

Pupil premium strategy Kingsway Primary School – September 2019 - 2021

Underpinning philosophy to supporting pupils identified as disadvantaged

At KPS we are passionate about enabling all children to have the very best life chances we can offer. As educators and co-collaborators in every child's success, we realise our potential to influence current and future opportunities. We are committed to equalising opportunity where deprivation and disadvantage exist through high aspiration for all; rich and tailored experiences embedded within an inspiring curriculum; careful and impactful use funding to maximise learning of both knowledge and skills; and a robust, reflective and searching focus on the impact of the work we do.

Considered use of research from a number of sources, including the Education Endowment Foundation and NFER underpin our strategy for the coming year. The school is in a rapid state of improvement and draws from 7 key best-practice principles outlined by the NFER. At KPS, we:

- 1. Promote an ethos of attainment for all pupils, rather than stereotyping disadvantaged pupils as a group with less potential to succeed.**
- 2. Have an individualised approach to addressing barriers to learning and emotional support, at an early stage, rather than providing access to generic support and focusing on pupils nearing their end-of-key-stage assessments.**
- 3. Focus on high quality teaching first rather than on bolt-on strategies and activities outside school hours.**
- 4. Focus on outcomes for individual pupils rather than on providing strategies.**
- 5. Deploy the best staff to support disadvantaged pupils; develop skills and roles of teachers and TAs rather than using additional staff who do not know the pupils well.**
- 6. Make decisions based on data and respond to evidence, using frequent, rather than one-off assessment and decision points.**
- 7. Have clear, responsive leadership: setting ever higher aspirations and devolving responsibility for raising attainment to all staff, rather than accepting low aspirations and variable performance.**

In line with other successful schools, we see raising the attainment of disadvantaged pupils as part of our commitment to helping all pupils achieve their full potential. We prioritise quality teaching for all. We recognise that attendance, behaviour and emotional support are key factors but that they are not sufficient on their own for academic success. We value the voice of every child and make concerted effort to know every pupil as an individual so we can respond accordingly to their needs. We are focused on ensuring teaching and learning interventions are linked directly to supporting classroom work and we have developed a timetable and feedback policy that promote more rapid and targeted intervention to address learning needs. We are also committed to

ensuring all support staff are effective in their role by providing the training necessary to have sufficient expertise to deliver interventions, provide feedback and monitor progress.

Overall summary from 2018/19 strategy

In summary:

- A number of projects have been implemented across the school resulting in aspects of effective development. Notable strengths, as evidenced in the 2018/19 report, can be seen:
 - at the end of EYFS in GLD results.
 - in the impact of the oracy project.
 - through Thrive and pastoral provision.
 - in 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 the deployment and focus of TA support.

Next steps:

- The school will prioritise the academic performance of children across the school with specific consideration on 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.

1. Summary information

School	Kingsway Primary School				
Academic Year	2019/20	Total PP budget	£124,600	Date of most recent PP Review	11 July 2018
Total number of pupils	416	Number of pupils eligible for PP	107: 22@300 80@1320 5@2300	Date for next internal review of this strategy	Dec 2019

2. Focused intentions leading to improved outcomes for all disadvantaged pupils

Notable barriers are highlighted in orange

A.	Quality of teaching <ol style="list-style-type: none">1. Quality of teaching will be good or better in all areas of the school with specific reference to supporting children with barriers to learning – most notably SEND, disadvantaged and EAL2. Curriculum structure will be rich, engaging, coherent and sequential in reading, writing and maths (Autumn-Spring 2019/20) and all other subjects (Summer/Autumn 2020)3. Deep understanding of children’s cultural experiences, future aspirations and life experiences influence curriculum intent4. Assessment process will align effectively with the taught curriculum and will be understood by all teaching professionals
B.	Maximise impact of support teams: Teaching Partners, Learning Mentors and Attendance Officer <ol style="list-style-type: none">1. Teaching partners are deployed to ensure maximum impact on children’s learning2. Teaching partners are highly skilled at assessing children’s needs3. Teaching partners support teaching to maximise pupil progress both in and out of the class4. Learning mentors and teaching partners are skilled at supporting pastoral needs resulting in increased teaching and learning time for children
C.	Improve behaviour for learning <ol style="list-style-type: none">1. Behaviour for learning – a culture and ethos of excellence, engagement, perseverance and challenge is evident in every learning experience in the school2. Teaching and Learning policies are implemented and refined based on latest research and professional evidence in the school result in children’s greater ownership of learning3. Children take ownership of their own learning and evidence understanding of metacognition
D.	Continue to embed effective practice <p>Effective practice already adopted by the school that supports disadvantaged pupils will be developed and embedded:</p> <ol style="list-style-type: none">1. Oracy project (including Talk Boost and Primary Talk) in EYFS and Y1 will be extended throughout the school as appropriate2. Work of Learning Mentors (2018/19 Mental and emotional insecurity barrier) – Thrive practice to be refined and reviewed in light of the Teaching Partner restructure while maintaining focus and impact on outcomes; train and upskill new staff appointed to the new structure at the school

