

Kingsleigh Primary School Pupil Premium Strategy 2020/21



Kingsleigh
Primary School

We are committed to ensuring the very best outcomes for all of our children, but particularly for those who may be 'disadvantaged' due to their socio-economic background. We have developed the following core principles and use these to guide us when deciding how to use the Pupil Premium Grant and in defining our whole school approach.

Children are confident and capable readers, with an understanding of language and its application

- Staff to plan and deliver engaging whole class reading texts throughout the key stages.
- Staff to develop vocabulary display boards within classrooms to enhance children's breadth of vocabulary to implement in their writing.
- Additional vocabulary sessions within spelling units to introducing children to topic based vocabulary.

Quality teaching for all:

To ensure that children are able to confidently write for different audiences and purpose.

- Staff to plan and create engaging writing topics using Talk4Writing strategies.
- Children to use Alan Peat sentences to build their understanding of writing strategies.

To ensure children develop effective mathematical strategies through using practical resources to become skilled mathematicians

- Effective CPD is utilised to improve staff subject knowledge when using practical mathematics.
- Challenge maths is embedded and progressive throughout the key stages.
- A clear focus on resources enhancing children's understanding and learning.

For effective speech and language support to embed our practice to enable children to develop core literacy skills.

- Speech and language therapist to work with individual staff and teams to maximize opportunities and develop staff confidence in delivering quality speech and language support.

Targeted Support:

For parents and families to have access to agencies best placed to support their individual needs.

- Increased capacity within SEND through refocus of roles and responsibilities and pastoral teams to support parents and families with sign posting and referring to outside agencies when required.
- Internal support systems key to supporting the removal of barriers to learning.

For disadvantaged pupils to have an attendance rate in line with national for non-disadvantaged children

- All children with low attendance identified and individualised support in place.

Other approaches:

- SLT and year leaders work with class teachers to raise aspirations throughout the curriculum.
- Promote aspiration in whole school assemblies, discussing the term with the children in discussions.
- Remove barriers to children accessing learning opportunities and experiences both inside and outside of school.
- Teachers to set high aspirations across the whole curriculum.

To continue to develop a culture of aspiration in our school

To promote a positive mental health within the school community

- Staffing levels to support children's mental health reflect the high level of need across the school community.
- All staff have an awareness of how to promote positive mental health.
- Introduction of mental health champion to improve the provision for key children.