

Kingswood Primary Academy – Pupil premium strategy statement

| 1. Summary information | | | | | |
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| School | Kingswood Primary Academy | | | | |
| Academic Year | 2017-2018 | Total PP budget | £134,673 | Date of most recent PP Review | n/a |
| Total number of pupils | 210 | Number of pupils eligible for PP | 102 48.5% | Date for next internal review of this strategy | July 2018 |

| 2. Current attainment (2016-2017) | | |
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| | <i>Pupils eligible for PP (your school)</i> | <i>All Pupils (national average)</i> |
| % achieving in reading, writing and maths | 75% | 61% |
| Progress in reading | -2.1 | 0.0/0.3 |
| Progress in writing | 0.1 | 0.0/0.2 |
| Progress in maths | 0.4 | 0.0/0.3 |

| 3. Barriers to future attainment (for pupils eligible for PP, including high ability) | |
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| In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>) | |
| A. | Low prior attainment due to poor oral and written language skills – specifically a lack of vocabulary in EYFS/KS1 which slows progress in subsequent years. |
| B. | Gaps in prior learning impacting on ability to access new information. |
| C. | Pupils are not 'learning ready' due to social / emotional challenges stemming from home environment |
| External barriers (<i>issues which also require action outside school, such as low attendance rates</i>) | |
| D. | High percentage of pupils with low emotional resilience and self-esteem (impacts on ability to rise to the challenge of more stretching academic activities) |
| E. | Low expectations / life goals due to limited life experiences |

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| F. | Historically, the area has a lower rate of literacy and numeracy skills in adults which in turn can affect parental engagement and aspiration for certain pupils. | |
| 4. Desired outcomes | | |
| A. | <i>Desired outcomes and how they will be measured</i> | <i>Success criteria</i> |
| A. | Improve oral and written language skills for pupils eligible for PP in EYFS and KS1 | Pupils eligible for PP make rapid progress by the end of the year so that all pupils eligible for PP meet age related expectations in EYFS and in Y1 phonics check. |
| B. | Improve attainment and progress for pupils eligible for PP | All pupils (despite prior attainment) to be making expected progress. With some pupils, who are below ARE, making accelerated progress and are beginning to narrow the attainment gap. Attainment gap between PP and NPP is narrowed and closer in line with National data. |
| C. | Issues from home to be addressed; provided emotional support for pupils to share and communicate feelings | Attendance and punctuality rising for targeted pupils. Reduced number of incidents involving poor parenting, safeguarding and social / emotional issues. |
| D. | Pupils face challenges with more desire, effort and with a growth mindset | Pupils demonstrate resilience, especially when faced with failure. They accept feedback positively and act on it to demonstrate impact. |
| E. | Broaden pupils' life experiences | Pupils reflect on trips and other opportunities by writing about them – widening vocabulary too. |
| F. | Pupils to understand the depth of possibilities their future holds | Pupils to identify their possible future goals by Year 6. Pupils have high learning aspirations. |

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| 5. Planned expenditure | | | | | |
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| Academic year | 2017-2018 | | | | |
| 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. | | | | | |
| i. Quality of teaching for all | | | | | |
| Desired outcome | Chosen action / approach | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | When will you review implementation? |
| <p>A. Improve oral and written language skills for pupils eligible for PP in EYFS and KS1</p> <p>B. Improve attainment and progress for pupils eligible for PP</p> <p>D. Pupils face challenges with more desire, effort and with a growth mindset</p> | <p>Make the whole school a language rich environment</p> <p>Timetable to include discrete handwriting, phonics and comprehension sessions. Spelling and SPAG sessions to be incorporated in English lessons in all year groups</p> <p>Staff training on high quality feedback and marking</p> <p>Staff training on providing challenge and risk for pupils in a safe environment to develop growth mindset</p> <p>SATs revision guides</p> | <p>In the long term this will improve the language skills of all pupils across the whole of the school which will in turn lead to better outcomes for all of our pupils.</p> <p>EEF research suggests:</p> <ul style="list-style-type: none"> • intervention in EYFS has above average levels of impact • effective pupil feedback shows high effects on learning • Individualised instruction can have impact for some pupils <p>Carol Dweck research that supports pupils are more likely to achieve well when they approach learning with a 'can do' attitude</p> | <ul style="list-style-type: none"> • Access to Learning Alliance CPD for all staff • Support from GDFT advisors • Use of training days and staff meetings to provide feedback and marking CPD sessions • Peer coaching and observations • Programme of targeted CPD for Teaching Assistants provided by SLT • Phonics Master Classes to ensure RWI provision is having a maximum impact on pupils' reading • All adults adopt a growth mindset in their teaching practice, demonstrating a willingness to fail themselves in order to learn from their mistakes | Principal | Termly, at data capture points: October December March June |
| Total budgeted cost | | | | | £8,145 |

