

Pupil premium strategy Kingsway Primary School – September 2019 - 2021

Underpinning philosophy to supporting pupils identified as disadvantaged

Covid 19 update: the [school's use of catch funding works in tandem with this document.](#)

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 latest guidance from the EEF as a result of Covid will be used to support our plans for the coming year. A link can be found [here](#)). The school continues its journey of rapid 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 and have developed an ambitious, coherent and sequential curriculum design in all subjects. We recognise that attendance, behaviour and emotional support are key factors and prioritise support in these areas, especially given the latest pressures from Covid. 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

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.
- An ambitious 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.

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

1. Summary information

School	Kingsway Primary School				
Academic Year	2019/20 2020 / 21	Total PP budget	£124,600 £150,620	Date of most recent PP Review	11 July 2018
Total number of pupils	416 406	Number of pupils eligible for PP	107: 22@300 80@1320 5@2300 106 19@300 94@1320	Date for next internal review of this strategy	Dec 2019 Sept: 2020

Pupil Progress information January 2020

[Covid baseline: September 2020 data](#)

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

Notable barriers are highlighted in orange – actions will be refined as specific barriers become more apparent

A.	<p>Quality of teaching</p> <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 2020)3. Deep understanding of children’s cultural experiences, future aspirations and life experiences influences curriculum intent4. Assessment process will align effectively with the taught curriculum and will be understood by all teaching professionals
B.	<p>Maximise impact of support teams: Teaching Partners, Learning Mentors and Attendance Officer</p> <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 assistants are skilled at supporting pastoral needs resulting in increased teaching and learning time for children and increased sense of well-being
C.	<p>Improve behaviour for learning</p> <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.	<p>Continue to embed effective practice</p> <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

E.

Provide personalised support for children of service families

Our focus with service children is to ensure no child is disadvantaged due to the service of their parent.

1. The children of service families' social, emotional and academic needs are understood immediately upon arrival at the school
2. The children of service families feel a sense of belonging and attachment as a result of targeted input to meet their needs: Services' Club; Buddy systems; bespoke activities; curriculum adaptations; world maps in all classes
3. Family specific issues are understood immediately upon arrival by a trained Services Lead at KPS.
4. Families are connected through a range of systems resulting in a strong sense of community.

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 <i>This work has been undertaken: further development is required this year</i> SEND review – July 2019 leading to Removing Barriers for Learning (RBL) meetings – September 2019 – November 2019. Complete and embedded Appointment of new SENDCo – Oct 2020 Teachers will use feedback through group or individual coaching once per week to support improved outcomes (EEF – Dixon Kings Academy) Marking policy developed following research from EEF. Further refinement required in 2020. RBL meetings: evaluate classroom resourcing to ensure needs are met: writing slopes; flash cards; number lines; Stile trays; Training for teachers to support EAL learners in class setting: research into EAL approaches including collaboration with other settings. EAL approach to be developed and training to be given. 	<ul style="list-style-type: none"> DHT/AHT/Ex consultant RBL meetings support teachers' knowledge across the curriculum All teachers Teams around the child – led by SENCO AH / SGC 	<p><i>English consultant:</i> £3900 + staff release – (£6000 total)</p> <p><i>SEND support:</i> £5580</p> <p><i>RBL Meetings:</i> £200 x 15 days = £3000 + SEN time = 7 x £1400</p> <p><i>Training and development</i> 3 days x £180 £540</p> <p>£16520</p>	<p>Lesson and learning sequence monitoring:</p> <ul style="list-style-type: none"> T&L monitoring evidences ongoing improvement of teaching in reading, writing and maths. The quality of teaching continues to improve. (Overall results are improving at the end of each term as evidenced in books, outcomes and pupil voice. Gaps between disadvantaged and other pupils are reducing. End of KS data shows improvement against national data. Book looks evidence improvements and targeted learning experiences for children with additional needs. Learning Walks and formal observations evidence improvements. Teaching is good or better for all teachers as evidenced by matrix. RBL meetings supported increase of SEND funding from £50k to £90k (from 5 to 13 EHCPs) EAL pupils make rapid progress

