

## Kingswood Primary Academy – Reconnection Strategy Statement

Summary information			
<b>School</b>	Kingswood Primary Academy		
<b>Academic Year</b>	2020/21	<b>Total number of pupils on roll</b>	210
<b>Date of Strategy</b>	March 2021		

In-school barriers to be addressed (Tier 1 and 2)	
<b>A.</b>	Tier 1: To raise the standards of QFT through the provision of highly effective CPD.
<b>B.</b>	Tier 1: To increase the effectiveness of teaching through the provision of CPD and to curriculum planning.
<b>C.</b>	Tier 2: A widening attainment gap between disadvantaged pupils and their peers, exacerbated by planned interventions not delivered and Remote learning.
<b>D.</b>	Tier 2: Pupils with multiple vulnerabilities
<b>E.</b>	Tier 2: Poor Language Development on entry to school
<b>F.</b>	Tier 2: Misconceptions and Gaps in learning
External barriers to be addressed (Tier 3)	
<b>G.</b>	Tier 3: Attitudes and dispositions to learning of some Pupil Premium children needs developing.
<b>H.</b>	Tier 3: Attendance concerns regarding some of the Pupil Premium children (3/6)

Planned actions and expenditure				
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.				
<b>Tier 1: Teaching and Whole School Strategies:</b> To increase the effectiveness of teaching through the provision of quality CPD. (Addressing barriers <i>A and B</i> )				
Key Actions	Staff Lead	Monitoring	Success Criteria	Cost

## Kingswood Primary Academy – Reconnection Strategy Statement

Specific CPD designed and delivered internally to develop QFT skills for teachers and support staff.	<ul style="list-style-type: none"> <li>• AB (HOA)</li> <li>• SLT</li> </ul>	<ul style="list-style-type: none"> <li>• Learning Walks conducted during the year clearly demonstrate higher standards in QFT across the school.</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing CPD raises standards in teaching and learning for all pupils (including those on the Pupil Premium register).</li> <li>• Standardised test scores of PP children demonstrate a 'closing of the gap' with their peers.</li> </ul>	£0
Subject-specific CPD, delivered by SLT, will develop the subject knowledge of staff through a series of sessions across the academic year and catering for the entire primary age group. This CPD will equip staff to deliver the vital procedural and declarative knowledge of a progression curriculum.	<ul style="list-style-type: none"> <li>• CB (EP)</li> </ul>	<ul style="list-style-type: none"> <li>• Learning Walks in foundation subjects conducted during the academic year.</li> <li>• Scrutiny of planning and books by SLT.</li> </ul>	Ongoing CPD raises standards in teaching and learning for all pupils, across the curriculum, including those on the Pupil Premium register.	£0  Phonics Training already budgeted for - £400

**Tier 2: Targeted support:** To provide effective intervention strategies, based on gap analyses, which incorporate consistent delivery; high quality feedback to pupils and the effective liaison with class teacher, tutor and pupil. (Addressing Barriers *C and D*)

Key Actions	Staff Lead	Monitoring	Success Criteria	Cost
<p>Standardised assessments (PIXL) and their resulting gap analysis will continue to be used to inform planning and next steps during the year (Summer 2020 tests) and for Autumn 2021. Results will then be analysed to identify specific groups of pupils who have fallen behind or have misconceptions in specific areas (including those on the pupil premium register).</p> <p>Interventions will be delivered by staff, to these small groups, during the normal school day to minimise impact on the rest of the school provision.</p>	<ul style="list-style-type: none"> <li>• English – <i>PIXL and GAPS</i> - AB &amp; LC</li> <li>• Maths – <i>PIXL</i> - AB</li> </ul>	<p>Review of termly assessment data will be completed by the SLT, which will drive Pupil Progress Meetings. This year will include one during Autumn 1 to discuss the September baseline and one in the Summer Term to discuss end of year data.</p> <p>Ongoing scrutiny of work and lesson visits, scheduled to include members of the SLT, our Senior Education Advisor and consultants from GAT (our Multi Academy Trust).</p> <p>Measurable targets to be evaluated to determine the success, or not, or the intervention.</p>	<p>Learning 'gaps' of groups are identified and steps taken to address these.</p> <p>These targeted pupils all make expected or better progress, closing the attainment gap with their peers.</p>	£0
<p>Specifically, this year, we also need to consider that pupils may not have received all of the support/interventions that were planned for the last academic year (due to the school closures). The actions undertaken above, will, therefore, enable academic gaps to be identified.</p> <p>NCETM KPIs to be a focus for Maths Pixi KPIs to be a focus for Reading and SPAG</p>	<ul style="list-style-type: none"> <li>• Individual Class Teachers</li> </ul>	<p>Measurable targets will allow for more analysis and closer monitoring</p>	<p>High-impact interventions are delivered to targeted pupils to plug the misconceptions that exist from the last academic year and which are identified in the gap analysis work undertaken.</p>	£15,610