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| ii. Targeted support | | | | | |
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| Desired outcome | Chosen action/approach | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | When will you review implementation? |
| A. Improve oral and written language skills for pupils eligible for PP in EYFS and KS1 | Daily phonics interventions in Year 1 Early intervention for EYFS pupils through after school club in Summer term | Some pupils require targeted support to catch up. | <ul style="list-style-type: none"> • Specific members of staff to deliver targeted phonics intervention • Use of TAs to support Reception teacher in running the club • Regular monitoring and evaluation of interventions | Reception teacher (who is also the Phonics Leader) | 6-weekly cycle |
| B. Improve attainment and progress for pupils eligible for PP | Revision (after school) club with Y6 provided by Maths Subject Leader 1:1 Tuition in KS2 (predominantly Year 6) 'Afternoon Team' providing 1:1 or small group support Numicon and Numbers Count Summer School Pupil Premium Book Fair Ticket | <p>Providing learning opportunities in small group and 1:1 tuition presents strong evidence of accelerated progress. Planned and focused activities which include a variety of tasks with different levels of challenge are likely to be beneficial.</p> <p>Providing learning opportunities for targeted pupils during the Summer holiday, breaks the lengthy 6 week period of 'no learning'.</p> | <ul style="list-style-type: none"> • Year 6 pupils to be taught in 3 groups for English and Maths to allow for targeted intervention for more able writers and low ability pupils in Maths • Year 4 and 5 pupils to receive small group, specific interventions to enable them to close gaps between themselves and other groups of pupils • Regular monitoring and evaluation of interventions | SLT / Maths Leader / PP Leader | Termly to coincide with data capture points |
| C. Pupils are not 'learning ready' due to social / emotional challenges stemming from home environment | Interventions such as play therapy or nurture group to develop social and emotional well-being, Senco, Beanstalk readers 1:1 support for named pupil with severe needs (1 day a week) | Pupils are given the opportunity to share and reflect on life experiences and try to overcome difficulties. | <ul style="list-style-type: none"> • Regular meetings between Play Therapist and SENCO / PP Leader; • Feedback to CTs to identify progress and next steps | SENCo PP Leader Principal | Monthly reviews as part of meetings between SENCo and Principal. |
| Total budgeted cost | | | | | £69,695 |

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| iii. Other approaches | | | | | |
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| Desired outcome | Chosen action/approach | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | When will you review implementation? |
| <p>C. Issues from home to be addressed; provided emotional support for pupils to share and communicate feelings</p> | <p>FSW to support pupils with social and emotional well-being.</p> <p>Ensuring safeguarding procedures are strictly adhered to and ensuring there is good communication between designated members of staff.</p> <p>Attendance officer to analyse and report on attendance. Systems in place for all staff to support pupils to aspire to 97% attendance.</p> <p>Attendance rewards</p> <p>Breakfast Club</p> <p>Milk</p> <p>Pupil Premium Ticket - £65</p> | <p>Pupils are given the opportunity to share and reflect on life experiences and try to overcome difficulties.</p> <p>Procedures are followed correctly and communication is effective in order to ensure pupils' safety is paramount.</p> <p>Pupils who come to school regularly are more like to achieve better throughout their school career.</p> | <ul style="list-style-type: none"> • Ensure that school's behaviour policy is always followed by all staff • Provide meet and greet for specific pupils and their parents • Seek advice from NCC and GDFT advisors and implement identified strategies • Clear routines and identified adults to support specified pupils • Use of CPOMs • Monthly attendance meetings | <p>Family Support Worker / Attendance Officer / SLT</p> | <p>Termly / every 5 weeks for attendance</p> |
| <p>E. Broaden pupils' life experiences</p> <p>F. Pupils to understand the depth of possibilities their future holds</p> | <p>Specific experiences for each year group including trips and visitors</p> <p>Enrichment through trips, visits and residentials</p> <p>Career Fair</p> <p>Street Dance club</p> | <p>In an area of high-deprivation, it is even more important that pupils are exposed to highly positive educational experiences and a sense of belonging at school to ensure that they are well prepared for the next stage in their education and adulthood.</p> <p>By having high aspirations, pupils are more likely to plan for better futures for themselves.</p> | <ul style="list-style-type: none"> • A programme of visitors and trips to support curriculum enrichment • 'Careers Day' in UKS2 • Pupil Premium ticket making it possible for targeted pupils to participate in events that may not be possible to them for financial reasons | <p>SLT</p> | <p>Termly – review as part of progress towards actions on Development Plan</p> |
| Total budgeted cost | | | | | £62,030 |

