

Pupil Premium Strategy Statement Kingsway Community Primary School

September 2019-March 2021

I. Summary information					
School	Kingsway Community Primary School				
Academic Year	September 2019-March 2021	Total PP budget	£93, 040	Date of most recent PP Review (External)	July 2019
Total number of pupils	170	Number of pupils eligible for PP	79	Date for next internal review of this strategy	December 2020
PP children have multiple contextual issues, so much of the provision is bespoke to individuals 18% welfare, 20% SEND, 5% CLA/Post CLA, 16% multiple contextual, 6% EAL					

Due to coronavirus and school closures, we are unable to evaluate the impact of our pupil premium strategy for all of the 2019/20 academic year. We will continue to monitor and report on the grant's impact at the end of the 2020/21 financial year. This report will cover the whole period between September 2019 and March 2021.

Current attainment 2019/20									
	% of class PPG	% PP achieving GLD at end of EYFS	% PP passing phonic screen at end of Year 1	% PPG pupils making expected or better progress			% whole class making expected or better progress		
				Reading	Writing	Maths	Reading	Writing	Maths
Reception	15%			There was no statutory assessments/Phonics Screening in 2020 due to the COVID-19 pandemic.					
Year 1	41%	71%							
Year 2	17%	86%	Y2-43%						
Year 2/3	24%	33%							
Year 3	45%	50%	64%						

Year 4	27%	78%	64%	
Year 5	24%	13%	100%	
Year 6	38%	50%		

2. Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school and external barriers (issues which also require action outside school e.g. low attendance rates)

A.	Language development
B.	English as an Additional Language
C.	Social deprivation
D.	Mobility
F.	Attendance
G.	School readiness
H.	Vulnerability i.e. parental separation, alcohol and drug misuse
I.	Social, emotional and mental health needs including low confidence and self esteem
J.	Poor resilience and fixed growth mind-set
K.	Accessing a curriculum matched to their needs when they are working significantly below age related expectations

3. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A/B/G/J	All PP pupils make good progress due to bespoke packages of support to meet individual need. There are effective systems for tracking progress.	Due to early identification, intervention, high quality provision and meticulous tracking, PP pupils achieve at least as well as non-PP pupils. Final attainment measures are in-line with non-PP national at the end of each academic year and key attainment points.

A/B/G/K	Children move to the next stage of their education well-rounded and ready for the next steps of their development. (EY to KSI, KSI to KS2 and KS2 to secondary)	All pupils, including those eligible for PP in KSI and KS2, make rapid progress so that all pupils meet age related expectations. Attitude and resilience to learning is good. Teachers will give children clear expectations of the amount of work children are expected to complete.
C/F/G/H/I	Increased attendance of PP pupils (school target of 96%)	Monitoring of PP pupils each half term and any attendance issues swiftly addressed. Overall 96% of PP children are in school across the academic year.
A/B/G/I/K	PP pupils to receive improved targeted support run by class TAs	PP pupils to make accelerated progress with evidence demonstrated through tracking and book scrutiny. Intervention files will clearly show the planned provision for these pupils and the frequency of the intervention.
A/G/K	PP pupils have increased opportunities to practice and apply skills of problem solving in Maths across the curriculum.	Measured through monitoring of planning, book trawls and lesson drop-ins. Maths Mastery in EY, KSI, Y3 and Y5. Staff meetings to cover SKEWs and Maths Meetings.
A/G/K	Higher rates of progress in comprehension skills for PP pupils in both KSI and KS2	Guided reading records show clear progress of pupil's comprehension skills. Comprehension skills being explicitly taught and this is seen in planning sequences of lessons. Monitored half termly

4. Planned expenditure

Academic year	2019-2020
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.	
i. Tier 1-Quality of teaching	

Objective	Chosen action / approach and implementation	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Cost
<p>To support targeted children to accelerate progress and enable more children to reach age related expectations.</p>	<ul style="list-style-type: none"> ❖ Deploy extra qualified teacher time to ensure targeted children have additional high-quality teaching in small groups, 1:1 and through booster classes. ❖ Monitor the children's work to ensure that the work provided in the intervention groups are challenging and effective for its purpose. ❖ Have discussions with the teachers about the selected children. ❖ Provide intervention groups for MA to ensure they make at least expected progress and achieve GD EoKS1 and EoKS2 	<p>By the end of KSI/2 we have diminished the difference for PP children so that:</p> <ul style="list-style-type: none"> ❖ They reach or are national age-related expectations in Reading, Writing and Maths. ❖ PP children have closed the gap against non-PP children 	<p>Additional adults to specific year groups allows more targeted learning support of all vulnerable groups to help more achieve age related expectations.</p>	<p>Monitoring of vulnerable groups progress and data termly and through PPMs.</p>	<p>Headteacher Deputy Head</p>	<p>Booster/ Intervention teacher £15, 620</p>

