

# Pupil premium strategy statement 2019-2020

## School overview

<b>Metric</b>	<b>Data</b>
School name	Kingsleigh Primary School
Pupils in school	773
Proportion of disadvantaged pupils	24%
Pupil premium allocation this academic year	£274,560
Academic year or years covered by statement	2019-2020
Publish date	January 2020
Review date	June 2020
Statement authorised by	James Lumber
Pupil premium lead	Tony Maguire
Governor lead	Heather McKell

## Disadvantaged pupil progress scores for last academic year

<b>Measure</b>	<b>Score</b>
Reading	-0.1
Writing	+2.3
Maths	+0.3

### Disadvantaged pupil performance overview for last academic year

Measure	Reading	Writing	Maths
Meeting expected standard or above at end of KS2	58%	61%	61%
Meeting expected standard or above – Whole school	46%	41%	48%

### Percentage achieving Phonics for last academic year

Measure	Score
Phonics	72.3%

### Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve national average progress scores in KS2 Reading	Sept 21
Progress in Writing	Achieve national average progress scores in KS2 Writing	Sept 21
Progress in Mathematics	Achieve average KS2 Mathematics progress score	Sept 21
Phonics	Achieve national average expected standard in Phonics	Sept 21
Other	Improve attendance of disadvantaged pupils to National average (95%)	Sept 21

## Quality teaching for all for current academic year

Target	Activity
Target 1	Children are confident and capable readers, with an understanding of language and its application.
Target 2	To ensure that children are able to confidently write for different audiences and purpose.
Target 3	To ensure children develop effective mathematical strategies through using practical resources to become skilled mathematicians.
Barriers to learning these priorities address	Encouraging wider reading and providing catch-up in mathematics – typically in fundamental understanding
Projected spending	£142,208

## Targeted Support for current academic year

Target	Activity
Target 1	For effective speech and language support to embed our practice to enable children to develop core literacy skills.
Target 2	For parents and families to have access to agencies best placed to support their individual needs.
Barriers to learning these priorities address	Development of spoken language to improve verbal and written feedback – typically in English
Projected spending	£100,713

## Other approaches for current academic year

Target	Activity
Target 1	For disadvantaged pupils to have an attendance rate in line with national for non- disadvantaged children.
Target 2	To continue to develop a culture of aspiration in our school.
Target 3	To promote a positive mental health within the school community.
Barriers to learning these priorities address	Improving attendance and readiness to learn for the most disadvantaged pupils.
Projected spending	£32, 270

## Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given to allow for staff professional development	Use of INSET day/CPD and additional cover being provided by SLT
Targeted support	Ensuring enough time for year leaders to support small groups	Additional assembly time is given for targeted support.
Wider strategies	Engaging the families facing most challenges	SLT to work closely with pastoral team to ensure appropriate support is given.

## Planned expenditure

	Area of support	Detail	Cost to school	Estimated impact: Did you meet the success criteria?	Lessons learned
Quality teaching for all:	English as an additional language support	Salary, resources and training provided to support PP children with EAL	£1074	17 Children across the school. KL has provided direct one-to-one support for 7 of these children along with support for class teachers. <i>KL and class teachers reported an improvement in engagement within lessons.</i>	Ensure that EAL support is prioritised to these children.
	Additional Adults supporting with interventions.	Intervention sessions every morning and in afternoons focusing on PP children who are off track	£12533	Adults engaged in focused, immediate catch up to ensure gaps were filled. Morning support was given as pre teaching. <i>Progress in books highlighted improvement.</i>	Possible sticker for the front of books to highlight pupil premium children.
	CPD to aid staff in how to effectively support small group intervention.	Organised CPD external and internal	£4000	Staff confidence improvement. <i>Positive feedback in staff meetings. Learning walks show progress.</i>	Teachers to be directed with assessments to make with interventions provided.

	Additional Teaching assistant wages. Adults allocated to relevant year groups based on amount of PP support needed. (4 TAs equivalent)	Adults directed to support PP children within whole class teaching	£71620	Children have increased opportunity for support with two supported tables available. Children directed to support to ensure progress. <i>In most cases, progress in books highlighted improvement.</i>	Support must be identified in books.
	Books to support guided reading scheme	New guided reading books to support high quality reading	£3862	New reading books bought for each key stage with children's reading levels carefully monitored. <i>Children's engagement and enjoyment of reading increased.</i>	More books are needed to interest the older children but still at an interest age.
	Adult support for Looked After Children and PP facilitator	Mentor employed to support pupils	£49119	Directed support for teachers to upskill challenging PP pupils. Children were supported with small group support. <i>PP Plan created with a greater understanding of PP throughout the school. Children's progress closely monitored and reflected upon.</i>	More awareness of PP is needed throughout the school. Staff training sessions needed.

