

Pupil premium strategy statement

1. Summary information					
School	KINGSWAY PRIMARY SCHOOL				
Academic Year	2018-19	Total PP budget 2018-19	£174,625	Date of most recent PP Review	11 th July 18
Total number of pupils	417	Number of pupils eligible for PP	141 (34%)	Date for next internal review of this strategy	July 2019
		Service Children Pupil Premium	27/417 (6%)		
Number of pupils eligible for PP also with SEN needs			47/141 (33%)		

2. Attainment

End of KS2 (SATs outcomes Summer 2019) To support comparison, 2019 data is show in red and 2018 data in black	Pupils eligible for PP (2018 data) (2019 data)	Pupils not eligible for PP (2018 data) (2019 data)	Within school gap (2018 data) (2019 data)	Improvement measure from 2018 to 2019	National all (2018 data) (2019 data)	School gap to national (2018 data) (2019 data)	Improvement measure from 2018 to 2019
% achieving expected standard in reading, writing and maths	50% 63%	79% 67%	-29pp -4pp	+25%	64% 65%	-14pp – 2pp	+16%
% achieving expected standard in reading	59% 75%	86% 73%	-27pp +2pp	+29%	75% 73%	-16pp 2%	+18%
% achieving expected standard in writing	63% 69%	83% 69%	-20pp 0pp	+20%	76% 78%	-13pp -9%	+4%
% achieving expected standard in maths	63% 69%	90% 71%	-27pp -2pp	+25%	78% 79%	-15pp -10%	+5%
End of KS1 (SATs outcomes Summer 2019)	Pupils eligible for PP	Pupils not eligible for PP	Within school gap	National all	National all	School gap to national	School gap to national
% achieving expected standard in reading, writing and maths	37% 29%	70% 61%	-33pp -32pp		61%	-24pp	

% achieving expected standard in reading	48% 29%	79% 68%	-31pp -39pp		75%	-27pp	
% achieving expected standard in writing	53% 29%	72% 67%	-19pp -38pp		70%	-17pp	
% achieving expected standard in maths	64% 43%	79% 67%	-15pp -24pp		76%	-12pp	
% achieving expected standard in Phonics at end of KS1	93% 57%	96% 94%	-3pp -37pp		92%	+1pp	
End of Y1 (Phonics Screening Check outcomes Summer 2018)	<i>Pupils eligible for PP (2018 data) (2019 data)</i>	<i>Pupils not eligible for PP (2018 data) (2019 data)</i>	<i>Within school gap</i>	<i>Improvement measure from 2018 to 2019</i>	<i>National all</i>	<i>School gap to national</i>	<i>Improvement measure from 2018 to 2019</i>
% achieving expected standard in Phonics at end of Y1	56% 45%*	88% 98%	-32pp -53pp		82% 85%	-26% -40%	-14%
End of EYFS (Good Level of Development)	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>	<i>Within school gap</i>	<i>National all</i>	<i>National all</i>	<i>School gap to national</i>	<i>School gap to national</i>
% achieving GLD	30% 60%	75% 76%	-45pp -16pp				

3. Progress Measures from KS1 to KS2 (using KS2 SATs outcomes Summer 2018)

	<i>Pupils eligible for PP (2018)</i>	<i>Pupils not eligible for PP (2018)</i>	<i>All pupils (school) 2018</i>
reading	-1.9	0.4	-0.7
writing	-2.1	-1.0	-1.5
maths	-0.2	1.2	0.5

*Contextual factors have impacted upon this result.

Overall summary

In summary:

- A number of projects have been developed across the school resulting in aspects of development. Notable strengths, as evidenced in this report, can be found in performance:
 - at the end of EYFS in GLD results
 - the impact of the oracy project
 - Thrive and pastoral provision
 - Early Birds provision specifically linked to attendance improvements

Furthermore:




- Impact on pupil performance for disadvantaged pupils in UKS2 is also a strength where provision and support are specific and focused
- The school focus on nurture is apparent in both the deployment and focus of TA support.

Next steps:



- The school will prioritise its focus on academic performance across the school with constant focus on provision for disadvantaged and high needs pupils
- A curriculum offer will be developed that provides engaging, meaningful learning unpinned by culturally rich experiences for all, and most notably disadvantaged
- Greater aspiration for all, most notably disadvantaged pupils, will be evident in outcomes in learning and experiences provided
- All teachers will confidently and effectively use strategies that enable Quality First Teaching through support and high expectations from leaders who will draw upon best practice locally, nationally and from latest research
- Teaching Partners will be skilled collaborators with teachers in providing high quality intervention and support which evidences good outcomes

4. Barriers to future attainment (for pupils eligible for PP, including high ability)


In-school barriers *(issues to be addressed in school)*

<p>A.</p>	<p>Speaking and Listening barrier</p> 	<p>A1</p> <p>There is a Language gap between PP and Non-PP pupils which impacts on their attainment in reading and writing especially</p> <ul style="list-style-type: none"> - Low take up of speech and language appointments following referral (families discharged) - More limited vocabulary due to narrower life experiences. This is limiting progress into greater depth work.
<p>B.</p>	<p>SEN needs as additional barrier</p> 	<p>B1 - All year groups - Complex SEN and/or medical needs additionally act as a barrier for many children with PP. (47/141 33% of PP pupils have SEN also)</p> <p>B2 - Identified on entry to school – Poor core strength plus muscular arm and finger strength affecting mechanics of writing especially boys</p> <p>(B3 - Speech and language as above)</p>
<p>C.</p>	<p>Gaps in learning barrier</p> 	<p>C1 - Pupils who join in Year 5 or Year 6 typically not where they need to be to reach expected or greater depth at KS2.</p> <p>C2 - High learning loss (memory) impacts on progress rates in Reading, Writing and Maths</p> <p>C3 – High Mobility, including service family mobility can impact on outcomes at key transition points</p>

