For PP children to at least meet PP pupils National Average attainment levels. High success would be 60% PP children meeting ARE in RWM
C.	All staff will use the scaffolding approach (MPTA) to ensure that children develop their independent learning skills and that there is a 'can do' attitude.	All children will be ready to learn at the beginning of a session (with correct resources) and staff will use effective questioning techniques to ensure that children are not reliant on staff. Children will confidently use YETi language demonstrate resilience. Positive response from pupil questionnaire.

D.	Parents will know and be able to confidently use current learning methods with their child. Parents will enjoy learning alongside their child. This will be shared on Tapestry, through parent questionnaires, child and parent voice and homework books.	Having attended the lecture from Inspirational Speaker, Will Ord, parents will confidently talk about what their child is capable of achieving rather than the barriers to learning. Parents are using the 'how to...' programmes on our website and will have attended information sessions so that they can actively support their child's learning. Families will be actively involved in responding to the 'Pop up' questions that have been asked. Evidence in reading records, homework diaries, child and adult conversations and on Tapestry will show increased parental engagement.
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4. Planned Expenditure

Academic Year	2019-2020
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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	Review date
Using metacognitive approaches all children will have a 'can do' attitude to learning	<ul style="list-style-type: none"> *Quality First Teaching *All staff to understand what 'Metacognition' means and how that relates to how children learn *Marking in the moment to ensure that the 'Keep up, not catch up' intervention is methodical and ensures all children are able to access the following days learning *Each term, teachers will consider if any additional pre-teaching/experiences are required in order to successfully teach topics (cultural capital) *Teachers will consider children's strengths and interests so that children are 'buzzing' about their learning. *Discreet teaching on 'Learning Powers' so that children are able to relate to our school YETI's. *Teacher/pupil mentoring that will encourage children to talk about what is going well and where they need support to develop their learning *Opportunities to gain the Character Award *Give advice on the 'Working Memory' profile of our children. https://www.mrc-cbu.cam.ac.uk/wp- 	<p>EEF guidance states that Metacognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of seven months' additional progress.</p> <p>The 'Keep Up, Not Catchup' strategy has worked successfully in school for the past two years as has monitoring pupil attendance with an improvement of 3% for PP families</p> <p>Teacher's 'discourage the idea that because a child has been taught something, they should have got it.. priority is placed on ensuring that all children have learnt what has been taught' (Myatt 2016)</p>	<p>Overview of annual monitoring schedule implemented into the termly schedule</p> <p>Learning walks</p> <p>Intervention/MOT registers</p> <p>Child conversations/ observations</p> <p>Teacher feedback</p> <p>Pupil questionnaires</p> <p>Have teachers asked for funding to support outside school experiences</p> <p>Quality of children's work</p> <p>Tapestry</p>	JS	Dec 19

	<p>content/uploads/2013/01/WM-classroom-guide.pdf and where there are concerns follow up on more specific test. All staff will know how to support children with working memory difficulties</p> <ul style="list-style-type: none"> *Attendance monitoring and rewards * The 'Primary Futures' program, will enable professionals from all walks to encourage the children to reach their full potential. 	'Strong relationships between teacher and learner are fundamental' (Rowland 2015)			
All children will be independent learners, whereby they will be able to use resources in the environment before requiring adult support	<p>Quality First Teaching</p> <ul style="list-style-type: none"> *Embed MPTA approach to support independent learning through training and observation  <p>The diagram, titled 'Mobilise Project', shows a funnel-shaped process. At the top, 'Pre-lesson preparation (QI teacher)' leads to 'Lesson delivery'. This leads to 'Independent learning'. Below 'Independent learning', there are three boxes: 'Peer to Peer TA coaching', 'Enabling environment – guidance and training given to staff on working walls, resources to support learning', and 'Discreet teaching of the '5 B's Before Me''. At the bottom, 'Children trained as 'anti bullying ambassadors'' leads to 'ensuring that even at lunchtime children find alternatives to adults supporting them when appropriate'. Logos for 'LTI' and 'University of Lincoln' are at the bottom.</p> <ul style="list-style-type: none"> *Peer to Peer TA coaching *Enabling environment – guidance and training given to staff on working walls, resources to support learning *Discreet teaching of the '5 B's Before Me' *Children trained as 'anti bullying ambassadors' ensuring that even at lunchtime children find alternatives to adults supporting them when appropriate 	<p>EEF – Maximising the Impact of Teaching Assistants (Webster, Russell and Blatchford).</p> <p>'It is often when we have got things wrong and gone back over them, seen the correct way of doing them that the learning is secure' (Myatt 2016)</p>	<p>Monitoring schedule</p> <p>Staff training</p> <p>Learning walks</p> <p>Speaking with chn</p>	SLT	Dec '19
When adult help is required, effective questioning will ensure that children are guided and not given an answer	<ul style="list-style-type: none"> *Quality First Teaching *Whole school training using TWHF planning process 	It is widely regarded that using strategies such as Blooms Taxonomy helps to develop a child's higher order thinking	<p>Staff training</p> <p>Monitoring schedule</p> <p>Learning walks</p> <p>Teacher/TA observations</p>	SLT	
Children will be able to use a rich and broad vocabulary in their writing	<p>Quality First Teaching</p> <ul style="list-style-type: none"> *Nursery will be taking part in the EEF pilot of the Nuffield Language Project *Freshstart and RWInc. Ensure that the RWInc lead has sufficient time to assess and 'jump into' lessons. *Implement a new spelling intervention in Yrs 4-6 /Pilot the 'Spelling Shed' app 	<p>Words need to be used 4-10 times before they can access the long term memory (Quigley, 2018)</p> <p>Children from a 'professional' background encountered by the age of four, approximately</p>	<p>Monitoring schedule</p> <p>Staff training</p> <p>Learning walks</p> <p>Observations</p> <p>Parental comments/questionnaires</p> <p>Intervention registers</p>	CE/SLT	