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| 6. Review of expenditure | | | | |
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| Previous Academic Year | | 2016-2017 | | |
| i. Quality of teaching for all | | | | |
| Desired outcome | Chosen action/approach | Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | Lessons learned (and whether you will continue with this approach) | Cost |
| Improve attainment and progress for pupils eligible of PP | Attendance procedures | This has helped to maintain attendance. PP and non PP children both have over 95% attendance. | Continue push for attendance Monitor specific families in more detail | Attendance monitoring= £5850 |
| | SENCO direct teaching | Impact on specific PP children harder to prove | Not to continue coming from PP budget- benefits too hard to prove | SENCO teaching - £6825 |
| ii. Targeted support | | | | |
| Desired outcome | Chosen action/approach | Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | Lessons learned (and whether you will continue with this approach) | Cost |

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| <p>Targeted support and interventions for all PP pupils including those with identified learning and behavioural difficulties</p> | <p>1:1 Tuition in KS2 (predominantly Year 6)</p> <p>'Afternoon Team' providing 1:1 or small group support</p> <p>Numicon and Numbers Count</p> <p>Summer School</p> <p>Play Therapy</p> <p>HLTA for EYFS PP chn</p> | <p>This continues to work well in order to help Pupil Premium chn close gaps.</p> <p>Impact needs to be clearer to judge/ assess for shorter term interventions</p> <p>All children on Number Count program made progress on the Sandwell test. 60% of which made the expected progress.</p> <p>Summer School was huge success last summer. Feedback from teacher's proved that it helped children to settle back into the school year very quickly and calmly. Children and parents both thoroughly enjoy Summer School and although it is hard to find quantitative data to support its success it is clear that it helps negate learning loss and keep children 'school ready'</p> <p>Benefits are not necessarily seen in raw data. Benefits are socially and perhaps more long-term.</p> <p>Although initially employed to work mainly with PP children SD has been used to cover in class most of the week. This has still had a very positive impact though as it means that the PP children in the affected classes are having the same person teaching them regularly; ensuring some consistency.</p> | <p>To continue- some of the sessions will be reviewed in order to ensure that the time is being completely maximised.</p> <p>Focus needs to be more specifically on PP chn- not just dipping into IEP work. Clearer procedures of monitoring impact needed</p> <p>Continue with both programmes. Only one TA to work on the Numicon intervention</p> <p>Definitely do another Summer School. This continues to be one of our main strengths</p> <p>To continue with play therapy in some form- but seek to find new play therapist.</p> <p>To continue but refocus attention towards PP chn</p> | <p>1:1 Tuition - £23,175</p> <p>Afternoon team- £5850</p> <p>Numicon resources £210 Numbers Count £5000</p> <p>Summer School £10,000</p> <p>Play therapy £2500</p> <p>EYFS Afterschool club- £1200</p> <p>HLTA- £8000</p> |
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iii. Other approaches

| Desired outcome | Chosen action/approach | Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | Lessons learned (and whether you will continue with this approach) | Cost |
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| <p>Parents and children receiving support leading to reduced incidents of poor parenting, safeguarding and social and emotional issues and increased attendance for pupils</p> | <p>Pupil Premium Ticket</p> | <p>The Pupil Premium ticket worked very well this year. Children were coming to school in the correct uniform after a slight decline at the end of the previous academic year. It also meant that all children had fair access to trips. It worked particularly well at the book fair; many children who perhaps would not have accessed the book fair normally had the opportunity to spend £10 on books which the majority of children did. Although there is still a couple of thousand of the allocated nine thousand pound left, I expect most of this to be spent before the end of the year on new uniform. Parents who did not spend any of their ticket money were made aware throughout the year.</p> | <p>Continue with the approach. Next year adjust it to £25 per term so that some families do not use their entire allocated fund too early on in the year and so that there is always money left over to prioritise uniform and class trips.</p> | <p>PP ticket £7575</p> |
| | <p>Enrichment activities</p> | <p>The money has worked brilliantly to continue to develop school togetherness. The Condoover Hall residential united the class fantastically. The school trip to the pantomime was another success, something that all of the children really look forward to and it provides the children with a good life experience.</p> | <p>Continue to subsidise trips- Enrichment remains key to developing children's learning.</p> | <p>Trip Enrichment- £2000 trips £3680 residential £2568 pantomime</p> |
| | <p>Learning Mentor</p> | <p>Provides children with an outlet to share their emotional issues. Knowing that the children have someone to talk to inside school, outside of the class, helps to improve attendance of particular children. LTF has worked hard with mainly PP chn from Year 3 and KS1 with behaviour issues</p> | <p>Learning Mentor</p> | <p>Learning Mentor :£19, 700</p> |