**Pupil premium strategy statement: Kingsley Primary School 2020 - 2021**

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| 1. **Summary information** | | | | | |
| **School** | Kingsley Primary School | | | | |
| **Academic Year** | 2020/21 | **Total PP budget** | £99,840 | **Date of most recent PP Review** | September 2020 |
| **Total number of pupils** | 392 | **Number of pupils eligible for PP** | 77 | **Date for next internal review of this strategy** | September 2021 |

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| 1. **Current attainment** | | |
| **Teacher Assessment for: 2019-2020 (pupils)** | *Pupils eligible for PP (your school)* | *Pupils not eligible for PP (national average)* |
| **% achieving expected standard or above in reading, writing and maths** |  |  |
| **% making expected progress in reading** |  |  |
| **% making expected progress in writing** |  |  |
| **% making expected progress in maths** |  |  |

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| 1. **Barriers to future attainment (for pupils eligible for PP, including high ability)** | | | | |
| **In-school barriers** *(issues to be addressed in school, such as poor oral language skills)* | | | | |
|  | | Lack of progress of children eligible for PP funding in KS2 | | |
|  | | Low levels of oral language and vocabulary of children on entry to Reception which impacts on access to all areas of learning and the curriculum | | |
| **C.** | | Social, emotional and mental health issues evident in some children eligible for PP funding which is impacting on academic progress | | |
| **D** | | Lack of access to online learning and parental support during school closure | | |
| **External barriers** *(issues which also require action outside school, such as low attendance rates)* | | | | |
| **E.** | | Low attendance rates for a high number of children eligible for PP funding, including lateness which impacts on progress due to missed/part sessions. | | |
| **F.** | | High proportion of PP have difficulties at home ( involvement with Social Services, CIN plans, CP plans, EHAs, LAC and history of domestic violence, limited support from home) and require additional support | | |
| 1. **Desired outcomes** | | | |
|  | *Desired outcomes and how they will be measured* | | *Success criteria* |
|  | Progress of PP children is in line with others nationally in Reading, Writing and Maths through quality first teaching, real life experiences and a broad and balanced child initiated curriculum. Measured in Y3, 4, 5 and 6 by teacher assessments and successful moderation practices established across the multi-academy trust. End of Key Stage 2 target is directly linked to KS1 attainment. | | 1. The difference in progress in between PP children and non PP children nationally is smaller than the academic year 2017/18. 2. Quality first teaching occurs in all classes – monitored by Leadership team and subject leaders on learning walks, lesson obeservatons, book scrutinies and pupil progress meetings. 3. Tracking demonstrates PP children are consistently making good progress towards end of KS target. |
|  | The end of EYFS outcomes show that PP children are broadly in line with the national average for GLD. | | 1. PP children achieve in line with non-PP children nationally for Reading and Writing. 2. Learning environments indoors and outdoors continue to promote language and vocabulary and all children have opportunities to access to this. |
|  | Continued improvement in learning attitudes and behaviour of targeted PP children and continued engagement of families. | | 1. Pupil and parent voice shows a positive attitude towards learning and behaviour. 2. Data demonstrates that PP children with SEMH issues have made good progress due to appropriate interventions. |
|  | PP children are accessing learning in order to make good progress. | | 1. Online learning is provided and personal to PP children. 2. Targeted catch up interventions ensure that PP children are able to access future learning and fill gaps in learning due to absence. |
|  | Increased attendance rates remain for pupils eligible for PP. | | 1. Continue to reduce the number of persistent absentees among pupils eligible for PP to 10% or below. 2. Overall PP attendance improves to in line with national expectations of 96% |
|  | Parents and families continue to respond well to appropriate targeted in school support and outside agency support. | | 1. PP children continue to feel safe and happy at school and have the opportunities to talk about any worries/difficulties they have. 2. Identified targeted PP children continue to make good progress despite continued barriers. |