	<ul style="list-style-type: none"> *Embed 'Fab 4' to support grammar *Vocabulary lessons/word of the day or week ensuring that they are overlearned, encouraging children become 'word detectives' (Quigley 2018) *Vocabulary that children are learning will be shared with parents so that words are taught in various contexts and children can explain the meaning/how they are written to others *Books and bagels (Year 6 Breakfast reading club for boys) *To start a 'Reading campaign volunteer scheme' in order to train parents to read with their child and come into school and read with other children or FRED training (Father's Reading EveryDay) *Children/teachers to share books that they have enjoyed reading in assembly. School to then buy a copy and encourage other children to read them *Lunchtime reading club in a Reading Den (both inside and outside). Children will have the opportunity to share their books with an adult/friend *Project X 	32 million more words than children from a 'welfare' background (Hart and Risley, 1995)	Children's writing and reading Child's voice Parent voice		
Total budgeted cost					£56,664
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?
All parents will feel empowered to support their child with home learning	<ul style="list-style-type: none"> * All parents will be invited to attend two evenings with an inspirational outside speaker – Will Ord. The first evening will focus on 'Resilience, Praise, & Growth Mindsets' and the theme of the second evening will be on 'Building Great Thinking & Dialogue at Home'. Child/parent homework club *'How to' guide on the website 	'Students in the UK spend just over 15% of their time in school' (Daniel Sobel 2018) therefore encouraging a positive home learning environment is vital.	Monitoring schedule Parent questionnaire Record if homework is sent in on time Use 'Easieasy' app to see if parents are accessing it Talk with SKIPs and Nursery to ensure that	JS	Dec '19

	<ul style="list-style-type: none"> *Workshops and courses during the school day, after school and at the parent café *Pilot 'Easypeasy' app. SENCo to also have access to app so that she can talk to parents about how the activities have gone *Work with SKIPs (attached pre-school) to ensure that they use their 'Starting Out' packs *Playpacks shared with Nursery parents *Stay and Play sessions/invitations into the classroom to find out how their child learns 	<p>"The children who possess intellectual capital when they first arrive at school have the mental scaffolding and Velcro to catch hold of what is going on, and they can turn the new knowledge into still more Velcro to gain still more knowledge." (ED Hirsch, 'The Schools We Need)</p>	parents are using these confidently		
Parents will take an active role in their child's learning	<ul style="list-style-type: none"> *Exciting 'Pop up' questions put into MTP so families can find out answers together *Cultural capital – capture what children need to experience before/during a topic *All PP families/vulnerable children receive an Annual Pass to Blenheim Palace *Will Ord visit 	EEF guidance: The most effective ways of encouraging parent participation included integration of the games into the classroom, introducing parents to the games at 'Stay and Play' sessions, and parents sharing comments (Easypeasy, 2019)	Discussion with parents/teachers	JS	Dec '19
Children will be able to regulate their emotions	Using 'The Zones of Regulation' theory ELSA Sand play therapy	Feelings of strong emotions can sabotage the pre-frontal lobe which can create a deficit in a child's intellectual ability (Goleman, 1995). Emotional intelligence has been found to be responsible for 27%-45% of job success compared with that of IQ which predicts job success between 1% and 20%	Staff training Implementation schedule Learning walks Observations Child voice	JS	Feb '20
Total budgeted cost					£14.900
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?