<p>To provide support for Maths, Writing, Reading, Phonics, Speech & Language, EAL support, play experiences, social skills and access to PE lessons</p>	<p>Subsidies the employment of support staff to provide targeted interventions across all three Key Stages, especially in target cohorts: Year 2 and 6 and for Phonics in KSI.</p> <p>Due to COVID-19 an additional teacher has been deployed to Y4, as this was the only cohort that did not return in wider opening.</p>	<ul style="list-style-type: none"> ❖ End of year data shows a diminishing difference between eligible pupils and other pupils at the school so that by the end of Year 6, Pupil Premium children achieve as well as all pupils nationally. ❖ The difference reduces for other year groups as they progress through the school. 	<p>Additional SMART interventions to help PP children bridge the gap and achieve ARE expectations in all year groups.</p>	<p>Intervention monitoring of files and through learning walks and lesson observations.</p>	<p>Headteacher Deputy Head Phase Leads English Leads PE leads</p>	<p>£4,594</p>
<p>To support the phonics outcomes for all children in Y1 and 2 and close the gap between the PP and Non-PP National other</p>	<p>Intervention groups are effective and targeted for KSI phonics.</p>	<p>By the end of KS 1 we have diminished the difference for PP children so that:</p> <ul style="list-style-type: none"> ❖ they reach or are 	<ul style="list-style-type: none"> ❖ Children need to be able to read fluently by the end of KSI. ❖ Attainment outcomes need improving and 	<p>Intervention monitoring of files and through learning walks</p>	<p>Headteacher KSI Phase Lead</p>	<p>£2851</p>

		national age-related expectations in phonics, reading, writing and maths	all children leave Y1 as fluent readers raising EOKSI expectations.			
Raise attainment at the end of each key stage in reading, writing and maths both at the expected and higher standards so that figures are closer to national (see whole school targets from EOKS results in 2020).	<ul style="list-style-type: none"> ❖ Increased attendance rates of our PP pupils. ❖ Rapid response to first day absence. ❖ Early intervention of children with SAL which will aid improvements in progress. ❖ Impact of interventions is tracked and analysed to provide most impact on improvement of children's outcomes ❖ INSET training and staff meetings to develop whole school approach to reading and writing; taking 	<p>By the end of KSI/2 we have diminished the difference for PP children so that:</p> <ul style="list-style-type: none"> ❖ they reach or are national age-related expectations in phonics, reading, writing and maths 	<ul style="list-style-type: none"> ❖ It is difficult to improve attainment if pupils do not attend school regularly. ❖ Some PP pupils require additional SAL support to achieve the targets set by the speech and language therapist. These pupils may need higher level of consolidation and revisiting due to lack of support from home or due to more complex retention issues. 	<ul style="list-style-type: none"> ❖ Attendance Lead and Head teacher ensure that attendance tracking processes are robust. ❖ Annual ACE audit supports the process. ❖ Organised timetable to ensure that staff delivering provision have sufficient preparation and delivery time. ❖ Review of PLPs to ensure that provision is ensuring progress. ❖ SENDCO to monitor pupil 	<p>Headteacher Deputy Head Phase Leads Attendance Lead</p>	<p>WES subscription £1298</p> <p>Attendance Lead £10, 975</p> <p>SENDCO £17, 812</p> <p>1stClass@number intervention package £1000 LSA to run the intervention £1900</p>

	<p>into account guided reading techniques and modelled/shared writing</p> <ul style="list-style-type: none">❖ Use a text to develop English skills in reading and writing that is linked to the half termly topic❖ INSET training and staff meetings to develop whole school approach to Maths Mastery and Inspire Maths❖ Work with external Maths Mastery advisor to ensure effective implementation of Maths Mastery and agree action points for subsequent terms❖ Establish different approaches to teaching reading/ guided reading.			<p>progress closely.</p>		
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	❖ Establish different approaches to teaching writing.					
Secure teaching approaches in all classes to develop pupils' long-term memory across the curriculum through high quality CPD linked to teaching pedagogy to promote the 'teach less/practice more' principles towards clearly defined end points (across the curriculum) each term/year.	Staff meeting to support all staff in delivery of high quality differentiated quality first teaching	<ul style="list-style-type: none"> ❖ Children's long term memory has increased enabling them to recall taught facts with ease and confidence. ❖ Children able to apply taught knowledge to current learning. 	Children need to be able to recall previous learning in all areas of the curriculum, developing a mastery approach.	Learning walks Book scrutiny Pupil voice Drop-ins	Curriculum Leads	
All practices relating to the on-going use of clear and direct feedback from all teacher/ LSAs is routinely addressing misconceptions and moving learning forward, securing good & better progress over time for all pupils.	Vulnerable learners receive verbal feedback in every lesson from teachers and LSA's to address misconceptions and move learning forward rapidly.	By the end of KS 1 we have diminished the difference for PP children so that: <ul style="list-style-type: none"> ❖ they reach or are national age-related expectations in phonics, reading, writing and maths 	Some PP pupils require additional support to achieve ambitious set targets. These pupils may need higher level of consolidation and revisiting due to lack of support from home or due to more complex retention issues.	Monitoring of vulnerable groups progress and data termly and through PPMs. Learning walks Book scrutiny Drop-ins	Headteacher Deputy Head	