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| 1. **Planned expenditure** | | | | | |
| **Academic year** | **2020/2021** | | | | |
| 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** | | | | | |
| **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?** |
| Quality first teaching across school for PP children in class, intervention groups and 1:1 | Ensure quality first teaching across school and that there is positive discrimination in supporting provision for PP children.  1 qualified teacher to increase the percentage of children at GD in Year 6 for Reading, Writing and Maths. | Some PP funding to be used for an extra qualified teacher to enable smaller classes/groups that will help all children. Teachers to focus on progress of particular groups of children to accelerate progress.  Reducing class size = +3 months EEF  Small group tuition = + 4 month EEF | Tracking shows impact of QFT  Monitoring cycle to include   * Learning walks * Book scrutiny * Pupil progress meetings * Lesson observations | Subject leaders | December 2020  April 2021  July 2021 |
| The end of EYFS outcomes show that PP children are broadly in line with the national average for GLD. | Targeted 20 day challenge in Maths and Writing for PP children.  Review provision to ensure that it reflects children’s needs, interests and promotes good progress in embedding learning in all areas. | 20 day challenge focussing on feedback for very specific targets identified on a child by child basis  Feedback =+8 EEF  20 day challenge can have an excellent impact on a child’s learning behaviour when barriers to learning are addressed and targets/interventions are very specific and include regular feedback | Termly monitoring by leaders and PP Governor   * Data * Lesson observations * Work scrutiny | PP lead | Every 4 weeks |
| Narrow attainment and progress gap between PP children and non PP children | Targeted interventions to close gaps in learning and enable children to build on learning  Specific online learning with personalised feedback for PP children to ensure good progress | Online learning provided for the ability of the children and to match as closely as possible the teaching and learning in the classroom  Specific feedback given regularly to children for remote learning  Feedback =+8 EEF | Tracking and books show good progress. Pupil voice discussions. Parents evening discussions | Class teachers  PP lead | Ongoing |
| **Total budgeted cost** | | | | | £41416 |
| 1. **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?** |
| Increased attendance rates continue for pupils eligible for PP funding | Attendance officer to monitor the attendance of pupils and follow up absences promptly. | Extra curricular activities offered to PP children wherever possible.  Provide an opportunity for families to win supermarket vouchers for consistent attendance.  Weekly certificates for PP children for 100% attendance | Office staff to ring everyday of absence to gain reasons for absence  Percentage of persistent absentees decreases.  PP children are accessing extra-curricular activities - PP lead to monitor  Increased percentage of PP children to gain book vouchers  Ensure absences due to COVID19 are recorded and monitored | Attendance officer  PP lead | Weekly  Termly |
| **Total budgeted cost** | | | | | £7700 |
| **III. Other approaches** | | | | | |
| **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?** |
| Learning attitudes embedded and continued improvement of behaviour of targeted PP children and greater engagement of families.  Increased levels of resilience. | Forest schools for identified children in KS2  SENCO to liase with families and involve outside agencies if required  Family Support Worker to work with families and children having issues at home and involve outside agencies when needed. Track children’s progress using Boxhall profile.  Recognition boards in classrooms.  School values referred to and star of the week certificates based on the values.  Jigsaw PSHE sessions  Superflex PSHE sessions  To enable children to work through situations at home when learning becomes difficult and inhibits progress  Learning Support Mentor | Improvement in children’s self esteem and achieving through outdoor learning can be applied into the classroom. Support from families and shared expectations for children can encourage parents to help motivate children and increase their aspirations.  Continue to build children’s personal development and self esteem to enable all children to reach their potential in all lessons  Outdoor learning = +3 months EEF  Parental involvement = +3 months EEF  Social and emotional learning = +4 months EEF  Meta cognition and self regulation = +8 EEF  Learning Styles = +2 EEF  Social and emotional learning = +4 months EEF | Child’s voice shows increase in learning attitude and self confidence  Parents to attend parents evening appointments and SEN reviews  Families to actively engage with FSW  Parents to be reminded by text of upcoming meetings to improve attendance  Observations of identified children  Monitoring of PSHE sessions and outcomes, work scrutiny, observations  Drawing and Talking sessions with learning mentor to be documented | SENCO  FSW  Forest school lead  PP Lead  PSHE lead | Termly  Termly |
| 1. Parents and families respond well to appropriate targeted in school support and outside agency support. | FSW to work with families and children having issues at home and involve outside agencies when required.  Extra Learning Support Mentor to work with children in school  Children and families affected by COVID 19 to access support where needed. | 30% have CP,CIN, EHA plan.  Many PP families and children need additional support from the FSW and outside agencies to enable them to work through any difficulties. | PP families with FSW and outside agency support to be discussed at regularly safeguarding meetings.  Parents attending and engaging with meeting and actions. | DSLs  FSW | Termly |
| **Total budgeted cost** | | | | £27453 | |

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| 1. **Additional detail** |
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