All Teaching Assistants will be deployed effectively to maximise the impact of pupil outcome	Careful timetabling Peer to peer coaching Teacher/TA agreement	Evidence from school review and the EEF linked to SDP			
Total budgeted cost					£4,000

Pupil Premium Grant 2019-20 **£75,240**

Quality First teaching to include training on : Metacognition, Working Memory, Enabling environments	£19,800
RWInc/Fresh start	£9,000
MITA - TAs peer to peer coaching	£2,000
Keep up Not Catch Up	£18,000
HSLW inc parent café & S/G	£8,000
ELSA/Nurture	£5,000
Attendance and rewards (colleges)	£4,000
Reading Campaign & reading, vocabulary & spelling initiatives	£2,500
Project X	£4,400
Rewards	£1,000
Mentoring/Cultural capital /experiences	£1,500
Professionals from outside agencies	£1,000

5. Review of expenditure				
Previous Academic Year		2018-2019		
Quality of Teaching for All				
Desired outcome	Chosen action/approach	Cost	Estimated impact	Lessons Learnt/Actual Impact
Teachers will have an improved knowledge of the specific learning needs of their children and confidently implement strategies to support these needs through	Quality CPD on specific learning difficulties 'What actions are you going to take?' Proforma followed up after CPD	£47,672	Based on staff feedback, observations, verbal and written communications staff have a greater understanding of SpLD and I have been asked far more specific questions. I am part of many meetings between staff and parents, this improved knowledge of SpLD is	Teachers will have an improved knowledge of the specific learning needs of their children and confidently implement strategies to support these

<p>intervention and inclusive classrooms. School will have a detailed description of all PP/SEN chn with regard to developmental milestones and whether the child was premature. Learning walks will reflect this improved knowledge and follow up on 'what actions are you going to take?' after the CPD will ensure that staff move their learning/teaching on</p>	<p>Flow chart produced to support staff in assessments and next steps</p>		<p>also evident when teachers are speaking with parents and pre-teaching activities are being sent to families before a new topic is being taught. Also, where children are performing at a level significantly below their peers differentiated homework is organised Best practise being shared with staff after learning walks/book scrutiny's. Any concerns are immediately ratified with issues being followed up on. Presentations sent to staff after training have had an impact as further time/understanding has been made. This has also been confirmed with the accurate picture that pupil profiles have shown. Staff now need to confidently use the 'Waves of intervention' paperwork so that accurate interventions are in place and baselines are administered so that progress can be measured. The 'flow chart' is beginning to be followed when staff have concerns about a child's learning, this still needs to be embedded though and this will allow the inclusion lead to take a more strategic view. Class expectations with regards to equipment and visual resources have been shared with staff. The inclusion lead has sent out examples of good practise from learning walks within school. The summer holidays will allow time for practitioners to ensure the environment is ready for the new academic year. Our recent school review stated 'a nurturing environment', 'relationships between staff and pupils are very positive', 'environment improved significantly'. Closer links with the Unicorn School (specialist Dyslexia school) has ensured that the Inclusion Lead is better equipped to deal with concerns.</p>	<p>needs through intervention and inclusive classrooms. School will have a detailed description of all PP/SEN chn with regard to developmental milestones and whether the child was premature. Learning walks will reflect this improved knowledge and follow up on 'what actions are you going to take?' after the CPD will ensure that staff move their learning/teaching on</p>
<p>Pupils are demonstrating resilience and seeking/ relishing challenge. Pupils will make (or exceed) expected progress. Pupils are able to regulate their emotions</p>	<p>Staff will report that pupils are using independent learning strategies to support their learning. Pupils will say 'I can...' when given an activity that they find challenging. For PP children to at least meet PP pupils National Average attainment levels. High success would be 60% PP children meeting ARE in RWM</p>	<p>£15,200</p>	<p>The MITA and MPTA training has given us good grounding to ensure that staff (especially those working 1 to 1) understand the importance of developing independent learning strategies for children. This now needs to be embedded and further training given. Our Home school link worker (HSLW) has been trained in as an ELSA. This has had a significant impact on the wellbeing of particular children whose behaviour has now much calmer.</p>	<p>I believe that the best way of embedding this independent learning strategy is for TAs receive coaching from each other. TAs will work in teams of 3 with a member of the MITA team (inclusion lead, AC, MS, KB, VL) receive some training, then observe each other and then feedback back to each other about the good</p>

