

<p><b>2018-2019 Pupil Premium Allocation for Kells Lane Primary School</b></p>	<p>£34,920</p>
<p><b>Summary of main barriers to educational achievement faced by eligible pupils</b></p>	<ul style="list-style-type: none"> <li>• Underdeveloped fine and gross motor skills</li> <li>• Underdeveloped social skills</li> <li>• Underdeveloped literacy skills</li> <li>• Underdeveloped maths skills</li> <li>• Access to language to further develop English</li> <li>• Access to educational resources and experiences</li> <li>• Behaviour – pupils with specific social and emotional needs which affect their learning</li> </ul>
<p><b>How we will spend our allocated amount to address these barriers and why</b></p>	<ul style="list-style-type: none"> <li>• In class learning support from teaching assistants. This is an inclusive approach that targets individual support and enables pupils to ask questions and make better progress during lessons.</li> <li>• 1:1 intervention planned by teachers and delivered by HLTAs (higher level teaching assistants) dependent on individual needs including reading, spelling and handwriting intervention.</li> <li>• Various social skills groups to help pupils develop friendships, build confidence and self-esteem.</li> <li>• Access to equipment and resources to enrich curriculum.</li> <li>• Investment into PSHE scheme to ensure emotional and social needs are being supported.</li> </ul>
<p><b>How we measure the impact of these strategies at Kells Lane</b></p>	<ul style="list-style-type: none"> <li>• All teachers track pupil progress on a daily basis and the school's Senior Leadership Team regularly check how much progress pupils make; this is done by observing lessons and checking progress in workbooks.</li> <li>• All teachers produce termly reports on the progress of all pupils in their class and have a follow up meeting with Mrs</li> </ul>

	<p>Whistler to discuss what can be done to support any pupil falling behind.</p> <ul style="list-style-type: none"> <li>• We evaluate how well pupils entitled to the pupil premium funding achieve in their SATS (Standardised Assessment Tests) at the end of Year 2 and Year 6 as well as those pupil premium children who achieve a GLD at the end of EY</li> <li>• We evaluate how well pupils entitled to the funding are doing in order to achieve age related standards in all year groups.</li> </ul>
<p><b>How often we check we are doing the right things to support our pupils</b></p>	<ul style="list-style-type: none"> <li>• September 2018 – individual action plans are written to outline how the funding for each pupil will be spent in the coming academic year.</li> <li>• The impact of expenditure for each pupil is reviewed termly at pupil progress meetings.</li> <li>• Pupil progress is reported to Governors and there is a Governor designated to monitor the progress of pupils entitled to pupil premium funding.</li> <li>• January 2019 – action plans are reviewed</li> <li>• May 2019 – actions plans reviewed</li> <li>• July 2019 – Pupil Premium Strategy Review and planning for 2019/20</li> </ul>