<p>To offer increased learning time and additional provision for targeted pupils to have opportunities for consolidation and application of a range of skills within sports</p>	<p>Develop a range of sports clubs for PP children to access before, during and after school. Subsidise after school sports coaching.</p>	<p>To ensure targeted PP children attend a range of clubs to boost their learning opportunities.</p>	<p>By offering additional support in school, they have the same opportunities to accelerate progress as those that have more support at home.</p>	<p>Clubs attendance analysis</p>	<p>Headteacher Admin Manager PE Lead</p>	
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ii. Tier 2- Targeted academic support

Objective	Chosen action / approach and implementation	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Cost
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<p>To ensure vulnerable PP children and those with SEN are supported to fulfil their own potential.</p>	<p>Headteacher and Learning Mentor receive time to track provision and its impact for targeted children.</p>	<ul style="list-style-type: none"> ❖ 100% of PP have attendance of 90% or more. ❖ PLP targets for PP target group are SMART and 90% achieved. 	<ul style="list-style-type: none"> ❖ Due to our PP pupils having multiple contextual issues, half termly Pupil Progress Meetings and screenings identify specific areas for development or gaps in learning. ❖ There is a team approach to PPMs to ensure that all interventions will cater for the specific needs and staff are deployed 	<ul style="list-style-type: none"> ❖ Organised timetable to ensure that staff delivering provision have sufficient preparation and delivery time. ❖ Ensure adequate staffing resource for small groupings. ❖ Meticulous tracking. 	<p>Head teacher Deputy Head Learning Mentor Assessment Lead</p>	<p>£3,402</p>
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<p>Children will receive improved targeted support run by class LSA's.</p>	<p>LSA's will work with specific identified PP children to diminish the difference.</p>	<p>Some PP children are not making accelerated progress in comparison with peers despite receiving in class support by class LSA.</p>	<ul style="list-style-type: none">❖ Rigorous Pupil Progress meetings to ensure that all provision and intervention is having desired impact.❖ SENDCo and subject leads will analyse data.❖ Organised timetable to ensure that staff delivering provision have sufficient preparation and delivery time.❖ Ensure adequate staffing resource for small groupings.	<p>Children will receive improved targeted support run by specific TA's.</p>		
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<p>To offer increased learning time for targeted underachieving pupils in Year 2 and 6 to close gaps in preparation for KS1 and KS2 SATs.</p>	<p>School booster provision identified through data for Year 2 and 6 children before/after school.</p>	<p>To ensure targeted PP children attend booster groups to improve their chances of achieving age related expectations.</p>	<ul style="list-style-type: none"> ❖ By offering additional support in school, they have the same opportunities to accelerate progress as those that have more support at home. ❖ Additional SMART interventions to help PP children bridge the gap and achieve ARE expectations in all year 	<p>Monitoring of data PPM's End of year attainment and progress</p>	<p>Leadership team</p>	<p>(£15, 620-costing included above)</p>
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<p>All PP pupils make good progress due to bespoke packages of support to meet individual needs. There are effective systems for tracking progress.</p>	<p>1:1 sessions of Creative Mindfulness to support children's emotional wellbeing.</p> <p>Emotional well-being journals</p>	<p>By the end of KSI/2 we have diminished the difference for PP children so that:</p> <ul style="list-style-type: none"> ❖ They reach or are national age-related expectations in Reading, Writing and Maths. ❖ PP children have closed the gap against non-PP children 	<p>Due to 18% of our PP pupils having welfare issues and 16% having multiple contextual issues, counselling involves helping the child to develop a positive attitude to life, recognise their strengths and express themselves. This equips children with the skills to help them learn and results in improvements in progress.</p> <p>The journal enables children to work alongside a trusted adult to explore statements about themselves, to make choices and to accept themselves. This is an awareness journal that allows children to develop emotional intelligence. This then equips children with the skills to help them learn and results in improvements in progress.</p>	<p>Assessment Lead, SENDCo and Learning Mentor ensures these children are monitored closely and data is tracked.</p>	<p>Assessment Lead Deputy Head SENDCo Learning Mentor</p>	<p>£1606 £14.0</p>
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<p>PP pupils exit KSI/2 at least 'expected' in reading, writing and maths.</p>	<ul style="list-style-type: none"> ❖ Increased attendance rates of our PP pupils. ❖ Rapid response to first day absence. ❖ Early intervention of children with SAL which will aid improvements in progress. 	<p>By the end of KSI/2 we have diminished the difference for PP children so that:</p> <ul style="list-style-type: none"> ❖ They reach or are national age-related expectations in Reading, Writing and Maths. ❖ PP children have closed the gap against non-PP children 	<ul style="list-style-type: none"> ❖ It is difficult to improve attainment if pupils do not attend school regularly. ❖ Some PP pupils require additional support to achieve ambitious set targets. These pupils may need higher level of consolidation and revisiting due to lack of support from home or due to more complex retention issues. 	<ul style="list-style-type: none"> ❖ Attendance Lead and Head teacher ensure that attendance tracking processes are robust. ❖ Annual ACE audit supports the process. ❖ Organised timetable to ensure that staff delivering provision have sufficient preparation and delivery time. ❖ Review of PLPs to ensure that provision is ensuring progress. ❖ SENDCO to monitor pupil progress closely. 	<p>Headteacher Deputy Head Phase Leads</p>	
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iii. Tier 3-Wider strategies

