**Pupil premium strategy statement (primary)**

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| 1. **Summary information**
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| **School** | Keevil Church of England Academy |
| **Academic Year** | 2018/19 | **Total PP budget** | £10,560 | **Date of most recent PP Review** | Feb 2019 |
| **Total number of pupils** | 114 | **Number of pupils eligible for PP** | 8 | **Date for next internal review of this strategy** | Sep 2019 |

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| 1. **Current attainment**
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|  | *Pupils eligible for PP (your school)* | *Pupils not eligible for PP (national average)*  |
| **% achieving in reading, writing and maths**  | 25% | 46% |
| **% making progress in reading**  | 38% | 58 % |
| **% making progress in writing**  | 38% | 47 % |
| **% making progress in maths**  | 63 % | 56 % |

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| 1. **Barriers to future attainment (for pupils eligible for PP, including high ability)**
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|  **In-school barriers** *(issues to be addressed in school, such as poor oral language skills)* |
|  | Attendance issues |
|  | Additional learning needs |
| **C.** | Passivity and poor oral skills |
| **External barriers** *(issues which also require action outside school, such as low attendance rates)* |
| **D.**  | Attendance issues, linked to poor home learning environment  |
| 1. **Desired outcomes**
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|  | *Desired outcomes and how they will be measured* | *Success criteria*  |
|  | At least national average attendance for all pupil premium children | Attendance of at least 96% for PP children. |
|  | Accelerated progress, including higher ability children achieving Greater Depth | PP children making greater than expected progress (measured as 3 steps internally) between July 2018 and July 2019. |
|  | Closing of the attainment gap | Attainment of PP children to match that of non-disadvantaged peers. |
|  | Development of learning skills and broader educational experiences | A curriculum offer that ensures the development of cultural capital. |

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| 1. **Planned expenditure**
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| **Academic year** | **2018/19** |
| 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.  |
| 1. **Quality of teaching for all**
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| **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?** |
| **Forest School** | To ensure that PP children can experience learning through experience. Teamwork and practical tasks will help develop oracy and communication skills | * Building confidence and independence. Learning outdoors
* Feeling empathy for others and nature. ...
* Physical fitness. ...
* Health benefits. ...
* Improved mental health. ...
* Learning by experience. ...
* Exposure to manageable risk. ...
* Better sleep and mood.

*Forest Schools.com* | Both leaders have received training to organise and lead these sessions.Lessons plans and sessions will be monitored and assessed regularly by SLT | Jess DraperClare Ritchens | The implementation will be reviewed in July 2019 |
| Children able to experience a broad and rich curriculum that equips them with the cultural capital that they need to succeed in life. This will also offer opportunities to flourish in their own individual way.  | This will be achieved by the organisation of:Residentials – Pencelli and DanywenaltEducational visitors – to present learning in practical and exciting waysMusic teacher – choir, music lessons and the opportunity to play a musical instrument  | A broad and balanced curriculum provides children with the skills, knowledge and understanding they need to develop into well-rounded, informed individuals. A rich diet of learning experiences is undoubtedly the best way to develop well-rounded, happy individuals*Cornerstone Education* | Monitoring by SLT and expected improvement in progress made, which will be assessed during pupil progress meetings.Attendance will be monitored regularly by head teacher |  |  |
| **Total budgeted cost** | £3,800 |
| 1. **Targeted support**
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| **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?** |
| Closing the attainment gap, accelerated learning including higher ability children achieving greater depth | Booster groups for higher ability groupsIntervention support for bridging groups | Evidence shows that small group tuition is effective the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained engagement in smaller groups, or work which is more closely matched to learners’ needs explains this impact. *Education Endowment Foundation* | Assessment pre-sessions and after 6 weeks will enable the progress to be measured to decide if the work being done is beneficial. | Lindsey HermonMaria O’Brien | This will be reviewed at pupil progress meetings |
| Speech and Language sessions | Therapy sessions to develop and improve speech. | Participation within lessons require good speech, language and communication skills and literacy skills. Research shows that speech and language therapists’ input can directly improve a young person's speech, language and communication skills.*The Royal College of Speech and Language Therapists* | Assessment pre-sessions and after 6 weeks will enable the progress to be measured to decide if the work being done is beneficial. | Maria O’Brien Purdie Stainer | Therapies are reviewed every three months |
| Emotional Literacy Support | Opportunities for children experience emotional issues to discuss and find strategies to handle their problems. 1 to 1 sessions. | There has been consistent feedback from schools across the UK that the introduction of ELSAs has made a significant positive impact on the emotional wellbeing of children and young people and their ability to manage better at school — socially, emotionally and academically.*Oxfordshire.gov*  | Sessions run once a week for 6 weeks. The outcomes and effect of the intervention is then assessed, and next steps are considered.There is also an ongoing dialogue with parents to involve them in the process. | Rachael Draper |  |
| **Total budgeted cost** | £6.760 |
| 1. **Other approaches**
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| **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?** |
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| **Total budgeted cost** |  |

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| 1. **Review of expenditure**
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| **Previous Academic Year** |  |
| 1. **Quality of teaching for all**
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| **Desired outcome** | **Chosen action/approach** | **Estimated impact:** Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | **Lessons learned** (and whether you will continue with this approach) | **Cost** |
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| 1. **Targeted support**
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| **Desired outcome** | **Chosen action/approach** | **Estimated impact:** Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | **Lessons learned** (and whether you will continue with this approach) | **Cost** |
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| **Desired outcome** | **Chosen action/approach** | **Estimated impact:** Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | **Lessons learned** (and whether you will continue with this approach) | **Cost** |
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| 1. **Additional detail**
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| In this section you can annex or refer to **additional** information which you have used to inform the statement above.Our full strategy document can be found online at: www.aschool.sch.uk  |