External barriers *(issues which also require action outside school)*

<p>D</p>	<p>Mental and emotional insecurity barrier</p> 	<p>D1 - Home circumstances often affect pupils' being 'ready to learn' and in a secure place mentally/emotionally. Many pupils have traumatic pasts which impact on their ability to learn. This includes high incidence of parents who have escaped domestic violence.</p> <p>D2 - Basic needs not being met - Issues around: unsuitable housing, debt, lack of food in household</p> <p>D3 - Pupils may be in care, adopted, special guardianship order, child arrangement order</p> <p>D4 – parents not accessing all benefits especially registration for FSM within EYFS, Y1 and Y2.</p>
<p>E</p>	<p>Attendance barrier</p> 	<p>E1 - Developing consistent attendance and punctuality for FSM families which is sustained over time once support removed</p> <p>E2 - Increasing numbers of families actively engaged with initiatives within school to improve learning outcomes</p>

5. Desired outcomes – evaluated against action taken

	Intended outcome	Evaluated impact of actions taken
<p>A Speaking and Listening barrier</p> 	<p>A1 The Reduced language gap between PP and non-PP pupils leads to improved reading and writing across the school</p>	<p>A1</p> <ul style="list-style-type: none"> - PP pupils from Y1-Y6 will be accessing 'Talk Boost', 'Early Talk Boost' and 'Primary Talk' Interventions and impact will be measurable at individual level <p>EYFS Primary Talk (whole class strategy)-Weekly whole class sessions were delivered across EYFS, mirroring approaches taught to Talk Boost group, allowing language development to be embedded within classroom practice. Strategies focussed on throughout EYFS included Autumn-Good listening skills, Spring-Vocabulary, Summer-Asking for clarification.</p> <p>EYFS outcomes:</p> <ul style="list-style-type: none"> • Good listening strategy: 21% Whole cohort improvement-showing all three listening skills over a 10 minute period compared with 63% improvement seen in PP children. • Vocabulary strategy: on average pupils made 27% progress in understanding and using vocabulary linked to emotions (approx. two words on average per child). PP boys scored slightly lower than PP girls at Baseline. Results were reversed at end point with boys averaging 88% correct answers (50% progress) and girls scoring 81% correct with 31% progress on average (+4% compared with cohort data). <p>KS1 Primary Talk baselines carried out during Spring 2 focusing on Good Listening skills.</p> <ul style="list-style-type: none"> • Y1 results: 20% on average improvement showing all three listening skills over a 10 minute period compared with 27% improvement seen in PP children. • Pupil Conferencing indicated that Good Listening behaviours are being taught and modelled in all classes across KS1. 81% (75% Pupil Premium) of KS1 pupils could name all three of the Listening Behaviours with 'Looking at the Speaker' scoring lowest. 91% (100% Pupil Premium) pupils associated Good Listening skills with improving learning and knowing what to do in class. 92% of pupils found noise/talking in the class the greatest barrier to their Listening behaviours. The specific Good Listening behaviour that pupils found the most challenging to do was Sitting Still (43%) (50% Pupil Premium). <p>Talk Boost was carried out through the EYFS with the following impact seen:</p> <ul style="list-style-type: none"> • Average non-PP improvement over the course of 3 waves of interventions: 28% • Average PP improvement over the course of 3 waves of interventions: 29%. It is important to note that start and end points continued to rise each term with 3 pupils scoring 95% or above on their final scores, indicating Talk Boost principles and games played through Continuous Provision were having an impact on oracy skills. • The area with the highest starting point remains Vocabulary which indicates that Word Magic and modelled spoken language is now well embedded within EYFS. • Storytelling skills (+12% compared with Spring and +22% compared with Autumn term) show increasing improvement as the focus has been on helicopter storytelling and writing their own stories during the Summer term.

- Kingsway Primary School and Pupil Premium children performed closely (-1%) with other local primary schools and non-Pupil Premium children.

Talk Boost data	Baseline score	Endpoint results	Progress (%)
Average local score (Data taken from 10 local schools involved in Project Group)	60%	89%	+29%
Kingsway Primary	61%	89%	+28%
Control group (Kingsway pupils who scored amber during initial baseline but did not participate in first wave of Talk Boost)	54%	59%	+5%
Pupil Premium	63%	91%	+28%

Early Talk intervention: 2 staff carried out a Parent Workshop (Spring 2019) to support parents whose children participated in Early Talk intervention (6 pupils who did not qualify for Talk Boost in Autumn Term due to not meeting minimum threshold). 10 week intervention focussed on storytelling and speaking/confidence boosting. All Early Talk pupils met the Talk Boost EYFS threshold standard and 2 pupils were able to join the third wave of during the Summer term.

- **Staff are able to identify those children with underlying communication difficulties through effective CPD and have strategies to address these**

At the start of Sept 2018 EYFS staff had received Primary Talk (teachers) and Talk Boost training (teachers and TP's). Focus strategies were decided at the start of each term, identifying gaps within oracy skills as a class as a whole. All staff received Primary Talk training over three staff meetings (30.1.19, 6.2.19, 13.2.19). Meeting with LPajak on 30.4.19 with decision made to focus on EYFS and KS1 for the time being.

- **The school will have a rich and varied range of reading books (both home and within the library) to enrich exposure to written word**

Review and purchase of books completed by English leads

- **The school curriculum provides rich and varied experiences not always accessible to PP pupils through its choice of themes, trips and visitors**

EYFS: Morning sentence writing to support the development of writing every day. Focus on PP children/boys disadvantaged to ensure they wrote a sentence either before assembly or before continuous provision time daily.

Topics/trips changed due to child interest. We have not taught the unit we taught last year based on dinosaurs, due to a lack of interest and decided not to visit All Things Wild on our trip. Instead, we focused on Supertato topic for longer and have developed lots of writing opportunities to engage the boys with writing. E.g. letters from the Evil Pea, text messages for specific children who then need to reply back in writing. We also incorporated visits from a Pirate and linked Supertato/Evil Pea to stolen treasure.

Summer term, both classes created an intervention/booster group to support writing each morning. Children had packs created with sentence cubes/finger spaces/tricky words and sound mats in, ready to support the writing process.

