

Pupil Premium Strategy Review: Kingsway Primary School – September 2020 to July 2021

- This review captures the school’s position in the 3 year plan that was devised to run from September 2019 to September 2022.
- Covid 19 update: the school’s use of catch up funding works in tandem with this document.
- An updated strategy for the 2021 / 22 academic year can be found [here](#)

1. Summary information					
School	Kingsway Primary School				
Academic Year	2020 / 21	Total PP budget	£150,620	Date of most recent Local Authority PP Review	11 July 2018
Total number of pupils on roll	406	Number of pupils eligible for PP	30% 122 including 12 Service Premium	Date for next internal review of this strategy	July 2021

Assessment information: see attached document to evidence progress and attainment from September 2020 to July 2021: [here](#)

For further detailed analysis, see whole school data report: [here](#)

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.	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 EAL. These barriers will be discussed in detail in RBL meetings and appropriate provisions put in place.2. Curriculum structure will be rich, engaging, coherent and sequential in reading, writing and maths and all other subjects3. Deep understanding of children’s cultural experiences, future aspirations and life experiences influences curriculum intent.4. 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 assistants are skilled at supporting pastoral needs resulting in increased teaching and learning time for children and increased sense of well-being
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 Effective practice already adopted by the school that supports disadvantaged pupils will be developed and embedded: <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. Voice 21 Project will complement Talk Boost and Primary Talk across the school3. 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.	<p>Provide personalised support for children of service families</p> <p>Our focus with service children is to ensure no child is disadvantaged due to the service of their parent.</p> <ol style="list-style-type: none"> 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. 5. Teaching Partner appointed as services champion and profile of service to be raised in whole school provision e.g. commemorations/ displays/ events 6. Governor with service history to support the provision for families in the community
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Actions and progress measures

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

Quality of teaching

	INTENT	ACTION AND DATE	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 advisors and leaders in reading; writing and maths. • Training and development on use of high quality teaching approaches: spaced retrieval; • SEND review: Removing Barriers for Learning (RBL) meetings to allow more effective identification of provision and targeted support from external agencies + provision of physical resources in school • Appointment of SENDCo to full-time position • Refinement of assessment to ensure targeted support can be measured • Review and implementation of marking and feedback policies • Training for teachers to support EAL learners in class setting: research into EAL approaches including collaboration with 	<p><i>English consultant:</i> £3900 + staff release – (£6000 total) Training and development 3 days x £180: £540 SEND support: £5580 RBL Meetings: £200 x 15 days = £3000 + SEN time = 7 x £1400</p> <p>£16520</p>	<p><i>Outcomes:</i></p> <ul style="list-style-type: none"> • Quality of teaching is at least good in all subjects • Planning effectively draws on key strategies to support knowledge acquisition • SEND and PP interventions are identified and targeted effectively • Highly accomplished, full-time SENDCo is in place • Assessment is refined to enable small-step measures of children with SEND in reading, writing and maths • Teaching of EAL enables children to acquire English language quickly and be fully-engaged in school life <p><i>Impact:</i></p> <ul style="list-style-type: none"> • T&L monitoring evidences ongoing improvement of teaching in reading, writing and maths. Evidenced through learning walks, monitoring of planning and books: writing monitoring; reading monitoring; maths monitoring. Coaching and mentoring systems have been out in place to raise the quality of teaching

		<p>other settings.</p> <ul style="list-style-type: none"> • Timetables after RBL meetings to be collected and collated by SLT to monitor effectiveness of provisions identified to support QfT. 		<ul style="list-style-type: none"> • <i>All teaching in the school is good or better in core subjects.</i> • <i>Children evidencing strong progress in all years despite pandemic – see actions taken in the Catch-Up funding</i> • <i>Across all completed foundation subject, teaching continues to be more refined and focused on meeting the needs of disadvantaged pupils. Pupil voice and reviews evidence good progress for PP children.</i> • <i>Gaps between some disadvantaged and other pupils are reducing. Data reports evidence strong progress but gaps continue to exist where disadvantage is also affected by SEND.</i> • <i>Despite pandemic: internal assessments of end of year assessments compare favourably with last previous external results in 2019.</i> • <i>RBL meetings supported increase of SEND funding from £50k to £90k (from 5 to 13 EHCPs)</i> • <i>EAL pupils make rapid progress as a result of bespoke support through 1:1 where their knowledge of English is a barrier. Staff member employed with Romanian fluency. Staff member appointed as EAL lead. Training completed Summer 2020. Roll out to staff to follow</i> <p><i>Lessons Learned:</i></p> <ul style="list-style-type: none"> • <i>Teaching strategies for EAL need to be further embedded across the school and monitoring of teaching of foundation subjects. Need to continue to embed highly effective practice to support development of knowledge: Rosenshine Principles</i>
A2	Curriculum structure will be rich, engaging, coherent and sequential in core and foundation subjects	<ol style="list-style-type: none"> 1. All teachers receive training to develop clear philosophy and development plan for their subject based on links with GSP and ‘Best Practice Networks’ and they consider in detail how to design a curriculum that responds to disadvantaged pupils’ needs. Complete 2. Curricula are developed for all subjects 	<p><i>GSP: £2100</i></p> <p><i>Visits, training and release for teachers £8000</i></p>	<p><i>Outcomes:</i></p> <ul style="list-style-type: none"> • <i>Curriculum documents written for all subjects based on best practice (Curriculum Lead supported by SLT)</i> • <i>Curriculum design is coherent for all pupils including those with SEND (Subject leaders supported by SENCo)</i> <p><i>Impact:</i></p>