Actions and progress measures					
In-school barriers (issues to be addressed in school)					
Quality of teaching					
	INTENT	ACTION AND DATE	WHO	COST	IMPACT MEASURE
A1	Quality of teaching will be good or better in all areas of the school with specific reference to supporting children with barriers to learning – most notably SEND, disadvantaged and EAL	<ul style="list-style-type: none"> High quality training and personalised support from proven leaders and teachers: September 2019 – April 2020. SEND review – July 2019 leading to Removing Barriers for Learning (RBL) meetings – September 2019 – November 2019. (SEND action plan 2019/20 implemented – see separate plan) Teachers will use feedback through group or individual coaching once per week to support improved outcomes (EEF – Dixon Kings Academy) RBL meetings: evaluate classroom resourcing to ensure needs are met: writing slopes; flash cards; number lines; Stile trays; Training for teachers and teaching partners to support EAL learners in class setting 	<ul style="list-style-type: none"> Lisa Smith/Neil Owens/Emily Macdonald (EYFS and KS1) Lee Pajak/Lisa Hillman/Karen Holloway/Laura Averis (KS2) Caroline Parker/Emma Price (SEND) Caroline Parker (EAL) 	<p><i>RBL Meetings: £200 x 15 days = £3000 + SEN time = 7 x £1400</i></p> <p><i>Staff release for training: £150 x 4 per class = £6000</i></p> <p><i>TP training – 9 sessions @ 1 hour = £1000</i></p> <p><i>Attendance of INSET training and staff meetings for TPs: £2000</i></p>	<ul style="list-style-type: none"> <i>Overall results are improving at the end of each term.</i> <i>Teachers are able to talk articulately about the provision given to children in the class.</i> <i>Gaps between disadvantaged and other pupils are reducing.</i> <i>End of FS/KS data shows improvement against national data.</i> <i>Book looks evidence improvements and targeted learning experiences where necessary.</i> <i>Learning Walks and formal observations evidence improvements.</i> <i>Teaching is good or better for all teachers as evidenced by matrix.</i> <i>EAL provision is targeted to need and impactful as evidenced by assessment.</i>
A2	Curriculum structure will be rich, engaging, coherent and sequential in reading, writing and maths (Autumn / spring 2019/20) and all other subjects (summer 2020)	<ul style="list-style-type: none"> Policy for writing (Autumn 1 2019) Policy for maths (Autumn 1 2019) Policy for reading (Autumn 2 2019) Curriculum structure developed for writing (Autumn 1 2019) Curriculum structure developed for maths (Autumn 1 2019) Curriculum structure developed for reading (Autumn 2 2019) 	Subject leads to collaborate with other highly effective schools: Gloucester Road; Charlton Kings (Infant and Junior); Foxmoor Also to link with external professionals from: Glow Maths Hub; Somerset	<i>Visits and training + release for teachers £8000</i>	<ul style="list-style-type: none"> <i>Planning is coherent, sequential and enables children to know more, remember more and do more.</i> <i>Curriculum intent for reading, writing and maths is implemented effectively.</i> <i>Impact is evident through pupil outcomes (results, voice and</i>