- **the social aspects of learning – making friends, working in groups, and building relationships are secure**

- PSED outcomes 2018/19

	% pupils on track PSED baseline Sept 2018			% pupils meeting PSED ELG's July 2019		
ELG	Self Confidence Self Awareness	Managing Feelings and Behaviour	Making Relationships	Self Confidence Self Awareness	Managing Feelings and Behaviour	Making Relationships
% non-PP	71	81	73	88 (+17%)	85 (+4%)	88 (+15%)
Pupil Premium (%)	88	88	75	80 (-2%)	70 (-12%)	80 (+7%)
Pupil Premium gap (school data)	+17%	+7%	+2%	-8%	-15%	-8%
Pupil Premium gap (national data)				-9%	-18%	-10%

Outcome measure: PP pupils within EYFS will achieve the Communication and Language Early Learning Goals (or will have made good progress from their individual baseline assessments)

	% pupils on track PSED baseline Sept 2018			% pupils meeting PSED ELG's July 2019		
ELG	Listening and Attention	Understanding	Speaking	Listening and Attention	Understanding	Speaking
% non PP	64	56	55	88 (+24%)	86 (+30%)	86 (+31%)
Pupil Premium (%)	63	75	76	70 (+7%)	80 (+5%)	80 (+4%)
Pupil Premium gap (school data)	-1%	+19%	+21%	-18%	-6%	-6%
Pupil Premium gap (national data)				-16%	-6%	-6%
				% pupils meeting PSED ELG's July 2018		
Pupil Premium (%)				45%	45%	64%
Pupil Premium (national data)				86%	86%	86%
Pupil premium gap (national data)				-41%	41%	-22%

Data for previous year 2017/18 suggests the Oracy Project has had an impact in closing the Pupil Premium gap within EYFS.

- 66% of disadvantaged boys reached the expected level for reading.
- Disadvantaged boys performed higher than girls, with a 9% difference (75% girls expected at end of year)


	2018/19 entry data % pupils on track in Literacy		End 2018/19 % pupils meeting Literacy ELG's	
ELG	Writing	Reading	Writing	Reading
% non PP	73	38	78	84
PP %	50	50	60	60
PP gap (school data)	-23%	+12%	-18%	-24%
National data 2017/18 (all pupils)			74 (-14%)	77 (-17%)

In summary:

- The use of Talk Boost had a demonstrable impact on pupil progress and supported disadvantaged pupils to make better progress.
- Teachers were positive about the impact this had on their provision in class which was evident in the results achieved.
- Outcomes for all pupils were strong at GLD.

Next steps:

1. Continue to develop and embed the Oracy Project in EYFS and KS1
2. Develop coherent teaching and learning structure to support EAL pupils' needs through the implementation of a new policy, intervention, class strategies and whole school ethos

	Intended outcome	Actions taken
<p>B SEN needs as additional barrier</p> 	<p>B1 SEN pupils will achieve in line with national data for SEN through more regular monitoring by SENDCo</p> <p>B2 By addressing the fine and gross motor control deficits in EYFS and Y1, PP pupils will develop the skills necessary for early writing and the gap between PP and non PP pupils will be closing by the end of KS1.</p>	<p>B1</p> <ul style="list-style-type: none"> - Specialist services have been accessed in a timely manner and where there is a waiting list, creative approaches are deployed in the interim <ul style="list-style-type: none"> o Throughout the course of the year 18/19 48 new referrals to services were made for pupils with SEN. <ul style="list-style-type: none"> ▪ 6 new referrals were made to Speech and language therapy ▪ 8 referrals were made to the School Nurse ▪ 6 were made to Occupational Therapy ▪ 9 were made to the advisory teaching service ▪ 12 were referred to the Educational psychologist ▪ 7 were referred to other services including but not limited to GFAPS, CYPS, Milestone outreach support and early help. o Of the 48 referrals made 33 had response from the agencies which gave advice. The 15 that were not responded to by agencies were chased to find that there was no response from parents (E.g. did not attend the meeting or appointment) or pupil did not meet the threshold for referral. - Unidentified SEN needs on entry to school are given priority to ensure immediate support can be made available to those currently without. SEN HLTA prioritised to EYFS within Autumn term. <ul style="list-style-type: none"> o SENTAs deployed to assess needs of all new in year transfer pupils within the first fortnight of attendance at Kingsway. o SENTA deployed to support within Reception year for the first term within Autumn term. o Two pupils within Reception identified as needing additional support and TA employed to cover this. - CPD has provided the support necessary for school staff working with specific SEN needs <ul style="list-style-type: none"> o Precision teaching CPD to all staff. o 6 TAs attended TA conference SENTAs selected workshops related to SEND (Dyslexia in KS2) o SENTA (JP) attended TalkBoost/Primary Talk update. <p>Outcome Measure: My Plans and My Plan + targets are being met for each SEN PP child and provision can be evidenced within classrooms through planning and outcomes.</p> <p>B2</p> <ul style="list-style-type: none"> - Activities provided through continuous provision in R and Y1 will support the development of early writing. Provision will particularly give opportunities to develop: <ul style="list-style-type: none"> o Hand and finger strength: An ability to exert force against resistance using the hands and fingers that allows the necessary muscle power for controlled movement of the pencil. o Crossing the mid-line: The ability to cross the imaginary line running from a person's nose to pelvis that divides the body into left and right sides. o Pencil grasp: The efficiency of how the pencil is held, allowing age appropriate pencil movement generation.


