

Pupil premium strategy statement: Ightham Primary School

| 1. Summary information | | | | | |
|-------------------------------|------------------------|---|---------|---|---|
| School | Ightham Primary School | | | | |
| Academic Year | 2019-2020 | Total PP budget | £ 6,280 | Date of most recent PP Review | 7/9/19 In-school 05/02/19 governors 1/05/2018 governors 23 /5/18 Matt Dixon, School's Advisor from KCC |
| Total number of pupils | 207 | Number of pupils eligible for PP | 5 | Date for next internal review of this strategy | 01.09.20 |

| 2. Current attainment | | |
|--|---|--|
| | <i>Pupils eligible for PP (your school)</i> | <i>National Average all children KS2</i> |
| % achieving in reading, writing and maths | Not reportable | 65% |
| % making progress in reading | Not reportable | 73% |
| % making progress in writing | Not reportable | 78% |
| % making progress in maths | Not reportable | 79% |

| 3. Barriers to future attainment (for pupils eligible for PP, including high ability) | | |
|---|--|--|
| In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>) | | |
| A. | Sustaining progress/achieving age related in speech and language more of a challenge in some PP pupils than non-PP pupils | |
| B. | Sustaining progress in reading and enjoyment in reading can be a difficulty more apparent in some PP pupils than non-PP pupils | |
| External barriers (<i>issues which also require action outside school, such as low attendance rates</i>) | | |
| C. | Developing confidence and resilience for wellbeing can be more challenging for some PP pupils than non-PP pupils | |
| 4. Desired outcomes | | |
| | <i>Desired outcomes and how they will be measured</i> | <i>Success criteria</i> |
| A. | Use speech therapist, specialist teacher and interventions to ensure PP children show consistent progression from their spoken language starting points. Ensure quality first teaching addresses expressive and receptive language skills. Measure using Language and Speech Link Assessments | Pupils eligible for PP make rapid progress by the end of the year so that all pupils eligible for PP meet age related expectations/make sufficient progress in spoken language |
| B. | Use of Better Reading Partnership, school library, accelerated reader, chatter-books, reading champions, reading volunteers and buddies to promote consistent progression from their reading language starting points. Ensure book levels are part of pupil progress meetings to monitor progress. | Pupils eligible for PP by the end of the year show confidence and accuracy, understanding and pleasure in reading and make rapid progress/make sufficient progress to meet age related expectations based on tracking progress records including BRP, book levels, observation, pupil voice and assessments. |
| C. | Use of Zones of Regulation, Building Learning Power, Fegan's counselling, philosophy for children, Oasis Club ,Talk times, Socially Talented interventions ,Speech Bubbles Club , Time to Talk and Circle times to promote consistent standards of healthy well being measured through Leuven Scales, pupil voice and parental /staff feedback | Alongside Building Learning Power ,Zones of regulation is part of everyday classroom practice as evidenced by pupil voice,parental feedback and SENCO observations and learning walks. Children score well on Leuven scales and levels are monitored so that needs are quickly addressed. |

| 5. Planned expenditure | | | | | |
|--|---|---|---|----------------------------|--------------------------------------|
| Academic year | | 2019-2020 | | | |
| i. 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 | When will you review implementation? |
| To ensure progress in reading and enjoyment in reading | Use Better Reading partnership, school library, accelerated reader, chatter-books, reading champions, reading volunteers to promote consistent progression from their reading language starting points. | Quality First teaching and focused support within the lesson such as BRP during guided reading has a high impact on progress. | <p>Extra teaching time and preparation time paid for out of PP budget, not sought on a voluntary basis.</p> <p>Impact overseen by English co-ordinator. Specialist teacher/SENCO to advice and support TAs.</p> <p>Close liaison between specialist teacher/TAs and Class teacher</p> | SENCO | February and May 2020 |
| | | | | Total budgeted cost | £ 2093.33 |

| ii. 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? |
| Talking and listening based interventions to close the gap in communication and understanding with peers | Use speech and language therapist/specialist teacher and Time to Talk interventions | The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs can be effective. By specialist teaching the child is given strategies such as Pre-learning vocabulary, Speech Link games, Language for Learning to improve expressive and receptive spoken language which presents a barrier to their understanding and expressing their own needs. | <p>Extra teaching time and preparation time paid for out of PP budget, not sought on a voluntary basis. Engage with parents and pupils before intervention begins to address any concerns or questions about the additional sessions. Close liaison between specialist teacher/TAs and Class teacher Impact overseen by English co-ordinator. Specialist Teacher /SENCO to advice and support TAs.</p> <p>Engage with parents and pupils before intervention begins to address any concerns or questions about the additional sessions. Close liaison between specialist teacher/TAs and Class teacher</p> | SENCO | February and May 2020 |
| Total budgeted cost | | | | | £2093.33 |

| iii. Other approaches | | | | |
|---|--|--|---|--|
| Desired outcome Professional support with wellbeing as well as interventions and classroom practice promote articulating feelings, understanding them and seeking support as needed | Chosen action/approach Use of Zones of Regulation, Building Learning Power, Fegan's counselling, philosophy for children, Oasis Club ,Talk times, Socially Talented interventions ,Speech Bubbles Club , Time to Talk and Circle times | What is the evidence and rationale for this choice? Tried and tested programmes such as Socially Talented and Time To Talk with support of specialists and in partnership with parents have high impact. For children with anxiety professional counselling has the greatest long term impact. | How will you ensure it is implemented well? Counselling time part paid for out of PP budget. Close liaison between counsellor/ specialist teacher/TAs /Class teacher and parents in supporting whole child. | Staff lead SENCO |
| | | | | When will you review implementation? February and May 2020 |
| | | | | Total budgeted cost |
| | | | | £2093.33 |
| 6. Additional detail | | | | |
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