		<ul style="list-style-type: none"> • Format used to structure other subjects (Summer 1 and 2 2020) • All teachers receive training to develop clear philosophy and development plan for their subject based on links with GSP and 'Best Practice Networks' (Spring 1 and 2 2020) and they consider in detail how to design a curriculum that responds to disadvantaged pupils' needs. • EEF publications are evaluated to consider how best practice elements can be incorporated into QfT: Preparing for Literacy; Improving Literacy in KS1; Improving Literacy in KS2 	<p>Literacy Network; Gloucester Schools' Partnership</p>		<p><i>book looks)</i></p> <ul style="list-style-type: none"> • <i>Teachers are knowledgeable about their own curriculum areas and have written an engaging and knowledge based curriculum that is coherent and sequentially developed.</i>
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	INTENT	ACTION AND DATE	WHO	COST	IMPACT MEASURE
A3	Deep understanding of children's cultural experiences, future aspirations and life experiences influence curriculum intent	<ul style="list-style-type: none"> Questionnaire developed by Governors and given to all children in support of curriculum design. 1 to 1 meetings by teachers with all disadvantaged pupils RBL meetings influence curriculum design and choices All children access residential trips and enriching experiences through visits. 	<p>Governors and all children</p> <p>Teachers</p> <p>Class teacher / TP and SENDCo (Caroline Parker)</p>	<p>Governor time No cost</p> <p>Visits fund: £10,000</p>	<ul style="list-style-type: none"> Curriculum intent for every subject area evidences experiences that ameliorate cultural deficits at KPS. Wider and hidden curriculum enhances cultural experiences. Children's experiences are rich and culturally diverse. Children can talk about their first hand experiences knowledgeably.
A4	Assessment process will align effectively with the taught curriculum and will be understood by all teaching professionals	<ul style="list-style-type: none"> INSIGHT programme will include statements that align with progress documents for reading, writing and maths (November 2019) SEND measures will be refined to provide small-step progress measures for children working below the WTS standard in Y1 – 6. SEND provision is informed effectively by specific assessment tools so that interventions are SMART. My Plans are written with sufficient precision to allow EHCP applications and targeted additional support where possible leading to rapid movement through the graduated pathway (1.3.2) EAL assessments are effective in targeting next steps 	<p>English team cover (£150 x 3) writing</p> <p>Maths team – maths</p> <p>Caroline Parker – SEND measures - £600</p> <p>Intervention assessments are purchased - £500</p> <p>Provision Mapping Software: £1000</p> <p>Training - £1000 (1 day from Caroline Parker) and teacher training follow up (4 days)</p>	<p>£450</p> <p>£600 – 3 days</p> <p>£500</p> <p>£2000</p>	<ul style="list-style-type: none"> Assessments are accurate and informative allowing the school to evaluate and plan well for next steps as evidenced by My Plans. SEND progress is measurable and specific and takes account of the Engagement Model where appropriate (3 children) The quality of interventions can be evaluated. 10 more children are successful in securing EHCPs. High quality My Plans are written by teachers. Teaching Partners are able to access the impact of their interventions.

Actions and progress measures					
In-school barriers (issues to be addressed in school)					
Maximise impact of support teams: Teaching Partners, Learning Mentors and Attendance Officer					
	INTENT	ACTION AND DATE	WHO	COST	IMPACT MEASURE
B1	Teaching Partners are deployed to ensure maximum impact on children's learning	<ul style="list-style-type: none"> Restructure of TA provision leading to TP structure (Summer term 2019) TP deployment provides effective school coverage (November 2019) Increase of SENDCo hours from 3 to 5 days per week. SEND actions ensure EHCP provision is sufficient to meet need (September 2019 – 5 additional children expected to require EHCPs) EEF – Making the best use of Teaching Assistants is evaluated and implemented 	<p>LP in collaboration with phase leaders LP</p> <p>Caroline Parker consultancy + new SENDCo appointed</p>	<p>Additional Ed Psych costs - £2500 Meeting</p> <p>SEND time £10k</p>	<ul style="list-style-type: none"> Review completed on time New TPs appointed to role on a permanent basis New SENDCo appointed to SLT A further 11 EHCPs are secured for the school resulting in c.£100k and enabling the appointment of additional TP staff.
B2	Teaching Partners are highly skilled at assessing children's needs	<ul style="list-style-type: none"> CPD audit of staff training need to be completed once structure implemented (Spring 2020) Training programme provided to TPs from SENDCo, ATS and others as required Phonic training for all TPs (INSET Feb 2020) TPs are training on effective delivery of school interventions. (Spring / Summer 2020) New TPs are trained quickly. (On arrival for reading) TP observations evidence high quality input – Summer term (2020) TPs' Appraisal Targets promote high quality learning for children. (Spring 2020) 	Caroline Parker	<p>Audit – 2 days</p> <p>Training ½ day per half term = 3 days per TP</p> <p>Nessy Programme purchased</p> <p>Numberbots licence</p> <p>12 SEND specific computers purchased</p>	<ul style="list-style-type: none"> TPs know how to deliver a wide range of interventions that support the children in the classes they work with. TPs effectiveness is evident through the impact they have with children. TP observations evidence high quality interventions My Plan data shows good or better progress. A range of interventions are deployed to meet need. All TPs are skilled in the delivery of phonics and are effective in the teaching of reading.