	<p>B3 Specific physiotherapy interventions will be carried out to address co-ordination, core strength and mobility in all years</p>	<ul style="list-style-type: none"> ○ Hand eye coordination: The ability to process information received from the eyes to control, guide and direct the hands in the performance of a task such as handwriting. ○ Bilateral integration: Using two hands together with one hand leading (e.g. holding and moving the pencil with the dominant hand while the other hand helps by holding the writing paper). ○ Upper body strength: The strength and stability provided by the shoulder to allow controlled hand movement for good pencil control. ○ Object manipulation: The ability to skilfully manipulate tools (including holding and moving pencils and scissors) and controlled use of everyday tools (such as a toothbrush, hairbrush, cutlery). ○ Visual perception: The brain's ability to interpret and make sense of visual images seen by the eyes, such as letters and numbers. ○ Hand dominance: The consistent use of one (usually the same) hand for task performance, which allows refined skills to develop. ○ Hand division: Using just the thumb, index and middle finger for manipulation, leaving the fourth and little finger tucked into the palm stabilizing the other fingers but not participating. ○ <p>Outcome measure Physical development – moving and handling Results for pupils within the Reception classes 2018/19.</p> <ul style="list-style-type: none"> ▪ 100% of disadvantaged pupils within the reception classes made expected or better progress with 40% achieving expected progress and 60% achieving better than expected progress. <p>B3</p> <ul style="list-style-type: none"> - Fizzy programme will be making a positive impact on individual pupils with more complex needs:
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In summary:

- A number of strategies have supported pupil development and have been evidenced as impactful in learning: precision teaching; physiotherapy and Talk Boost in Reception and Year 1.
- Support has been sought from external agencies and this has been able to guide practice.

Next steps:

1. Complete holistic SEND review of provision leading to effective provision and integration of external support/guidance.
2. Restructure Teaching Partner provision to ensure highest impact on educational outcomes for SEND and disadvantaged pupils at manageable cost.
3. Employ additional support from SENDCo leading to more rapid and specific identification of need; greater precision in support from My Plans; upskilling teachers and teaching partners to ensure effective support of SEND and disadvantaged pupils in class through modelling of best practice and application of research; ensure rapid and coherent progression through the Graduated Pathway to ensure High Needs are met.
4. Embed proven effective strategies to ensure best provision.
5. Refine assessment of SEND resulting in targeted and measurable outcomes.

	Intended outcome	Actions taken
<p>C Gaps in learning barrier</p> 	<p>C1</p> <ul style="list-style-type: none"> - PP pupils will maintain good progress rates across and between years <p>Reading, Writing and Maths. Pre-teaching and scoop groups ensure pupils who are absent remain in-line with their peers.</p>	<p>C1</p> <ul style="list-style-type: none"> - Pupils who join within Y5 or Y6 will have their needs quickly identified and targeted support will secure good progress across these two years especially - Underperformance prior to entry to KPS will have been identified quickly, parents alerted and specific targeted interventions deployed - Children who struggle to retain information access pre-teaching and are therefore ready to learn with their peers. - Scoop groups quickly react to those pupils who have not gained a sufficiently strong understanding within a lesson and this is addressed that day <p>1. There were 16 PP pupils in year 6 who were counted in data at the end of KS2. A further 3 left before the end of the year, therefore the data is not available to evidence impact. No PP children joined Kingsway within y6.</p> <p>All 16 PP children received scoop groups to secure a strong understanding of concepts and worked in small group within ability sets to focus on addressing particular gaps in knowledge. 5 received additional intervention groups as they were working below the expected level, and 4 received additional GDS intervention group as they were working above the expected level.</p> <p>2. Writing – showed improvement and an increase in the expected standard through the year. 11 of 16 PP children achieved expected level. <u>The Percentage of PP children achieving expected level matched that of not PP pupils (69%).</u></p> <p>Reading – There was a gap between PP and non PP children, as 56% PP children achieved expected level compared to 74% of non PP pupils. There was a small increase in the number of PP children achieving the expected standard. This is shown in data from the mock SAT's (pre groupings) which was 50% and their final SAT's results, which was 56%.</p> <p>GPS – 69% PP children achieved expected level compared to 74% of non PP pupils. There was a good increase in the number of PP children achieving the expected standard as a result of using small, focused ability groups and scoop groups. This is shown in data from the mock SAT's (pre groupings) which was 38% and their final SAT's results, which was 69%.</p> <p>Maths – <u>A greater percentage of PP pupils achieve the expected level than non PP Pupils.</u> (75% PP children achieved expected level compared to 71% of non PP pupils.)</p> <p>There was good progress from the small group work in ability groups and use of scoop groups: 36% PP pupils achieved expected standard in Mock SAT's, but 75% achieved expected standard in their final SAT's.</p> <p>3. Reading still has a larger gap than the other subjects and showed less progress with interventions. Further work on strategies to close the gap with lower achieving PP children is needed, and these pupils need to continue to be a focus.</p>


	<p>C2</p> <ul style="list-style-type: none"> - Service PP pupils achieve in line with their peers and have access to a service family club to mitigate the impact of deployment 	<ul style="list-style-type: none"> - The children of service families have a secure grasp of key concepts and any identified as missing (through mobility) are addressed through targeted intervention - Parent partnerships with Service PP families is strong and transition into school robust. AfA conversations every 6 mths - SERVICE CHILDREN'S CLUB ensures pupils retain contact with absent parent and share their learning <ol style="list-style-type: none"> 1. In year 6, there were 2 service children. Both children receive small group intervention and scoop groups to ensure that any gaps were addressed. Parents were invited to attend longer AfA conversations to discuss progress. 2. The service children achieved the expected standard in writing at the end of KS2, and both received GDS standard in their reading. In Maths, 50% achieved the expected standard and 50% achieved GDS standard. 100% of service children's parents attended the AfA conversations. 3. Continue with provision and partnerships with service pupil's families through AfA conversations.
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In summary:

- C1 has been achieved well for all subjects, apart from reading. Please see data quoted in table above.
- C2 has been achieved with great success. Please see data quoted in table above.

