

Kingsway Community Primary School

Pupil Premium Strategy Statement

This report outlines how our school has spent the Pupil Premium funding allocation in 2020-2021 and how it plans to spend it in the forthcoming academic year.

Our Principles and Objectives

The Pupil Premium was introduced to address the underlying inequalities between children eligible for free school meals and their peers. It is allocated to schools to work with pupils who have been registered for free school meals at any point in the last six years.

Schools are free to spend the Pupil Premium as they see fit, however our approach and vision for our pupils is to ensure that all are offered 'rich opportunities and memorable experiences' and that those from poorer socio-economic backgrounds do not suffer barriers which hamper their progress and attainment.

Our decisions on how best to use the 'Pupil Premium' are based on the findings of high-quality research and publications such as the EEF Pupil Premium Guide. These have supported our decision on expenditure over the best and most effective use of our Pupil Premium Funding.

We believe that:

- All of our children should and will benefit from the teaching and learning opportunities that Pupil Premium funding provides
- Appropriate provision is made for all pupils belonging to vulnerable groups, including those who are from socially and economically disadvantaged groups.
- Pupil premium spending should be allocated following a needs analysis which identifies children with priority needs; those with the greatest need being children in receipt of free school meals whose progress is not rapid enough.
- Pupils who receive free school meals are not necessarily socially disadvantaged or are making inadequate progress.
- Not all pupils who are socially disadvantaged are registered or qualify for free school meals.
- Our Pupil Premium funding should be spent in a wide and imaginative variety of ways, so as to benefit the wide variety of interests and needs of our children
- Our Pupil Premium funding should be spent according to 'best value principles' and related to activities which research suggests will make the very best use of the finances available
- Whilst there are some 'quick wins', there is a need to also take a 'long term view' to stop achievement gaps from widening. Some of our long-term objectives will take more than an academic year to come to fruition.

This report will outline how the Pupil Premium Funding will be used following a 3-tiered approach: - Teaching -Targeted academic support -Wider Strategies

Our Catch-up Funding 2020-2021

Total number of pupils on role: 174

Total number of pupils currently eligible for Pupil Premium Grant: 79

Total amount of Pupil Premium Grant per pupil: £1,345

Total number of children in CLA category: 2

Total amount of Pupil Premium Grant per pupil:

Total amount of Pupil Premium Grant: £93,040

Summary information

Academic Year	2020/21	Total PP budget	£93, 040	Date of most recent PP Review (External)	July 2021
Total number of pupils	170	Number of pupils eligible for PP	79		

PP children have multiple contextual issues, so much of the provision is bespoke to individuals
13% welfare, 28% SEND, 2% CLA/Post CLA, 29% multiple contextual, 5% EAL

Current attainment – **These figures are based on 2019 as a all formal assessments were cancelled due to COVID-19.**

	Pupils eligible for PP	Non-PP
% Passing Year 1 Phonics screening	40%	77%
% Passing Year 2 Phonics Screening (re-take)	50%	50%
% achieving RWM KS1	65%	60%
% achieving ARE in Reading KS1	65%	61%
% achieving ARE in Writing KS1	65%	61%
% achieving ARE in Maths KS1	65%	65%
% achieving RWM KS2 (Exp)	23%	58%
% achieving ARE in Reading KS2 (Exp)	31%	67%
% achieving ARE in Writing KS2 (Exp)	62%	83%
% achieving ARE in Maths KS2 (Exp)	46%	75%

Barriers to future attainment

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

A.	Language development including those with English as an Additional Language
B.	Social deprivation
C.	Attendance
D.	Vulnerability i.e., parental separation, alcohol, and drug misuse
E.	Social, emotional, and mental health needs including low confidence and self esteem
F.	PP pupils who are low ability and SEND