	INTENT	ACTION AND DATE	WHO	COST	IMPACT MEASURE
B3	Teaching Partners support teaching to maximise pupil progress both in and out of the class	<ul style="list-style-type: none"> Utilise EEF Making Best Use of Teaching Assistants recommendations November 2019 – February 2020 Lesson observation includes feedback to all TPs 	Caroline Parker + phase leaders		<ul style="list-style-type: none"> <i>Learning time maximised as evidenced by timetables and TP deployment</i> <i>TP observations evidence high quality interactions within class.</i> <i>TPs can articulate their intended impact in each observed lesson or intervention.</i>
B4	Learning Mentors and teaching assistants are skilled at supporting pastoral needs resulting in increased teaching and learning time for children	<ul style="list-style-type: none"> Review support provided by Thrive and consider approaches used by other schools. Provide training to ensure effective implementation of this provision – link to on-going practice from last year in part D EEF: Improving Social and Emotional Learning in Primary Schools is evaluated and considered for implementation alongside other programmes OPAL training is evaluated and considered to improve lunchtime engagement and socialisation Early Birds Provision is balanced against the need to ensure access to learning. Review of play-ground provision leading to improved experiences for all. The curriculum addresses core needs of the children in the school. Learning Mentors are therefore more able to focus on higher level needs. Learning Mentors are trained and effective in the delivery of a wide range of pastoral support programmes. 	Jasmine Munford + Hayley Hancock + Thrive practitioners	Visit to other settings – release time: £500 £5000 – OPAL training Story sack resources £500	<ul style="list-style-type: none"> <i>Children feel safe and supported in school – evidenced by pupil voice questionnaires.</i> <i>Children with behavioural high-needs have reduced incidents of disruption and access learning well.</i> <i>Attendance of pupils with high needs increases.</i> <i>High needs pupils are increasingly able to self-regulate.</i> <i>Reduced time spent by teachers and TPs dealing with disputes from playtime</i> <i>Incidents of exclusion reduces.</i>

Strategies identified in EEF guide

Actions and progress measures					
In-school barriers (issues to be addressed in school)					
Improve behaviour for learning					
	INTENT	ACTION AND DATE	WHO	COST	IMPACT MEASURE
C1	Behaviour for learning – a culture and ethos of excellence, engagement, perseverance and challenge is evident in every learning experience in the school	<ul style="list-style-type: none"> Review behaviour policy with reference to EEF – Improving behaviour in schools document. Spring / Summer 2020 A review of the school’s approach to improving behaviour and developing effective relationships is undertaken. Training and input that challenges current thinking leading to a revised approach to behaviour management that aligns with the EEF recommendations is undertaken (Autumn – Spring 2020/21) 	LP in collaboration with all stakeholders	<i>Training input from external professionals and release time for training: £1000</i>	<ul style="list-style-type: none"> <i>Learning behaviours are effective for all children in all lessons as evidenced by learning walks and observations.</i> <i>Children are more able to manage their relationships as evidenced by reduction in yellow and red cards.</i> <i>Children feel safe and supported in school – evidenced by pupil voice questionnaires.</i> <i>Children with behavioural high-needs have reduced incidents of disruption and access learning well.</i> <i>Reduced time spent by teachers and TPs dealing with disputes from playtime</i> <i>Incidents of exclusion reduces</i>
C2	Teaching and Learning policies are implemented and refined based on latest research and professional evidence in the school result in children’s greater ownership of learning	<ul style="list-style-type: none"> Link to Quality of teaching section above. Other policies: marking and feedback review and based on EEF information (Autumn / Spring 2019 / 20) Review elements of EEF Toolkit to support implementation of best practice 	Subject leaders review curriculum policies (Summer 2020)	<i>Release for lesson observation</i>	<ul style="list-style-type: none"> <i>Teaching practices incorporate best practice from research as evidenced by planning scrutiny and lesson observation.</i> <i>Pupils enjoy learning and feel lessons enable them to learn as evidenced by pupil voice questionnaires.</i>
C3	Children take ownership of their	<ul style="list-style-type: none"> Develop teachers’ understanding of 	LS to lead	<i>Training -</i>	<ul style="list-style-type: none"> <i>Specific metacognitive</i>