Next steps:

1. Embed and refine effective programmes identified above.

	Intended outcome	Actions taken
<p>D</p> <p>Mental and emotional insecurity barrier</p> 	<p>D1</p> <ul style="list-style-type: none"> - PP Pupils of all backgrounds are 'ready to learn' and therefore able to make progress in line with their peers. <p>D2</p> <ul style="list-style-type: none"> - Learning Mentors provide suitable and sufficient support for families to enable them to be successful 	<p>D1</p> <ul style="list-style-type: none"> - Thrive practitioners are making a positive impact on individual pupils' development. <p>Over the academic year of 2018/2019 Thrive action plans were created for 43 children. Of these, 18 are pupil premium children. There were 8 year six students that received 1:1 Thrive last academic year, all of whom were PP children.</p> <p>In addition to 1:1 Thrive, all children had access to a Thrive based provision during lunch time. This was implemented by trained practitioner – the focus was upon ensuring that all children could access positive play.</p> <p>Priority 1:1 Thrive was given to children that scored highly on ACES or had some form of social care involvement.</p> <ul style="list-style-type: none"> - Structured conversations for parents twice every year build better relationships and empower them to be involved in their child's learning (AfA) <p>When held, the conversations lasted between 20-30 minutes. They were beneficial in terms of getting to know the parents of PP children particularly at the start of the academic year. Teachers report that parents appeared to prefer coming in to meet teachers during the school day.</p> <p>D2</p> <ul style="list-style-type: none"> - Learning Mentors facilitate the school's offer of Early Help which accurately provides the support that is needed for our families <p>Of the children on the current PP register the Learning Mentors supported 49 children and their families in the academic year 2018/2019 (this number does not include year 6 students from 2018/2019). Support included; Thrive, mentoring, foodbank vouchers, Gloucestershire bundles referral, school nurse referral, signposting, TAC/TAF meetings, behaviour support, parenting courses, applying for grant funding for school activities, my plan and my plan+, facilitating adult education, social skills groups, Freedom programme, stay and play, home visits and support getting children to school.</p> <ul style="list-style-type: none"> - Families are accessing within school help to build on their own strengths or make use of signposting for that available elsewhere. <p>Where the school's Early Help offer does not meet the needs of the family or individual child, learning mentors signpost or refer to appropriate agencies. Of the children currently in receipt of pupil premium funding, 37 PP children/families were signposted to other agencies (in 2018/2019) including; police, families first plus, GP, school nurse, pharmacy, GDASS, family information service, TIC, Silver Clouds, Citizen's advice bureau, legal advice and children's services.</p>

	<p>D3</p> <ul style="list-style-type: none"> - Pupils who are in care, adopted, special guardianship order or who have a child arrangement order, are achieving in line with their peers <p>D4</p> <ul style="list-style-type: none"> - All families entitled to FSM are receiving it. 	<p>D3</p> <ul style="list-style-type: none"> - The Designated Teacher is trained well and has time to disseminate current thinking to improve outcomes for this group of children <p>2018/2019 the deputy head teacher was the school's Designated Teacher. Training completed. Attendance at both PEPs and CiC meeting throughout the academic year by either DT or Deputy DSL. In the year 2018/2019 the school had 1 child in care.</p> <ul style="list-style-type: none"> - Safeguarding procedures are robust and making a positive impact on inclusive practices. <ul style="list-style-type: none"> • Detailed safeguarding policy in place. • Annual staff training for all staff. • Clear safeguarding induction process for all staff. • 5 members of staff in receipt of Level 3 safeguarding training. • Weekly vulnerable pupil meetings to ensure that outcomes are met – strengthening families used to assess family's needs. • CPOMs used daily by staff and monitored by DSL and deputies – discussed at VP meetings to address concerns at early help level as well as those involved with children's services. <p>D4</p> <ul style="list-style-type: none"> - Incentives encourage all entitled families to claim their correct entitlement. <p>An incentive of £50 trutex voucher was offered to new starters that signed up to free school meals.</p>
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In summary:

This work is a real strength of the school

- D1: The impact of Thrive is clearly evident in the assessments undertaken. Children are nurtured and supported effectively to engage in class and skilled practitioners are adept at identifying need through lunchtime and afternoon deployment. Thrive is valued by parents, children and staff and is seen as integral to supporting the children's well-being and effective engagement
- D2: Learning Mentors are skilled and impactful: their link with other agencies and families is vital
- D3: Skilled DT worked in collaboration with Learning Mentors to provide effective support
- D4: It is unclear how effective this strategy was

Next steps:

1. Maintain high quality pastoral support following re-structure of Teaching Partner provision
2. Upskill new staff arriving or undertaking new roles (Designated Teacher/Teaching Partners)
3. Maximise uptake of PP funding – recent drop in numbers from 141 identified in 2018/19 to 107 at start of 2019/20

	Intended outcome	Actions taken
<p>E Attendance barrier</p> 	<p>E1</p> <ul style="list-style-type: none"> - The attendance of pupils who are Free School Meals needs to be broadly in line with those who are not FSM 	<p>E1</p> <p>Through the work of the Attendance Improvement Officer:</p> <ul style="list-style-type: none"> - Attendance is a high focus in any actions to raise attainment of pupils with a particular focus on those who are persistently absent. <p>Overall attendance figures for disadvantaged and other pupil:</p> <ul style="list-style-type: none"> - The gap between the attendance of disadvantaged and other pupils is closing <p>Disadvantaged pupils' attendance as increased from 92% in 2016/17 to 93.5% in 2018/19 Whole school attendance has remained relatively static at c.95%</p> <ul style="list-style-type: none"> - Attendance Improvement Meetings (AIMS) hold parents to account and offer timely support <p>13 families attending AIM Meetings in the year. 10 currently active – 3 left from school.</p> <ul style="list-style-type: none"> • Before AIM meetings average: 80% • After AIM meetings average: 83% (process is on-going) <ul style="list-style-type: none"> - Early Birds Club is having a positive impact in <ul style="list-style-type: none"> ▪ developing good morning routines ▪ providing a less stressful start to mornings and 'smooth' transition into school ▪ providing emotional and social development support to those children who are anxious <p>Early Birds club provides important personal support and care for vulnerable children. It allows them to have a settled start to the day providing breakfast, a calming activity and personal hygiene support. Consequently, the children attend lessons more focused and settled.</p> <p>There has been a positive impact on attendance in most instances too with 8/12 showing improvement with an average of 12% for those 8 children.</p>

In summary:

- E1: Attendance officer has impacted on improved attendance and the Attendance Officer is pivotal in the provision for these children

Next steps:

1. Develop even more robust systems to hold parents to account for attendance
2. Maintain and develop even more close links with Learning Mentors and Local Authority agencies in support of outcomes

The rest of this document was created prior to the Executive Headteacher's arrival in April

6. Planned expenditure					
Academic year	2018-19				
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 (KPS applies the principle that the % of pupils in receipt of PP directs the cost of whole school initiatives funded by PP – 34% in 2018-19)					
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?
B1 SEN pupils will achieve in line with national data for SEN	<p>CPD has provided the support necessary for school staff working with specific SEN needs</p> <p>HLTA SEN TAs with specialist knowledge or experience will provide intensive support across the school</p> <p>SEN TAs to target very high need pupils unlikely to get EHCP currently</p>	<p>33% of our pupil premium children also have SEN needs too. This means they have a second set of complications that impact on their learning.</p> <p>The EEF Attainment Gap report 2018 provides evidence that the widest attainment gaps are for disadvantage, FSM and SEN. There is a 48 percentage point gap between SEN and non-SEN pupils attaining the expected standard in Reading, Writing and Maths at KS2 nationally and at KPS there is a 67 percentage point gap. Medical conditions have a distinct impact on the attainment of our SEN pupils and often do not result in an EHCP.</p>	SENDCo to monitor more regularly and provide ongoing support for teachers to address more complex needs within class through effective provision	SENDCo	<p>6 weekly</p> <p>£2500</p> <p>£6800</p> <p>£13410</p> <p>£1300</p> <p>Total: £24,010</p>
<p>Midpoint Impact: External LA Review Feb 2019 concluded that: <i>The SENCo has a clear overview of the pupils on the SEND register, including those disadvantaged pupils who have been identified as having SEND. To support pupils with SEND, the SENCo is responsible for deploying a team of teaching assistants to work with individual and small groups of pupils. Pupils' progress is monitored carefully to evaluate the impact of the different intervention initiatives. Working with the team of teaching assistants, the SENCo reflects on the impact of the different interventions to determine if they are enabling pupils to make at least expected progress. Those initiatives deemed not to be working are then changed.</i></p>					

<p>B2 EYFS and Y1 PP pupils will develop the skills necessary for early writing and the gap between PP and non PP pupils will be closing by the end of KS1.</p>	<p>Continuous provision to be established within Y1 as a permanent feature (trialled in 2017-18) and resources bought to enable the provision of a designated outdoor area</p>	<p>On entry baseline information over many years has provided evidence that early writing is one of the areas where pupil premium children arrive without comparable skills to their non-PP peers. Analysis of this has enabled us to unpick the missing skills almost certainly can be linked to the physical skills rather than intent to write.</p>	<p>Assistant Headteacher, Phase Leader and English leads to provide close monitoring of the impact of the initiative via progress data across both EYFS and Y1.</p>	<p>Assistant Headteacher</p>	<p>Three times every year through Pupil progress Meetings</p> <p>£2000</p> <p>Total: £2000</p>
<p>Midpoint Impact: By March 2019, 89% of disadvantaged pupils in reception are on track for meeting the Writing ELG by the end of the year. Compared to 88% of non-disadvantaged pupils. 36% of disadvantaged pupils in Y1 are on track for meeting the writing PoS by the end of the year. Compared to 82% of non-disadvantaged pupils. This is the same % who left the EYFS with the writing ELG. In Y2 there are 7 disadvantaged pupils and currently 2 are on track to reach EXS or above. Within the WTS group there are 2 further pupils who we need to reach EXS for the gap to be closed.</p>					
<p>C1 PP pupils will maintain good progress rates across and between years in Reading, Writing and Maths. Pre-teaching and scoop groups ensure pupils who are absent remain in-line with their peers.</p>	<p>Provision of TAs within all classrooms to ensure sufficient capacity to teaching and learning due to large numbers of PP pupils across school</p>	<p>Our Pupil Premium Review in July 2018 identified we are closing the gap between pupil premium and non-pupil premium pupils and that teaching assistants are making a positive contribution to moving learning on. Refinements to the deployment of TAs within the 2018-19 year will ensure more specific interventions over specified timeframes with impact precisely measured.</p>	<p>Senior Leaders including SLT and Phase Leaders are monitoring weekly the impact of TAs.</p>	<p>Deputy Headteacher</p>	<p>Ongoing but weekly</p> <p>£56,720</p> <p>Total: £56,720</p>

Progress and attainment for Service pupils is very good (see C2) therefore this impact data focuses on the Disadvantaged pupils
 Progress measures for Disadvantaged pupils against (Others): ** where accelerated progress is greater for Disadvantaged pupils than Others

	Reading	Writing	Maths
Y6	100% (91%)	100% (98%)	100% ** (81%)
Y5	85% (93%)	88% (96%)	90% (93%)
Y4	90 (98%)	90 (97%)	90% (95%)
Y3	94% ** (97%)	94% (100%)	94% ** (98%)
Y2	100% ** (92%)	100% (92%)	100%** (100%)
Y1	82% (100%)	91% ** (100%)	91% (96%)
Rec	100% (87%)	55%** (83%)	78%** (65%)

Pupil premium strategy is working well with TA deployment in key SATs years (2 & 6) where progress for disadvantaged pupils is 100% and is greater than Other pupils.
 Other successes to note are in Y2 and Y3 where accelerated rates of progress in Reading for disadvantaged pupils is greater than Others. This is also true in Y6, Y3 and Y2 for Maths
 In EYFS, progress in writing for disadvantaged pupils is a concern although the % pupils making accelerated progress is greater than Others. Progress in Maths for Disadvantaged pupils is better than others with a greater % making accelerated progress.
 Interventions are closely monitored and data reported to the Standards and Achievements committee. Where interventions have not made sufficient impact, they are stopped or adjusted.