	Area of support	Detail	Cost to school	Estimated impact: Did you meet the success criteria?	Lessons learned
Targeted Support:	Pastoral support for pupils and their families	Pastoral team employed by the school	£51140	Pastoral Support provided via class teachers throughout lockdown. Weekly contact with identified families. Lack of engagement was contacted by TM  <a href="#">Survey results</a>	Weekly catch up emails and contact with vulnerable families via our pastoral team.
	Support for families (grants for extra activities)	Eg residential trip, music lessons, uniform grants	£3174	Trips limited due to school closure.	Clearer availability for parents.  Possible support through initial purchase of a uniform item.
	Additional adult supporting PP children with SEND	SEND team to support children and provide teachers with strategies to improve learning	£23988	SEND providing clear support for staff through the 360 process. <a href="#">Teachers have a greater knowledge of how to progress individual need.</a>	PP Children need to be prioritised on the 360 review lists.
	Speech Therapist	Specific adult working with PP children in Foundation and KS1	£17061	Debbie R supporting children across the school.	Time to do sessions can be difficult

				More focus on EYFS which has decreased the gap.  Staff training allowing for more S+L sessions to take part.	
	Breakfast Club / Afterschool club	Voucher of £20 to cover sessions	£4280	Vouchers were given out and used during Autumn term.  Improved attendance due to early arrival.	Under review due to COVID restrictions
	Activity Clubs	Voucher of £5 to cover half a term of clubs	£1070	Increased engagement in clubs during the Autumn term.	Under review due to COVID restrictions



	Area of support	Detail	Cost to school	Estimated impact: Did you meet the success criteria?	Lessons learned
Other approaches:	ELSA and Mental health champion to support PP children.	<p>Allocated member of staff to coordinate ELSA sessions.</p> <p>Allocated member of staff to improve provision of children with mental health needs</p>	£16396	<p>ELSA team supported children throughout the school.</p> <p>Training was given to ELSA trained staff to improve practice</p> <p>A measuring document was introduced (questionnaire)</p> <p>ELSA case load was established meaning children were tracked and signed off.</p>	<p>We need to be able to measure the impact of ELSA sessions</p> <p>JB has identified a licence to purchase which will enable staff to track and analyse impact. (Trauma and mental health informed)</p>
	Nurture room provision	<p>Staff members employed by the school</p> <p>Appropriate resources provided for this area.</p>	£8374	<p>Nurture resources were purchased to enable sensory breaks in class.</p> <p>Teachers have reported children coping better with classroom strategies and engaging in greater volume of learning</p>	Appropriate provision provided across the school.

	Educational Welfare officer	External professional to support attendance	£3000	Jackie Beer provided support to our pastoral and office teams.  Attendance rise during Autumn term compared to previous year.	Daily updates with attendance.  Is this necessary?
	Installation of absence/lateness tracking system (PP children targeted and tracked)	New sign in system for tracking attendance and lateness	£2750	Tracking system is now able to accurately record children's late arrival times.  Attendance rise during Autumn term compared to previous year with a consistent system for contacting parents.	N/A
	Positive behaviour policy	Rewards for specific achievements	£800	Extra support and rewards provided to PP children – Postcards reported having a positive impact on learning.  Reduced number of exclusions. Pupil voice highlighted positives.	
	Play therapy		£950	Not used due to COVID	Under review due to COVID restrictions

	Total expenditure		£275191		
	Total budget		£274560		

### Review: last year's aims and outcomes

Aim	Outcome						
Progress in Reading	47% achieved ARE or above						
Percentage at ARE or above	R	1	2	3	4	5	6
	47	50	24	68	53	50	38
Progress in Writing	41% achieved ARE or above						
Percentage at ARE or above	R	1	2	3	4	5	6
	40	39	29	65	50	50	15
Progress in Mathematics	52% achieved ARE or above						
Percentage at ARE or above	R	1	2	3	4	5	6
	n/a	50	59	62	63	41	35