					<i>as a result of bespoke support through 1:1 where their knowledge of English is a barrier.</i>
A2	Curriculum structure will be rich, engaging, coherent and sequential in reading, writing and maths (Autumn / spring 2019/20) and all other subjects by Autumn 2020)	<ol style="list-style-type: none"> 1. Policy for writing (Autumn 1 2019) Complete 2. Policy for maths (Autumn 1 2019) Complete 3. Policy for reading (Autumn 2 2019) Complete 4. Curriculum structure developed for writing (Autumn 1 2019) Complete 5. Curriculum structure developed for maths (Autumn 1 2019) Complete 6. Curriculum structure developed for reading (Autumn 2 2019) Complete 7. Format used to structure other subjects (Summer 1 and 2 2020) Complete (ex. DT) 8. 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. Complete 9. 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>Further, deeper understanding of subjects:</p> <ul style="list-style-type: none"> • Subject specific training provided through SIA contact and RBL meetings 	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 Literacy Network; Gloucester Schools' Partnership – all undertaken	<i>GSP: £2100</i> <i>Visits training and release for teachers £8000</i>	Long and medium term planning: <ul style="list-style-type: none"> • <i>Planning is coherent, sequential and enables children to know, do and remember more.</i> • <i>Curriculum intent for reading, writing and maths is implemented effectively (against EIF).</i> • <i>Impact is evident through pupil outcomes (results, voice and booklooks)</i> • <i>Teachers are knowledgeable about their own curriculum areas and have written an engaging knowledge based curriculum.</i>

	INTENT	ACTION AND DATE	WHO	COST	IMPACT MEASURE
A3	Deep understanding of children's cultural experiences, future aspirations and life experiences influence curriculum intent	<p>Questionnaire developed by Governors and given to all children in support of curriculum design. 1 to 1 meetings by teachers with all disadvantaged pupils - Complete</p> <p>RBL meetings influence curriculum design and choices</p> <p>All children access residential trips.</p>	<p>Governors and all children</p> <p>Teachers</p> <p>Class teacher / TP and SENDCo (SENCO)</p>	<p><i>Governor time</i> <i>No cost</i></p> <p>Equality Funding: 15 pupils x £300 = £4500</p>	<ul style="list-style-type: none"> • <i>Curriculum intent for every subject area evidence experiences that ameliorate cultural deficits at KPS.</i> • <i>Wider and hidden curriculum enhances cultural experiences.</i>
A4	Assessment process will align effectively with the taught curriculum and will be understood by all teaching professionals	<p>INSIGHT programme will include statements that align with progress documents for reading, writing and maths (November 2019) - Complete</p> <p>SEND measures will be refined to provide small-step progress measures for children working below the WTS standard in Y1 – 6.</p> <p>SEND provision is informed effectively by specific assessment tools so that interventions are SMART. Complete</p> <p>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) Complete</p> <p>EAL assessments are effective in targeting next steps</p>	<p>English team cover (£150 x 3) writing Maths team – maths</p> <p>SENCo – SEND measures - £600</p> <p>Intervention assessments are purchased - £500</p> <p>Provision Mapping Software: £1000 Training - £200 (1 day from SEN consultant)</p>	<p>£450</p> <p>£600 – 3 days</p> <p>£500</p> <p>£1200</p>	<ul style="list-style-type: none"> • <i>Assessments are accurate and informative allowing the school to evaluate and plan.</i> • <i>SEND progress is measurable and specific</i> • <i>The quality of interventions can be evaluated.</i> • <i>More children are successful in applying for EHCPs</i> • <i>High quality My Plans are written by teachers</i>

