



Pupil Premium Strategy

At Kirton Lindsey primary School, we have an aspirational vision:-

- Spot and nurture individuality and talent in children and staff.
- Maximise the use of our resources to support the development of articulate, confident children, who have a thirst for learning.
- As a school, to exceed national expectations.
- Ensure every child is taught by consistently good teaching staff.
- Keep everyone physically and emotionally safe.

This vision is inclusive and extends to all the children in our care. However, we recognise that for some children, especially those who may come from less affluent backgrounds, there may be barriers to learning caused by internal and external factors. At all times, we recognise the uniqueness and individuality of each child and each family situation and try to develop individualised plans of support to meet the needs presented.

External Barriers to Attainment

Some children may experience one or a combination of these:-

1. Limited experience of the wider world beyond their immediate community due to less days out, trips, holidays etc
2. Poor parental health, both physical and emotional which may affect the parent's ability to parent and support learning at home, **especially reading development.**
3. Negative parental experience of education which may affect the parent's trust in schools and the value placed on education
4. Chaotic home life that may lead to disorganisation, poor attendance and arriving at school ill equipped to learn physically, practically and emotionally
5. Financial hardship in the family which may lead to limited access to stimulating activities and toys
6. Larger family size may lead to high level of responsibility in the family, especially for older children with multiple younger siblings, and limited time and attention from parents.
7. Overuse of technology, where this is used to occupy the children for extended periods of time

In School Barriers to Learning

Some children may experience one or a combination of these:-

8. Limited concentration; children are more likely to be distracted, off task and complete less work
9. Low confidence and self-esteem; children are less likely try new things/challenges, work independently and to persevere when learning is hard or requires lots of effort
10. Poor self regulation; children are more likely to have behaviour issues and less able to manage their emotions during times of conflict
11. Lower personal aspirations; children have less desire to succeed and can appear less motivated, especially when learning requires sustained effort
12. Poorer social skills; children have difficulty building and maintaining positive relationships with peers and may be more at risk from online grooming

Desired Outcomes for all children, including the group for whom we receive Pupil Premium Funding

- For no child to feel different in our school
- For children to develop self esteem, confidence in their abilities and have high aspirations for themselves
- For children to develop the personal skills to manage their emotions appropriately leading to positive relationships with others
- For children to have access to consistently high quality teaching in every class
- For children to be supported to learn to read fluently, with understanding and develop a love of reading
- For children to access all the wider learning opportunities on offer that they are interested in

Allocation of Pupil Premium Funding

The school anticipates £70,920 in Pupil premium funding for the academic year 2018/19. This will be allocated in the following areas:-

- Staff training to improve the quality of teaching and enable staff to provide specific intervention programmes – eg. Early Excellence Early Years Leadership Programme, Star Reader and Accelerated Reader training, NPQML programme for middle leaders, Coaching and Mindfulness training for pastoral staff, opportunities for collaboration
- Learning Mentor and Pastoral Support Officer – to support children and families experiencing emotional and social difficulties through family support, individual and group programmes.
- Additional Early Years Teaching Assistant – to work under the direction of the Early Years Leader to provide individual and small group support for children not achieving age related expectations in Reception.
- Key Stage 1 Teaching Assistant to work across Key Stage 1 supporting individuals and groups of pupils entering Reception, Year 1 and Year 2 with attainment below that expected for their age.
- Support staff to provide specific next day support for children requiring additional teaching to meet end of year expectations in English and Maths.
- Lunch Support – lunch time provision for those children who find it difficult to cope with social situations and manage their feelings.
- Reading for pleasure – monthly books from the school book shop to help children build a reading library at home.
- Enrichment activities – financial support for parents to help children widen their life experience by attending after school clubs, visits and trips and residential visits.
- External programmes eg Get Going Emotional Well being and Scunthorpe United Reading Project

Review Date – Spring Term 2020

Key Outcome	Supported by	Monitored through
For no child to feel different in our school Barrier 5, 9, 12	Poverty Proofing considerations eg. FSM arrangements Access to bookshop Awareness on dress up days Homework support	Pupil Voice (Governor)
For children to develop self esteem and confidence in their abilities Barrier 1, 3, 4, 6,8, 9, 10, 11,12	Jigsaw PSHE Reward systems Positive relationships with staff, culture of respect LM,PSO personalised programmes Get Going Emotional Well being SURS Keep up interventions Responsibilities in school Sports opportunities	% Pupil Premium representation in school teams, responsibilities (LM) Progress and attainment tracking (HT)
For children to develop the personal skills to manage their emotions appropriately leading to positive relationships with others Barrier 3, 4, 6, 8, 9, 10, 12	Jigsaw PSHE Restorative Practice Comic Strips LM/PSO individual programmes eg Anger management External agencies – PMT Supportive Conversations Behaviour Plans	Whole school tracker monitoring % Pupil Premium representation (HT)
For children to have access to consistently high quality teaching in every class Barrier 2, 9, 11	Subject Reviews Learning walks Book scrutinies Mental Health Training Accelerated Reader Open Classrooms – in house coaching Quality in house training Collaboration opportunities Succession planning	Monitoring reports (Gov) Progress and attainment tracking (HT)
To children to be supported to learn to read fluently, with understanding and develop a love of reading Barrier 2, 7,8, 9, 11, 12	Quality First Teaching Accelerated Reader – daily reading Text based curriculum School Book Shop Imagination Library Reading Interventions – hornet, precision teach, inference programme, guided reading Reading volunteers Phonics Club Reading buddies Library – school/ links with town library House Reading Summer reading scheme Books for rewards Visits by poets/authors Star Reader/ PIRA assessments	Tracking systems – PIRA, Star Reader (HT)
For children to access all the wider learning opportunities on offer that they are interested in Barrier 1, 5, 7, 9, 10, 11, 12	Most clubs free to access Supported school trips and paid clubs Variety of after school clubs Relevant curriculum reviewed regularly Attendance monitoring and support	% participation of PP group in activities (LM) % PP attendance monitoring (LM)