			<p>Sandplay therapy training has been attended by the Inclusion Lead. It has been impossible for her to administer any sessions until term 6 so we are unsure of impact</p> <p>Bespoke Nurturing programme to support a vulnerable child who have extreme behaviours and attachment</p>	<p>practise they have witnessed and possible next steps.</p> <p>Learning Powers (YETi's) to be taught discreetly in some classes.</p> <p>Two afternoons a week need to be put aside to ensure ELSA sessions happen with as many children as possible and that training for volunteers is robust.</p> <p>Inclusion Lead to visit Swindon school to see how they implement Sand play therapy.</p> <p>Zones of regulation training to be shared with all staff so that all children and staff are aware of the colours and understand how strategies can support this.</p>
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Targeted Support

Desired outcome	Chosen action/approach	Cost	Estimated impact	Lessons Learnt/Actual Impact
Parents will know and be able to confidently use current learning methods with their child. Parents will enjoy learning alongside their child. This will be shared on Tapestry, through parent questionnaires, child and parent voice and homework books.	Parents are using the 'how to...' programmes on our website and will have attended information sessions so that they can actively support their child's learning. Families will be actively involved in responding to the Twitter questions that have been asked. Evidence in reading records, homework diaries, child and adult conversations and on Tapestry will show increased parental engagement.	£4,000	<p>Tapestry is now confidently being used in the Nursery as well as in the reception class. Parents are receiving ideas of how to support their child's learning. IMPACT - there is proof that this is being done due to the response of parents on Tapestry.</p> <p>Staff are also visiting and taking an active part in supporting the local children's hub. The home learning environment is vital in supporting children and the younger the child is when receiving this support, the greater the likelihood of children being at expected standards when they arrive in school.</p> <p>RWInc – parent phonic sessions – IMPACT - all PP parents that attended, child passed to phonics test. Parents know that homework that is being sent home has been taught during that week, thus ensuring that children can show parents what they have been learning.</p>	<p>This approach will continue next year due to the impact that it has had and new ideas that we have witnessed to complement this further.</p> <p>It is imperative that the Inclusion manager holds staff to account when actions are not completed. The 'how to' guides was an important next step to support parents and this has not happened.</p> <p>The inclusion Lead has tracked which PP children have returned their homework on time. Only about 50% of</p>

			<p>Termly certificates have been positive but completion for PP children needs to be greater.</p> <p>After the positive impact of last year's art trail we invited parents to view their child's work in the class room at the end of each term. 90% of PP parents attended.</p> <p>The parent café has gone from strength to strength and is vital in supporting our most vulnerable parents. Courses offered have included basic maths and English support and lots of behaviour management /how to run your household.</p> <p>The safeguarding team have worked tirelessly to ensure that professionals attend TAF meetings o that even more support /guidance can be offered eg SENSS, EP, School nurse, LCSS.</p> <p>Inclusion Manager attending increasing number of meetings, guidance given and from emails received parents following advice</p>	<p>children are achieving this. Inclusion Lead to discuss expectations with parents and/or offer a homework club</p> <p>New ideas - Pop up questions, training for parents in reading with Witney and Abingdon College, develop reading champions for parents</p>
Gaps are identified and targeted teaching/ interventions will teach to these gaps. Formative assessment will show gaps being addressed. Pupils will make (or exceed) expected progress.	By analysing assessments and through 'marking in the moment' teachers will demonstrate that targeted interventions have addressed the gaps in children's learning (our 'Keep Up Not Catch Up' strategy with particular reference to Maths). For PP children to at least meet PP pupils National Average attainment levels. High success would be 60% PP children meeting ARE in RWM	£20,000	Data across most of the school suggests that this has a successful impact on children's attainment as the gap between PP and non PP continues to decrease (for specific information see the spending and impact report July 2019)	This will continue next year. It is imperative that TAs that work in the class during the morning continue to work in the afternoon, The TA coaching will happen across the same year groups where possible, thus allowing TAs to become more consistent in their approach. There will also need to be a focus on attainment for next year's Year 2 and Year 6 children as the gap has widened.
Other Approaches				
Desired outcome	Chosen action/approach	Cost	Estimated impact	Lessons Learnt/Actual Impact
All gaps in learning to be addressed	Focused Intervention afternoons	£20,000 (linked to above)	43% of PP children on the SEN register and with 0% of chn in Year 5 achieving in all three areas gaps in learning need to be assessed in order for children to move on.	Monitoring of intervention registers/distance marking sheets Observations

	<p>Marking in the moment informing distance marking sheet Distance marking sheet to used effectively Sandwell assessments to be followed up in detail Varied interventions (according to need) to be provided before/ during/ after school.</p>			<p>Progress and attainment/Salford/ Sandwell/ HAST assessments</p>