<p>C2 Service PP pupils achieve in line with their peers and have access to a service family club to mitigate the impact of deployment</p>	<p>AfA conversations with service PP families provide specific support Learning Mentor led Service Family Club</p>	<p>Service children at this school mostly achieve very well with minimal gaps to their learning. Feedback from service families requested support with homework and in building the bond between the children. Potential individual budgets have been made available to enable specific support for individuals, as need arises.</p>	<p>Senior leaders are now aware their strategy for the service children needs to be given specific focus.</p>	<p>Headteacher</p>	<p>Three times every year £6300 Total: £6300</p>
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Midpoint Impact:

Reading - 86% of service pupils across the school are on track to meet the EXS+ of which 50% are working at GDS.
 Writing - 78% of service pupils across the school are on track to meet the EXS+ of which 23% are working at GDS.
 Maths - 86% of service pupils across the school are on track to meet the EXS+ of which 36% are working at GDS.
 Service pupils currently exceed achievement in comparison to their peers especially in the likelihood of them achieving GDS. Of those pupils currently not achieving EXS, this relates to at most three pupils per subject across the whole school.

<p>D2 Learning Mentors provide suitable and sufficient support for families to enable them to be successful</p>	<p>Wide ranging Early Help Offer</p>	<p>Both our Ofsted report and Pupil Premium Review identified the positive impact of pastoral work within the school. However, we now need to ensure that positive impact translates into academic outcomes.</p>	<p>Awareness that we need to focus more on academic outcomes has ensured we retain the good practice and refine it.</p>	<p>Deputy Headteacher</p>	<p>Three times every year</p> <p>£30,000</p> <p>Total: £30000</p>
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Midpoint Impact:

27 Pupil Premium pupils receive THRIVE through the offer of Early Help
26/27 (96%) have at least maintained progress and 8/27 (30%) have made gains in learning in either Reading , Writing or Maths.

<p>All barriers Improved teaching and learning (Quality First Teaching)</p>	<p>Assistant Headteacher post to facilitate:</p> <ul style="list-style-type: none"> - Peer to peer support through Triads - Coaching alongside teachers - Mentoring Phase Leaders - Ambassador for Pupil Premium across the school 	<p>Evidence from the EEF clearly indicates that to make an impact on pupil premium outcomes, there needs to be quality first teaching. This is from well qualified and well trained teachers and teaching assistants.</p> <p>The insertion of the Assistant Headteacher role within the school will give that capacity to work alongside the teachers throughout the week improving practice.</p>	<p>Ongoing monitoring from Standards and Achievement Committee of Governing Body and also through the ongoing appraisal monitoring of teachers and TAs.</p>	<p>Headteacher</p>	<p>Weekly</p> <p>£10,600</p> <p>Total: £10,600</p>
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Midpoint Impact:

100% of teachers report a positive impact on the triad system for developing QFT. This has further been evidenced through the improvements in T+L overall as externally verified in a LA review. While there are still improvements to be made, there is now a consistency of approach across the school.

Total budgeted cost **£129,630**

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?
<p>A1 Reduced vocabulary gap between PP and non-PP pupils leads to improved reading and writing across the school</p>	<p>PP pupils from R-Y6 will be accessing 'Talk Boost', 'Early Talk Boost' and 'Primary Talk' Interventions and impact will be measurable at individual level NB school has external funding for 2018-19 year</p>	<p>Analysis of our SATs outcomes identified a pattern to the difference between our PP pupils and our non-PP pupils that could be linked to vocabulary. Research has shown that five-year-olds who struggle with language are six times less likely to reach the expected standard in English at age 11 than those with good language skills.</p>	<p>The school is part of an Eef funded research initiative so the outcomes of our work are being externally monitored. A school action plan focused entirely on Primary Talk has been produced to ensure we remain on track.</p>	<p>Marika Chrimes</p>	<p>The interventions are for set weeks and analysis will be along those timescales which are typically every 10 weeks. Nil</p>
<p>Midpoint Impact: Talk Boost Impact Autumn term 2018 % of happy' or 'very happy' responses: How good do you think you are at talking? Baseline 5 pupils, End point: 6 pupils How good do you think your teacher thinks you are at talking? Baseline 4 pupils, End point: 6 pupils How do you feel about talking and playing with your friends? Baseline 4 pupils, End point: 7 pupils How do you feel about saying what you think in lessons? Baseline 4 pupils, End point: 8 pupils How do you feel about asking for help when you are stuck in lessons? Baseline 4 pupils, End point: 5 pupils Talk Boost story telling comparisons baseline/end point: Baseline: All pupils using limited explanation within story. Very much one word answers and some answers couldn't be articulated. End point: Significant improvements for 50% of pupils and improvements seen in other 50% but not yet at age related expectation.</p>					
<p>B3 Specific physiotherapy interventions will be carried out to address co-ordination, core strength and mobility in all years</p>	<p>Fizzy Programme</p>	<p>On entry baseline information over many years has provided evidence that early writing is one of the areas where pupil premium children arrive without comparable skills to their non-PP peers. Analysis of this has enabled us to unpick the missing skills almost certainly can be linked to the physical skills rather than intent to write.</p>	<p>Individual progress reports</p>	<p>Amy Lawes</p>	<p>Every half term Nil</p>

Midpoint Impact:

12 pupils accessing Fizzy currently. Each have individual needs addressed by the Sports Coach and impact is therefore child specific.

<p>D1 PP Pupils of all backgrounds are 'ready to learn' and therefore able to make progress in line with their peers.</p>	<p>Thrive Interventions</p> <p>Pass Survey and associated work by Learning Mentors</p> <p>3 x yearly AfA conversations by teacher</p>	<p>Both our Ofsted report and Pupil Premium Review identified the positive impact of Thrive work within the school.</p> <p>Our PASS survey has been crucial in identifying the way pupils feel about their learning which they might not always articulate face to face through pupil voice. This has enabled us to 'catch' and respond to pupils who are most vulnerable to underperformance.</p> <p>AfA conversations have a significant impact as they give 30 mins of quality conversation about a child three times every year in a private forum.</p>	<p>Progress against individual action plans are monitored by a Thrive Lead Learning Mentor.</p> <p>External online tool with set window for completion</p> <p>Timetabled</p>	<p>Karen Allen</p> <p>Deputy Headteacher</p> <p>Phase Leaders</p>	<p>Every 6 weeks</p> <p>£13,000</p> <p>Annual £500</p> <p>Three times every year</p> <p>Total: £13,500</p>
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Midpoint Impact:

27 Pupil Premium pupils receive THRIVE

26/27 (96%) have at least maintained progress and 8/27 (30%) have made gains in learning in either Reading , Writing or Maths.