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	<p>Restructure of TA provision leading to TP structure (Summer term 2019) Complete TP deployment provides effective school coverage (November 2019) Complete</p> <p>Increase of SENDCo hours from 3 to 5 days per week. Complete</p> <p>SEND actions ensure EHCP provision is sufficient to meet need (September 2019 – 5 additional children expected to require EHCPs) Complete</p> <p>EEF – Making the best use of Teaching Assistants is evaluated and implemented</p>	HT – restructure SENCo	<p><i>Costs reduced on TPs due to restructure</i></p> <p><i>Ed Psych costs Meeting: £3,800</i></p> <p><i>Additional SEND Cost to move from 3 to 5 days: £23,000</i></p> <p>£26,800</p>	<p>Teaching Partner Structure</p> <ul style="list-style-type: none"> • Staff deployment is efficient and sufficient to meet needs • Learning time maximised as evidenced by timetables and TP deployment <p>EdPsych</p> <ul style="list-style-type: none"> • All pupils who require specialist EdPsych input receive it in a timely manner • EdPsych advice is implemented effectively leading to improved provision for children and better outcomes. <p>EHCP funding is secured for those who need it.</p> <ul style="list-style-type: none"> • 7 EHCPs secured so far. 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	<p>CPD audit of staff training need to be completed in Spring 2021</p> <p>New intervention programmes purchased</p> <p>Training programme provided to TPs from SENDCo, ATS and others as required on specific</p>	SENCO	<p>Additional programmes purchased:</p> <ul style="list-style-type: none"> • Nessy Programme purchase (£690) 	<p>Assessing needs:</p> <ul style="list-style-type: none"> • TP observations evidence high quality interventions • My Plan data shows good or better progress. • A range of interventions are deployed to meet need.

		interventions		<ul style="list-style-type: none">• <i>Numberbots licence (£84)</i>• <i>Purple Mash (£600)</i>• <i>12 SEND specific computers purchased (£2364)</i> <p>Total cost:</p> <p><i>Training cost included in B3.</i></p>	
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	INTENT	ACTION AND DATE	WHO	COST	IMPACT MEASURE
B3	Teaching Partners support teaching to maximise pupil progress both in and out of the class	Utilise EEF Making Best Use of Teaching Assistants recommendations Spring 2021 <u>EEF Review Document</u> We based our approach to CPD on sources of evidence for effective delivery, including the Teacher Development Trust's Developing Great Teaching and the Department for Education Standards for teachers' professional development implementation guidance	SENCO + phase leaders Weekly ½ CPD slot is offered	TP training x 10 hours: £3000	In class: <ul style="list-style-type: none"> TPs can articulate their intended impact in each observed lesson or intervention Children make good progress Interventions: <ul style="list-style-type: none"> TP observations evidence high quality interventions that have direct impact on pupil outcomes in reading, writing, maths and oracy.
B4	Learning Mentors and teaching assistants are skilled at supporting pastoral needs resulting in increased teaching and learning time for children and increased sense of well-being	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 – Visit to Kingsholm to see OPAL play. School reviewing provision and considering own response.	Jasmine Munford + Hayley Hancock + Thrive practitioners	Training costs £1000 Supply cover for GHLL linked teacher: 6 days per year - £918 £5000? – OPAL training £6918	Interventions: er of inventions available to children er of children receiving interventions ic nature of interventions meet the needs children. Questionnaires and pupil voice evidences: <ul style="list-style-type: none"> more children are receiving the pastoral support they need from trained TPs and Learning Mentors. Children's Mental Health and well-being improve Pastoral programmes are proved effective by assessments PP children feel safe and happy