Desired Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
	All PP pupils make good progress due to bespoke packages of targeted support.	<ul style="list-style-type: none"> Increased % of PP pupils working at ARE in reading, writing and maths in line with national expectations. Pupils with significant welfare issues are making good progress from their starting points. PP pupils achieve at least as well as non-PP
B	All pupils have access to experiences that enhance the curriculum.	<ul style="list-style-type: none"> PP children have access to a range of experiences to enable them to participate in all learning opportunities. All children have opportunities to take part in extracurricular activities. All PP have the opportunity to attend residential.
C	Increased attendance of PP pupils	<ul style="list-style-type: none"> PP pupils are motivated to learn and attend school 96% over the academic year.
D/E	Improved social, emotional, and mental health needs of all pupils in light of COVID-19	<ul style="list-style-type: none"> All pupils are emotionally able to access the curriculum. Reduced level of fixed term exclusions Attitude and resilience to learning is good
A	Improve levels of phonics and oracy to be in-line with ARE	<ul style="list-style-type: none"> All PP pupils meet the phonics screening expectations Pupils spoken vocabulary will be enhanced
F	PP pupils who are low ability and SEND make good progress from their starting points.	<ul style="list-style-type: none"> Data will reflect a diminishing difference Pupils who are below ARE, are making good progress from their starting points.
Our Targeted Areas		
<p>In order to improve the progress and outcomes for Pupil Premium pupils we aim to:</p> <ul style="list-style-type: none"> Ensure all pupils are making at least expected progress from their starting point in Phonics, Reading, Writing and Maths Develop support for Pupil Premium pupils and their parents beyond the school gate. Close any gaps that may have formed as a result of COVID-19. Increase attendance rates of specific pupils eligible for PP. Support with the access to trips and extra-curricular activities to ensure they have access to new opportunities 		

**Nature of Planned Support
2020-2021**

Tier 1-Quality of teaching

Desired Outcome	Chosen action / approach and implementation	Costs	Measured outcome RAG rated	Impact Autumn/ Spring (National Lockdown)/ Summer
<p>All PP pupils make good progress due to bespoke packages of targeted support.</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. Provide intervention groups for MA to ensure they make at least expected progress and achieve GD EoKS1 and EoKS2 Vulnerable learners receive verbal feedback in every lesson from teachers and LSA's to address misconceptions and move learning forward rapidly. LSA's will work with specific identified PP children to diminish the difference. Daily pre and post teaching enables PP pupils to obtain knowledge and consolidation of core subjects 	<p>Booster/ Intervention teacher £15, 620</p> <p>£4594</p> <p>1stClass@ number intervention package £1000. LSA to run the intervention £1900.</p>	<p>By the end of KS1/2 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. PP children have closed the gap against non-PP children <p>The difference reduces for other year groups as they progress through the school.</p> <p>PP pupils will be monitored half termly through triangulation of teacher assessments, progress in books and pupil voice.</p>	<p>Verbal feedback is embedded across the school and is provided at the point of teaching to support learners progress. Evidence in books demonstrates learning has moved forward and misconceptions addressed.</p> <p>Booster teacher has been successfully based in Y6 with a focus on Maths SATs preparation and providing bespoke support for the MA. (See Autumn data)</p> <p>Over lockdown, the Booster teacher planned, resourced and delivered bespoke interventions for vulnerable learners who were attending the school provision. She also completed some remote learning interventions. (See data of pupils that were supported)</p> <p>Booster teacher was successfully deployed to in Y3 with a focus on raising standards in Maths by providing bespoke teaching to small groups.</p> <p>PP data shows that children are making progress from their starting points.</p>

Tier 2-targeted academic support				
<p>PP pupils who are low ability and SEND make good progress from their starting points.</p>	<ul style="list-style-type: none"> • Provide specialist assessments and support for pupils with SEND. • Regular 1:1 LSA support • Regular support from the Learning Mentor • Effective professional development of all staff to effectively support SEND pupils. 	<p>SEND Supported £3174</p> <p>£24,000</p>	<p>External assessments provide clear targets for supporting pupils.</p> <p>Quality first teaching to ensure pupils make expected progress from their starting points.</p>	<p>SEND professional development lead by the SENDCo to use EEF resources in effectively supporting SEND pupils.</p> <p>All PP pupils with SEND have now been assessed by SEND supported. Reports have been shared with class staff and recommendations implemented effectively.</p> <p>All PP pupils who have demonstrated significant challenging behaviours have been allocated a 1:1 to support pupils and ensure the learning of others is not affected.</p>