Objective	Chosen action / approach and implementation	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Cost
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<p>To enable all eligible pupils to access enrichment activities including educational visits.</p>	<p>Provide a range of opportunities for PP children both residential and non-residential.</p>	<p>All eligible children who wish to participate in any after school clubs or identified trips can do so.</p>	<p>We want to enable all children to access this aspect of the curriculum.</p>	<ul style="list-style-type: none"> ❖ Monitoring of which children have received the funding-ensuring it is equitable. ❖ Monitor the impact of the activities on their learning. 	<p>Headteacher</p>	<p>Residential £100 × 22 pupils = £2,200</p> <p>Trips £7.50 × 79 = £592.50</p>
<p>To maximise pupils' learning time by improving attendance and punctuality (reduce rates of persistent absence).</p>	<p>Attendance Lead/Learning Mentor supports attendance with first day calling, home visits, regular meetings, liaising with EWO and FSW.</p>	<p>PP children have attendance of at least 90%</p>	<p>If children are not in school, they cannot learn. Their safety is also paramount.</p>	<p>Monitoring of attendance and persistent absentees</p>	<p>Headteacher Attendance Lead Admin Assistant</p>	<p>£1305</p>
<p>To provide milk for eligible children each school day.</p> <p>To offer Breakfast Club for targeted children.</p> <p>All children receive a Breakfast when they arrive at school through the Magic Breakfast charity</p>	<ul style="list-style-type: none"> ❖ Purchase of milk for all eligible children. ❖ Meet running costs of breakfast club for the academic year. 	<p>All children eligible for Free School Meals have the opportunity each school day to a carton of milk.</p> <p>All PP children who need a place at Breakfast Club will have access to it over the year.</p>	<p>Supporting all PP children with a drink of milk will support their growth and development.</p> <p>Breakfast club will ensure that the children have a good breakfast and are in the correct mind-set for learning.</p>	<p>Attendance focus in classrooms.</p>	<p>Admin Manager</p>	<p>£15 per term × 3 = £45 a year</p> <p>KSI children £1305</p>

<p>To respond to the specific emerging needs have targeted children known to the school or those who arrive mid-year.</p>	<p>To hold small sum of money to respond to emerging needs.</p>	<p>The children who arrive mid-year are supported through the learning mentor to settle into school quickly.</p>	<p>Conversations with parents Evidence from class teachers.</p>	<p>Monitoring of attendance</p>	<p>Head teacher Attendance Lead</p>	
<p>To raise attainment and close gaps in learning by improving parental engagement for vulnerable families.</p> <p>To provide all eligible pupils and their families with family support and pastoral services as and when needed.</p>	<ul style="list-style-type: none"> ❖ Provide focused family support via Early Help ❖ Offer support for parents to access services appropriate to their needs 	<p>By the end of KS2 we have diminished the difference for PP children so that:</p> <ul style="list-style-type: none"> ❖ they reach or are national age-related expectations in Reading, Writing and Maths 	<p>Many of our children are vulnerable through the vulnerability of their families. We need to support families to stabilise the lives of their children so that they have their basic care needs met and are ready to learn.</p>	<p>Monitoring of PP progress and data termly and through PPMs</p> <p>Monitoring of parental engagement</p>	<p>Headteacher Learning Mentor</p>	
<p>Total budgeted cost</p>						<p>£64,455.50</p>

5. Review of expenditure				
Academic Year		2019-2021		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

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ii. Targeted support

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

iii. Other approaches				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