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	<p>Review behaviour policy with reference to EEF – Improving behaviour in schools document. Complete, consulted upon, refined and implemented.</p> <p>Staff training for all teachers, TPs and MDSAs on the implementation of the behaviour policy.</p> <p>Training of playground leaders (children) – Enjoy Positive Play (GHLL)</p>	<p>DHT to lead on this development.</p> <p>Weekly collation of information from Attendance Officer</p>	<p><i>Teaching Partners’ 1 hour of training: £300 per hour</i></p> <p><i>5 hours= £1500</i></p> <p><i>Training time for MDSAs 1 hour of training = £155 for the team</i></p> <p><i>8 hours of training needed = £1240</i></p> <p><i>Positive Play – £600</i></p> <p>£3340</p>	<p>Termly:</p> <ul style="list-style-type: none"> • <i>Behaviour surveys for pupils</i> • <i>MDSA feedback</i> • <i>Collation and analysis of weekly tracking of pupil behaviour</i> • <i>Reduction in incidents for PP children in comparison to non-PP children</i> <p>Playtime: <i>Show increased engagement, a greater range of activities and happier pupils.</i></p> <p>Playtime <i>Behaviour tracking shows lower incidents of high-level behaviours</i></p> <p>Playtime <i>Children are more able to manage their relationships as evidenced by reduction in yellow and red cards.</i></p> <p>Learning behaviours <i>are effective for all children in all lessons as evidenced by learning walks and observations.</i></p>
C2	Teaching and Learning policies are implemented and refined based on latest research and professional evidence in the school result in children’s greater	<p>Link to Quality of teaching section above.</p> <p>Other policies: marking and feedback review and based on EEF information (September 2019)</p> <p>Review elements of EEF Toolkit to support implementation of best practice Complete further</p>	SLT to collate policies	<i>Time</i>	<p>Lessons evidence effective practice as per EEF – see lesson observation rounds</p> <p><i>Teaching practices incorporate best practice from research as evidenced by</i></p>

	ownership of learning	review needed of marking and feedback policy			<i>planning scrutiny and lesson observation.</i>
C3	Children take ownership of their own learning and evidence understanding of metacognition	Develop metacognitive approaches used by the school. Training and through staff meetings	LS to lead	<i>Purchase of National College Webinars (annual subscription in Catch up funding) + additional courses £420</i>	Lesson observations: <i>Specific metacognitive approaches that support outcomes are evident in teaching sequences. Children's outcomes improve in English as a result of metacognitive approaches.</i>

Actions and progress measures					
In-school barriers (<i>issues to be addressed in school</i>)					
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	Continued implementation of the Oracy Project in EYFS and Y1 – extend more fully to Y2 Consider implementation in KS2 with English team – from June 2020 (Ref: Oral Language Interventions – EEF The Aspire Educational Trust) <ul style="list-style-type: none"> Talk boost continues to have positive impact Apply to the <u>Talk 21 project</u>	Marika Chrimes + TP hours SENCo / AHT	£2000 (additional TP time)	Reception baseline measures in 2020 show significant improvement in C&L and PSED Year 1 benefit from target support – ELG. Successful Application to Talk 21 Project: review impact measures of this project.
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	Pastoral support review conducted – November 2019. Complete Appoint staff to roles identified by structure. Complete Train staff to implement effective pastoral support evidenced by RBL meetings. Started and ongoing Explore, evaluate and implement parenting programmes that may be of benefit to a wider group of parents	£400 – Understanding Your Child – Solihull approach	£68000 Thrive Trained TP provision £16,300 Thrive training and licences: £1000 Purchase of story sacks to support emotional welfare of children £306.40 £84,700	Learning Mentors: X hours safeguarding X hours Early Help support X hours TAF / TAC and CP meetings X hours pastoral support X hours supplementing Children are CP plans are well supported Pastoral support plans are effective

Actions and progress measures

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

Provide personalised support for children of service families : training is required for Services Premium Champion

Our focus with service children is to ensure no child is disadvantaged due to the service of their parent.