AfA conversations – 77% of Pupil Premium Parents attended in Autumn 1.

Progress figures = Expected or accelerated progress (Accelerated Progress)

Year	% attendance	Reading progress	Writing progress	Maths progress
R	100	82 (25)	59 (17)	66 (33)
1	86	85	93 (8)	92
2	100	100 (10)	100	100 (10)
3	80	95 (14)	95	95 (14)
4	62	92 (4)	92 (4)	92 (4)
5	42	89 (4)	93 (4)	89 (4)
6	75	100	100 (5)	90 (20)

Teachers report that there is still difficulties engaging with most vulnerable families. There appears to be no correlation as to whether a parent has attended an AfA conversation or not on academic progress. These conversations are still valuable in developing trust between families who may have had a negative experience of their own school life. Results would suggest fewer but more strategic targeting of families to try to engage.

E1 The attendance of pupils who are Free School Meals needs to be broadly in line with those who are not FSM	Early Birds Club and consumables	This initiative was introduced last year and was very successful as identified in our Ofsted and Pupil premium Review. If the children are in and ready to learn, outcomes have every chance of being improved.	Dedicated staff who are overseen by Attendance Improvement Lead.	Attendance Officer	Three times every year. £9500 Total: £9500
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Midpoint Impact:

Total budgeted cost

£23,000

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?
D3 Pupils who are in care, adopted, special guardianship order or who have a child arrangement order, are achieving in line with their peers	The Designated Teacher is trained well and has time to disseminate current thinking to improve outcomes for this group of children	The Designated Teacher role is substantial within our school. The caseload is large. To perform effectively, this person needs dedicated and protected time to fulfil their training and research needs.	Timetabled	Headteacher	Annually £2200 Total: £2200

Midpoint impact:

Designated Teacher has received annual statutory training. The importance of recognising Adverse Childhood Experiences (ACES) and their impact on a child's ability to make academic progress is nationally recognised. As a result, The Designated Teacher has established a school wide tracking system of ACES and begun with the Learning Mentors to map and track ACES. This will be used to prioritise the needs of the most vulnerable group of pupils (PLAC).

Child/ Expected Progress	Reading	Writing	Maths
A	Accelerated	Expected	Expected
B	None	None	Expected
C	Expected	Accelerated	Expected
D	Expected	Expected	Expected
E	Expected	Expected	Expected
F	Expected	Expected	Expected

As a group of vulnerable pupils, 5/6 (83%) are making expected or accelerated progress in all Core subjects. 1 child not making progress in English requires Educational Psychologist intervention. The cost of this could be taken from this budget.

D4 All families entitled to FSM are receiving it.	Incentive voucher to encourage better FSM take up within Y1, Y2 and Y3.	The school has identified that our Pupil Premium numbers rise significantly from EYFS to KS1 to KS2. This means we suspect not all our parents access the benefits to which they are entitled increasing vulnerability.	Allocated from available PP funds	School Business Manager	Annually at end of Autumn term. £2000 Total: £2000
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Midpoint impact:

This proved a popular initiative but it is hard to measure if it made a difference ie would the family have applied for FSM otherwise? Historically we would have had pupils who would not be identified as PP when siblings were. We can however say, that we raised awareness of PP funding for our new families in a way we have not done before and by being clear in what that money is used for, parents were keen to try an application even if unsuccessful.

<p>E1 The attendance of pupils who are Free School Meals needs to be broadly in line with those who are not FSM</p>	<p>Attendance Officer</p>	<p>There is a gap between the attendance of FSM and non-FSM pupils especially between the boys. However, this gap is closing. The continuation of this strategy will ensure those strong gains continue.</p> <table border="1" data-bbox="745 392 1223 496"> <thead> <tr> <th>2017-18</th> <th>FSM</th> <th>Non FSM</th> </tr> </thead> <tbody> <tr> <td>Girls</td> <td>93%</td> <td>97%</td> </tr> <tr> <td>Boys</td> <td>91%</td> <td>96%</td> </tr> </tbody> </table>	2017-18	FSM	Non FSM	Girls	93%	97%	Boys	91%	96%	<p>Dedicated member of staff (Attendance Lead) with hours targeted especially to when we need to address this issue – 8am to 11am.</p>	<p>Attendance Lead</p>	<p>6 times every year £11,342 Total: £11,342</p>
2017-18	FSM	Non FSM												
Girls	93%	97%												
Boys	91%	96%												
<p>Midpoint Impact:</p>														
<p>Resources including individual budgets</p>	<p>Contribution to new Reading Scheme aimed at addressing the Reading gap especially</p> <p>Individual budgets</p>	<p>The school had a 43 percentage point gap between its PP and non-PP pupils in reading last year at KS1 and 29 percentage point gap at KS2. Initiatives including the focus on speaking and listening are appropriate supported by good quality texts that specifically target comprehension skills.</p> <p>There are occasions when individual pupils face hardship which an individual budget would resolve.</p>	<p>Ongoing monitoring</p> <p>Impact of specific money will be measured</p>	<p>English leads</p> <p>Deputy Headteacher</p>	<p>£1000</p> <p>£5000 Total: £6000</p>									
<p>Midpoint Impact: Books have been bought recently by English leads. Impact to be monitored.</p> <p>Monies have been allocated to a Disadvantaged boy who, without support, was in danger of permanent exclusion. £1,100 has been spent to provide 1:1 TA support during break & lunch times. The impact has been a reduction in red cards, no further exclusions and he is working at Age Related Expectations in Reading, Writing and Maths</p>														
<p>Total budgeted cost</p>					<p>£21,542</p>									
<p>TOTAL OVERALL</p>					<p>£174,172</p>									

