

## Kelloe Primary School - Pupil premium strategy statement (2019-20)

1. Summary information					
Academic Year	2019/2020	Total PP budget	£64,680	Date of most recent PP Review	Sep 20
Total number of pupils	120	Number of pupils eligible for PP	49	Date for next internal review of strategy	N/A

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP or All (national average)</i>
% achieving GLD at the end of Reception	56	73
% achieving the expected standard in the Y1 phonics assessment	80	84
% at or above the expected standard in reading at the end of KS1	80	79
% at or above the expected standard in writing at the end of KS1	60	72
% at or above the expected standard in maths at the end of KS1	60	79
% at working at greater depth in reading at the end of KS1	40	26
% at working at greater depth in writing at the end of KS1	20	16
% at working at greater depth in maths at the end of KS1	20	22
% at or above the expected standard in reading at the end of KS2	100	78
% at or above the expected standard in writing at the end of KS2	100	83
% at or above the expected standard in EGPS at the end of KS2	100	83
% at or above the expected standard in maths at the end of KS2	100	84
% at achieving a higher score in reading at the end of KS2	0	27
% at achieving a higher score in writing at the end of KS2	0	20
% at achieving a higher score in EGPS at the end of KS2	33	36
% at achieving a higher score in maths at the end of KS2	0	27

3. Barriers to future attainment (for pupils eligible for PP)		
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>		
A.	Language skills are poor on entry to school and children have had limited life experience	
B.	Children's life experiences are limited and many have very complex home lives	
C.	Children have poor resilience and coping skills and are very fragile emotionally	
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>		
D.	Poor attendance and lack of engagement from families with poor attendance	
4. Desired outcomes <i>(Desired outcomes and how they will be measured)</i>		Success criteria
A.	Improve language skills and increase vocabulary, leading to improvements in reading, communication and confidence – measured through end of key stage assessments, phonics assessments, BPVS tests etc.	The number of children attaining the required standard in the Phonics Screening is broadly in line with the national average at Year 1. The number of children achieving age related expectations in Reading is above the national expectations at the end of KS1. The number of children achieving age related expectations continues to be in line with national expectations at the end of KS2.
B.	Children leave Kelloe Primary School with results broadly in line/above with age related expectations. Children's expectations of what they can achieve at Secondary School and beyond is high. Children are given many opportunities to develop their cultural experience.	More children than national average leave Kelloe Primary School with results in line with age related expectations. Children are given a varied diet of experiences throughout their time at school. Children grasp opportunities and increase confidence to achieve. Reports from Secondary Schools indicate greater participation in 'school life' from former Kelloe pupils.

C.	Children's social and emotional needs are met and children feel well supported in school. 'Happy Centred School Programme' is embedded throughout school and children are taught how to be more resilient and cope effectively.	Pupil questionnaires show that children feel safe and supported in school. Children present as more resilient – children are more than 'face happy'.
D.	Attendance is above 95% and parents expectations of school and pupils' achievements are raised. This will be measured through attendance monitoring and parental questionnaires.	Attendance is above 95% and parental questionnaires show high expectations.

5. Planned expenditure			
Academic year	1 x Class Teacher MPS	£35320	To give children quality first teaching. To enable small group intervention in all subjects especially for KS2 children.
	1 x Teaching Assistants	£22703	To allow Read Write Inc. to be taught effectively – grouping children based on need. To facilitate small group interventions.
	PSA, School Counsellor, Attendance Officer	£11000	To quickly address low expectations of individuals. To be proactive in getting children in to school. To work with parents to raise expectations at home, which will increase expectations at school.
	<b>Total</b>	£69023	