Total funding for SPP = 19 x 300 = £5700

	INTENT	ACTION AND DATE	WHO	COST	IMPACT MEASURE
E1	The children of service families' social, emotional and academic needs are understood immediately upon arrival at the school	<ul style="list-style-type: none"> Develop a flow chart of action that considers process from application to full-integration and also hand-over to new setting (Passport) this must include contact with the last school. Service families' meeting to identify any additional support that may be needed by the child and/or family. This will then be referred to the Learning Mentors. Outline initial assessment that considers the child's life holistically and considers any additional pressures (Young Carer status) Assess academic, social and pastoral performance / needs on arrival (identify assessments) and refer to SENDCo as deemed necessary. Training to ensure all staff know how SPP funding money is used to support individuals 	Attendance Officer Service Champion (EH) Class teacher Class teachers to send assessment data to HT SENCO	£1000	<ul style="list-style-type: none"> Detailed knowledge of every child on entry to school. SEND or education needs quickly identified. Funding targeted at need for individuals and groups Children report feeling welcomed into the school. Children make good academic progress from entry
E2	The children of service families feel a sense of belonging and attachment as a result of targeted input to meet their needs: Services' Club; Buddy systems; bespoke activities; curriculum adaptations; world	<ul style="list-style-type: none"> Service children have a home visit before starting at school – questionnaire created to generate understanding of child's journey in education and life so far. Every corridor has world map that shows where the children in our school have lived or visited. Assemblies include this as part of their programme. Service children to have a 'welcome buddy' from the class and to be included in the service club that runs 		£3,300	<ul style="list-style-type: none"> Children articulate sense of belonging in the school (pupil voice) Corridor display supports feeling of community Children feel included through wider curriculum and club choices School feels like a safe, happy

	maps in all classes	<p>once every fortnight for service premium children.</p> <ul style="list-style-type: none"> • Children to be actively included in clubs and other activities and these are chosen to reflect the interest of the group. • Forces' Days are to take high priority in the school. • Develop Kingsway Services Mascot. • Welcome pack is provided for all new service arrivals and a My Passport is created for all leaving the school. 			and welcoming place
E3	Family specific issues are understood immediately upon arrival by a trained Services Lead at KPS.	<ul style="list-style-type: none"> • Questionnaire/structured conversations are used where necessary and personal contact is made through the Services Champion • Detailed understanding of deployment to be known by the school (deployment forms created) and specific support for keeping in touch. • Develop a programme of support around deployment (SCISS) 		£1000	<ul style="list-style-type: none"> • Wider needs of family are understood • Support is provided or signposted • Parental voice about support from school is positive • Services Lead provides meaningful support and guidance as a result of training
E4	Families are connected through a range of systems resulting in a strong sense of community.	<ul style="list-style-type: none"> • Ensure website is easy to access for service personnel • Develop KPS Service Community links: need specific connections and champions • Additional support to catch up with learning is provided on the school website along with signposting information • Arrange termly social events for parents 	KS – website	£500	<ul style="list-style-type: none"> • Website enables families to make meaningful connections within the community. • Service parents report feeling supported effectively by KPS to meet their own needs and those of their children



Actions and progress measures

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

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	£7,300	<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 Half-Termly record of behaviour cards given by this group Half-Termly attendance data
	Attendance officer	<ul style="list-style-type: none"> Continue to ensure close work with families Increase frequency of attendance updates to HT for all children under 92% 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 Specific actions that support traveller families and children are explored, implemented and evaluated 	Attendance officer HT Learning Mentors	£13,600	<ul style="list-style-type: none"> Improved attendance of all children – target of 96.5% average Improved attendance of disadvantaged pupils. Target: average of 95% and no children below 90%

Latest PP guidance:

Coronavirus update: flexibility in pupil premium reporting requirements

14 September: the DfE told us that due to coronavirus and school closures, it understands that you won't be able to evaluate the impact of your pupil premium for all of the 2019/20 academic year.

Instead, it says you should monitor and report on the grant's impact at the end of the 2020/21 financial year. This report should cover the whole period between September 2019 and March 2021, but you can give most detail about the grant's use and impact for the period between September 2020 and March 2021. (Note that if you want, you can include any changes you made to your pupil premium spending due to coronavirus.)

You'll still need to write and publish your strategy statement that includes your plans for the 2020/21 academic year.

Read our article on [how to report on the pupil premium](#) for more details.