

Kingswood Primary Academy – Pupil Premium strategy statement

1. Summary information					
School	Kingswood Primary Academy				
Academic Year	2019-2020	Total PP budget	£135,960	Date of most recent PP Review	10/18
Total number of pupils	210	Number of pupils eligible for PP	103	Date for next internal review of this strategy	Nov 2019

2. Current attainment (2018-2019)		
	<i>Pupils eligible for PP (your school)</i>	<i>All Pupils (national average)</i>
% achieving in reading, writing and maths	46%	65%
Percentage at ARE in Reading	55%	73%
Percentage at ARE in writing	64%	78%
Percentage at ARE in maths	50%	79%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
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					
Academic year	2019-2020				
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 • Deputy Principal out of class x 3days to support teaching and learning across the school • Support from GDFT advisors • Use of training days and staff meetings to provide feedback and marking CPD sessions • Peer coaching and observations • Targeted CPD for Teaching Assistants • All adults adopt a growth mindset in their teaching practice, demonstrating a willingness to fail themselves in order to learn from their mistakes 	<p>Principal</p> <p>Deputy Principal</p>	<p>Termly, at data capture points:</p> <p>October December March June</p>
Total budgeted cost					£8,145

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ii. Targeted support					
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 	Year 1 teacher (who is also the Phonics Leader)	6-weekly cycle
B. Improve attainment and progress for pupils eligible for PP	Revision (before school) club with Y6 provided by English Lead and Deputy Principal 1:1 Tuition in KS2 (predominantly Year 6) 'Afternoon Team' providing 1:1 or small group support Easter Revision Pupil Premium Book Fair Ticket	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. Providing learning opportunities for targeted pupils during the Summer holiday, breaks the lengthy 6 week period of 'no learning.'	<ul style="list-style-type: none"> • Year 6 pupils to be taught in 3 groups for Maths, 2 for English 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 / English Leader / PP Leader	Termly to coincide with data capture points
C. Help ensure pupils are 'learning ready' (helping 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 (5 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					£65,785

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iii. Other approaches					
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				
Previous Academic Year		2018-2019		
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= £6470
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
Targeted support and interventions for all PP pupils including those with identified learning and behavioural difficulties	1:1 Tuition in KS2 (predominantly Year 6)	This continues to work well in order to help Pupil Premium chn close gaps. PP chn 4.4 points progress across the year, which was only 0.2 behind the non PP chn.	To continue- some of the sessions will be reviewed in order to ensure that the time is being completely maximised.	1:1 Tuition - £25,875
	‘Afternoon Team’ providing 1:1 or small group support	Impact needs to be clearer to judge/ assess for shorter term interventions Focussed Year 6 intervention brought the percentage of children on track for A.R.E from 45% combined in Jan to 60% in May.	Focus needs to be more specifically on PP chn- not just dipping into IEP work. Clearer procedures of monitoring impact needed	Premier Sport Coach to release teacher for 1:1 £4125
	Easter School	Easter School was a success last year. Feedback from teacher’s proved that it helped children to settle back into revision as soon as they were back in April. This helped to negate learning loss and keep children ‘school ready’ 64% of PP chn achieved Writing ARE in Year 6	Continue with both programmes. Only one TA to work on the Numicon intervention Definitely do another Easter School. Next year to run a Summer School if can get the staff	Afternoon team- £15000
	Play Therapy	Benefits are not necessarily seen in raw data. Benefits are socially and perhaps more long-term.	To continue with play therapy in some form- but seek to find new play therapist.	EYFS Afterschool club- £1200 See Learning Mentor/FSW below

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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
<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>	Pupil Premium Ticket	<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. Parents who did not spend any of their ticket money were made aware throughout the year. Of the £1236 available in total for the book fair - £980 was spend- all on books for the children.</p>	<p>Children given money as £21 per large term, with £12 to spend at the bookfair</p>	<p>PP ticket £7575</p>
	Enrichment activities	<p>The money has worked brilliantly to continue to develop school togetherness. The Condover 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- £12000</p>
	Learning Mentor	<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 and is working to control their temper and help them work</p>	<p>Learning Mentor role is now Family Support worker (FSW) but will still continue with at least the same duties as before</p>	<p>Learning Mentor/ FSW :£26,380</p>