## Kingswood Primary Academy – Reconnection Strategy Statement

HLTA to be employed to cover classes thus releasing teachers or deliver interventions.  Additional hours for TAs			Targeted pupils all make expected or better progress, closing the attainment gap with their peers	
Where children have multiple vulnerabilities, i.e.: SEND and identified for Catch Up support, or EAL and Catch Up, there is a greater need for support.  Working alongside the SENCO, Class Teachers will first map the SEND needs of the child and put necessary support into the classroom and timetable additional interventions in to place to meet the needs of the child. The next level of action will then see the child join any other appropriate interventions.	<ul style="list-style-type: none"> <li>• AB (HoA)</li> <li>• SENDCo</li> </ul>	<p>The above actions will be completed but then the specific needs of these pupils must be closely monitored through ongoing scrutiny of work and lesson visits, scheduled to include members of the SLT, our Senior Education Advisor and consultants from GAT.</p> <p>SENDCO will monitors the impact of the SEND interventions on a half-termly basis.</p>	<p>High-impact interventions are delivered to pupils with multiple vulnerabilities. These Interventions can be deemed high-impact/successful when measurable targets show sustained increases.</p> <p>Pupil Premium pupils all make expected or better progress, closing the attainment gap with their peers.</p>	£0

### Tier 3: Wider Strategies: To address non-academic barriers of attendance and attitudes (Addressing Barriers *E and F*)

Key Actions	Staff Lead	Monitoring	Success Criteria	Cost
<p>Pupils with ‘concerning’ attendance will be identified by the EP/HOA and School Office.</p> <p>Funding will be used in an attempt to improve the attendance of targeted pupils by offering the parents ‘free’ wrap-around care. This will also have the benefit of engaging the pupils in the wider aspects of school, including healthy lifestyles through sports activities offered/provided.</p>	CB (EP) AB (HoA) KS (School Office)	<p>Member of SLT responsible for Pupil Premium will support the SLT and School Office in reviewing the general attendance of these targeted pupils, along with the uptake of the wrap-around care.</p>	<p>The attendance of the targeted children is brought closer in line with the rest of the school cohort.</p> <p>The attitude of these targeted pupils towards school, measured through the pupil voice, has clearly improved.</p>	Cost of daily before and after school care.
<p>Pupils with ‘poor’ attitudes towards school will be identified by Class Teachers.</p> <p>School will use Catch Up funding to specifically target these pupils’ attitudes through the delivery of mentoring programme which targets social and emotional learning (SEL) program (in addition to the PSHE work and other work undertaken) seeking to improve pupils’ behaviours and attitudes.</p>	Class Teachers CB (EP) AB (HoA)	<p>Member of SLT responsible for Pupil Premium will support the SLT and collect the Pupil Voice for these targeted pupils in regards to attitudes to school, before and after the sessions</p>	<p>Pupils’ attitudes towards school have improved (as displayed in Pupil Voice survey).</p> <p>Targeted pupils’ have a better understanding of social and emotional control.</p>	Therapy for Y6 pupil - £600

### Additional detail

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In this section you can annex or refer to **additional** information which you have used to inform the statement above.

This statement has been produced following the Trust guidance which, in turn, has been informed by:

- DfE guidance: <https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools>
- EEF: *Covid-19 Support Guide for Schools*
- Tom Sherrington, 2019: “*Rosenshine’s Principles in Action*”