	<p>own learning and evidence understanding of metacognition</p>	<p>learning through training and support.</p> <ul style="list-style-type: none"> • Children evidence a strong growth mindset as well as independence and resilience in learning. • Teachers to review teaching sequences to enable the implementation of metacognitive approaches. 		<p>£500</p>	<p><i>approaches that support outcomes are evident in teaching sequences.</i></p> <ul style="list-style-type: none"> • <i>Children's outcomes improve in English as a result of metacognitive approaches.</i>
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Actions and progress measures					
In-school barriers (issues to be addressed in school)					
Continue to embed effective practice					
Effective practice already adopted by the school that supports disadvantaged pupils will be developed and embedded.					
	INTENT	ACTION AND DATE	WHO	COST	IMPACT MEASURE
D1	Oracy project (including Talk Boost and Primary Talk) in EYFS and Y1 will be extended throughout the school as appropriate	<ul style="list-style-type: none"> Continued implementation of the Oracy Project in EYFS and Y1 – extend more fully to Y2 TPs intervene effectively to develop high quality language during continuous provision Consider implementation in KS2 with English team – from June 2020 (Ref: Oral Language Interventions – EEF The Aspire Educational Trust) Talk boost continues to have positive impact 	<p>Marika Chrimes + Emma Markham</p> <p>EYFS and Y1 teachers and teaching partners</p>	<p><i>Release for intervention</i> £2000</p> <p><i>Visits and training from other settings</i> £500</p>	<ul style="list-style-type: none"> <i>Talk Boost assessments evidence impact against assessment and in class work for identified children.</i> <i>Speaking and listening improves as evident by class assessments</i> <i>ELG achieved for Communication and Language</i> <i>TPs target language development with all children through CP</i>
D2	Work of Learning Mentors (2018/19 Mental and emotional insecurity barrier) – Thrive practice to be refined and reviewed in light of the Teaching Partner restructure while maintaining focus and impact on outcomes; train and upskill new staff appointed to the new structure at the school	<ul style="list-style-type: none"> Pastoral support review conducted – November 2019. Appoint staff to roles identified by structure. Train staff to implement effective pastoral support evidenced by RBL meetings. Explore, evaluate and implement parenting programmes that may be of benefit to a wider group of parents 	<p>JM</p> <p>BM</p>	<p><i>Purchase of resources for playground</i> £1500</p> <p><i>Training to support new staff</i> £2000</p> <p><i>Training programmes for parents</i> £1000</p>	<ul style="list-style-type: none"> <i>Pastoral support is targeted to meet the needs of children identified in the RBLs</i>



Actions and progress measures					
In-school barriers <i>(issues to be addressed in school)</i>					
Continuity of what is working well					
	INTENT	ACTION AND DATE	WHO	COST	IMPACT MEASURE
	Early Birds Breakfast club	<ul style="list-style-type: none"> Maintained within the new structure. Slight adaptation to ensure that children arrive at class ready to start lessons at 9.00am. 	Thrive Practitioners and Early Birds staff	£9500	<ul style="list-style-type: none"> Half-Termly assessment of the number of children accessing the support Half-Termly use of Leuven Scales to identify well-being of children – altered to consider Boxall profile. Half-Termly record of behaviour cards given by this group Half-Termly attendance data
	Attendance officer	<p>Continue to ensure close work with families Increase frequency of attendance updates to HT for all children under 90% attendance More frequent letters to parents of children whose attendance is below 95% Closer working with Local Authority teams and Social Care out of school Closer link to Learning Mentor to provide Early Help support</p> <p>Specific actions that support traveller families and children are explored, implemented and evaluated</p>	Attendance officer HT Learning Mentors	£12,000	<p><i>Improved attendance of all children – target of 96.5% average</i> <i>Improved attendance of disadvantaged pupils.</i></p> <p><i>Target: average of 95% and no children below 90%</i></p> <p>2018/19: 36 pupils below 90%</p>