

Pupil premium strategy statement 2020-2021

School overview

Metric	Data
School name	Kingsleigh Primary School
Pupils in school	782
Proportion of disadvantaged pupils	27.6%
Pupil premium allocation this academic year	£290,520
Academic year or years covered by statement	2020-2021
Publish date	September 2020
Review date	June 2021
Statement authorised by	James Lumber
Pupil premium lead	Tony Maguire
Governor lead	Heather McKell

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	N/A (Previous Year -0.1)
Writing	N/A (Previous Year +2.3)
Maths	N/A (Previous Year +0.3)

Disadvantaged pupil performance overview for last academic year

Measure	Reading	Writing	Maths
Meeting expected standard or above at end of KS2	N/A Previous Year = 58%	N/A Previous Year = 61%	N/A Previous Year = 61%
Meeting expected standard or above – Whole school	N/A Previous Year = 46%	N/A Previous Year = 41%	N/A Previous Year = 48%

Percentage achieving Phonics for last academic year

Measure	Score
Phonics	N/A Previous Year = 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
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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	£152,524

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	£95,732

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	£30,451

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.
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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	£1104		
	Additional Adults supporting with interventions	Intervention sessions every morning and in afternoons focusing on PP children who are off track	£12878		
	CPD to aid staff in how to effectively support small group intervention.	Organised CPD external and internal	£4000		
	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	£73590		
	Books to support children with appropriate reading books	New guided reading books to support high quality reading – Barrington Stoke	£3862		
	Adult support for Looked After Children and PP facilitator	Mentor employed to support pupils and staff.	£50470		
	Online Tutoring for Upper KS2 Third Space Learning	Online tutoring sessions to support PP children in accelerating progress.	£6000 £620		

	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	£50280		
	Support for families (grants for extra activities)	Eg residential trip, music lessons, uniform grants	£3174		
	Additional adult supporting PP children with SEND	SEND team to support children and provide teachers with strategies to improve learning	£24648		
	Speech Therapist	Specific adult working with PP children in Foundation and KS1	£17630		

	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.	Allocated member of staff to coordinate ELSA sessions. Allocated member of staff to improve provision of children with mental health needs	£16847		
	Nurture room provision	Appropriate resources provided for classrooms.	£8604		
	Educational Welfare officer	External professional to support attendance	£3000		
	Emotional support and wellbeing (therapy/counselling)	External professional to support therapy.	£2000		
	Total expenditure		£278608		
	Total budget		£290520		

Review: last year's aims and outcomes

N/A

Previous Year =

Aim	Outcome						
Progress in Reading	% achieved ARE or above						
Percentage at ARE or above	R	1	2	3	4	5	6
Progress in Writing	% achieved ARE or above						
Percentage at ARE or above	R	1	2	3	4	5	6
Progress in Mathematics	% achieved ARE or above						
Percentage at ARE or above	R	1	2	3	4	5	6