<p>Improve levels of phonics and oracy to be in-line with ARE</p>	<ul style="list-style-type: none"> • Intervention groups are effective and targeted for KS1 phonics. • Early intervention of children with SAL which will aid improvements in progress. • Consolidation time for practice and application of phonics skills. • Daily reading with LSA's. 	<p>£2851</p>	<p>By the end of KS1 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. ❖ PP children have closed the gap against non-PP children. 	<p>Year 2 screening in Autumn showed % of the whole class with % PP achieving</p> <p>EY staff have received NELI training and assessments to take place in the spring term. Impact will be evident at the end of the summer term and will continue into the Autumn term 2021.</p> <p>SAL therapist attends school weekly to support those pupils with significant need. All pupils receiving SAL receive additional weekly support by the Learning Mentor.</p> <p>The lowest 20% readers are identified through close data analysis and as a non-negotiable are heard by an LSA daily.</p>
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<p>Improved social, emotional, and mental health needs of all pupils in light of COVID-19.</p>	<ul style="list-style-type: none"> • 1:1 sessions of Creative Mindfulness to support children's emotional wellbeing. • Emotional well-being journals • To provide milk for eligible children each school day. • To offer Breakfast Club for targeted children. • All children receive a Breakfast when they arrive at school through the Magic Breakfast charity. • Provide extra in-class support for pupils with behaviour and/or emotional needs. • To respond to the specific emerging needs, • of targeted children known to the school or those who arrive mid-year. 	<p>£1606</p> <p>£140</p> <p>£15 per term x 3 =£45 a year KS1 children £1305</p>	<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>Creative Mindfulness is completed weekly with children receiving a 20-minute session with an LSA who has completed an art therapy course.</p> <p>All PP children have access to milk.</p> <p>All PP children have access to Breakfast club.</p> <p>All children are receiving a bagel when they arrive in school to support preparation for learning if no breakfast at home.</p> <p>Learning Mentor was allocated to specific children with behaviour and/or emotional needs to provide 1:1 support to enable all learners to obtain their educational entitlement. This also contributed to those children not receiving a FE.</p> <p>Two children required specialist support in Summer 2 resulting in bespoke packages of SEMH support enabling children to attend school regularly.</p>
<p>Tier 3-Wider strategies</p>				
<p>To enable all eligible pupils to access enrichment</p>	<ul style="list-style-type: none"> • Develop a range of sports clubs for PP children to access before, during and after school. 	<p>Residential £100 x 22 pupils = £2,200</p>	<p>To ensure targeted PP children attend a range of clubs to boost their learning opportunities.</p>	<p>All PP children offered a sports club after school. 25% of PP children attended.</p>

<p>activities including educational visits.</p>	<ul style="list-style-type: none"> Subsidise after school sports coaching. Provide a range of opportunities for PP children both residential and non-residential. To ensure targeted PP children attend a range of clubs to boost their learning opportunities. All parents offered support with uniform, trips, and clubs. PP children to have help with swimming costs. 	<p>Trips £7.50 x 79 = £592.50</p> <p>Uniform £1000</p>	<p>All PP pupils access trips and residential with their class</p> <p>All PP pupils access swimming to reach national curriculum expectations.</p> <p>PP pupils are enriched beyond the curriculum.</p>	<p>COVID-19 has impacted on specific areas of this strategy being fulfilled.</p>
<p>Increased attendance of PP pupils</p>	<ul style="list-style-type: none"> Increased attendance rates of our PP pupils. Rapid response to first day absence. Attendance Lead/ Learning Mentor supports attendance with first day calling, home visits, regular meetings, liaising with EWO and FSW. To maximise pupils' learning time by improving attendance and punctuality (reduce rates of persistent absence). 	<p>WES subscription £1298</p> <p>Attendance Lead £10, 975</p> <p>£1305</p>	<ul style="list-style-type: none"> PP pupils meet the expected 96% attendance target. Poor attendance is followed up in line with school policy, leading to attendance improvements. Decrease in pupil's lateness to school. Early Help offered to parents as required. 	<p>This data needs to be read with caution due to bubble closures in the autumn term and National Lockdown in the spring term.</p> <p>All-Autumn: 91.33% PP-Autumn: 89.61%</p> <p>Lates-Autumn All-0.14% PP-0.23%</p> <p>All Spring 1: 91.59% PP Spring 1: 89.73%</p> <p>All Spring 2: 91.36% PP Spring 2: 89.16%</p> <p>Lates-Spring All-0.04% PP-0.07%</p> <p>All Summer 1 94.58% PP Summer 1 92.80%</p> <p>Lates All 0.56% PP 0.99%</p> <p>All Summer 2 93.52% PP Summer 2 90.52%</p> <p>Lates All Summer 0.59% PP Summer 0.84%</p>
<p>Total Costs</p>		<p>£73,560.50</p>		