		<p>drawing from best practice</p> <p>3. SIA guidance and support is applied to leading to knowledge rich curricula.</p>		<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). Achieved</i> • <i>Where programmes of study have been implemented, impact is evident through pupil Impact is outcomes (results, voice and booklooks) – Covid has impacted on the full implementation of all subjects.</i> • <i>Teachers are knowledgeable about their own curriculum areas and have written an engaging knowledge-based curriculum.</i> • <i>Curriculum leaders in focus subjects: history, geography, science and middle leaders, are supporting wider evaluation of all subjects: feedback from SIP and LA are highly positive.</i> <p><i>Lessons Learned:</i> <i>Individual curriculum documents are precise, refined and effective. Computing curriculum needs review in the coming year – deeper knowledge base can be achieved than through the current curriculum. Covid has impacted on the full implementation of all subjects. Connection with curriculum drivers in each subject needs to be clearly established.</i></p>
A3	Deep understanding of children’s cultural experiences, future aspirations and life experiences influence curriculum intent	<ol style="list-style-type: none"> 1. Questionnaire developed by Governors and given to all children in support of curriculum design. 2. 1 to 1 meetings by teachers with all disadvantaged pupils 3. RBL meetings influence curriculum design and choices 4. All children access residential trips. – on hold due to covid-19 pandemic. 	Equality Funding: 15 pupils x £300 = £4500	<p><i>Outcomes: (bi-annual review of subjects by subject leaders)</i></p> <ul style="list-style-type: none"> • <i>Cultural deficits at KPS are known</i> • <i>Curriculum addresses cultural deficits</i> • <i>Funding allocated maximises engagement in cultural experiences whilst minimising overall cost</i> <p><i>Impact:</i></p> <ul style="list-style-type: none"> • <i>Curriculum intent for every subject area evidence experiences that ameliorate cultural deficits at KPS. Subject leaders plan to continue: this will be completed by December 2021.</i> • <i>Wider and hidden curriculum enhances cultural experiences.</i> <p><i>Lessons Learned:</i> <i>Covid impact on school experiences in the past year and</i></p>

				<i>careful consideration of how equality funding is deployed is needed.</i>
A4	Assessment process will align effectively with the taught curriculum and will be understood by all teaching professionals	<ol style="list-style-type: none"> 1. INSIGHT programme will include statements that align with progress documents for reading, writing and maths 2. SEND measures will be refined to provide small-step progress measures for children working below the WTS standard in Y1 – 6. 3. SEND provision is informed effectively by specific assessment tools so that interventions are SMART. 4. 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) 	<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) Purchased and being used by staff to write and review MyPlans.</p>	<p><i>Outcomes: (Termly assessment by DHT/SENCo)</i></p> <ul style="list-style-type: none"> • <i>Progress is measured effectively for pupils with SEND in reading, writing and maths.</i> • <i>The impact of academic interventions can be quantified and judged for effectiveness</i> • <i>Teachers and teaching partners use assessment for SEND pupils consistently and effectively</i> • <i>Leaders are able to assess and evaluate the effectiveness of SEND provision</i> <p><i>Impact:</i></p> <ul style="list-style-type: none"> • <i>Full-time SENCo appointed to school in January 2021</i> • <i>Audit of need and training provided</i> • <i>Long term plan to develop C&I in place – advised follow SIA visit</i> • <i>Identification of need flow-charts in place</i> • <i>Assessments are accurate and informative allowing the school to evaluate and plan with precision (evidenced by reports produced by SENCo and DHT from Insight and Edukey)</i> • <i>Leaders are highly effective in assessment children’s progress and new systems allow TPs to assess accurately. (see above)</i> • <i>Core subjects, phonics and the EYFS are assessed highly effectively with precise and timely statements (see pupil progress assessments created by teachers each term)</i> • <i>Pacing documents support teachers’ understanding of the progress expected.</i> • <i>SEND assessments are refined and provision mapping software is used effectively by both teachers and teaching partners. (See Edukey)</i> • <i>SEND progress is measurable and specific: Whole school review means all children with SEND are now assessed accurately and progress can be evidenced for all pupils. (See Edukey)</i> • <i>The quality of interventions is known (See Edukey)</i> • <i>More children are successful in applying for EHCPs:</i>

				<p><i>rise of pupils receiving appropriate funding:(See SEND reports)</i></p> <ul style="list-style-type: none"> • <i>High quality My Plans are written by teachers: achieved- see SEND monitoring</i> <p><i>Lessons Learned:</i> <i>Reducing number of interventions is necessary to allow for more precise and consistent implementation.</i></p>
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In-school barriers (issues to be addressed in school)

Maximise impact of support teams: Teaching Partners

	INTENT	ACTION AND DATE	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) Complete • TP deployment provides effective school coverage (November 2019) Complete • Increase of SENDCo hours from 3 to 5 days per week. Complete • SEND actions ensure EHCP provision is sufficient to meet need (September 2019 – 5 additional children expected to require EHCPs) Complete 	<p><i>PP focused TP cost:</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><i>Outcomes: (Termly assessment by DHT/SENDCo)</i></p> <ul style="list-style-type: none"> • <i>TPs have detailed timetables that evidence direct impact with PP children</i> • <i>PP support is prioritised</i> • <i>TPs make astute choices about how to support children effectively following input from the teacher and SENCo</i> • <i>TPs include strategies suggested by external visitors (EdPsych and ATS)</i> • <i>EHCP funding is sufficient where required</i> <p><i>Impact:</i></p> <ul style="list-style-type: none"> • <i>Staff deployment is efficient and sufficient to meet needs. Evidenced by teaching partner timetables.</i> • <i>Learning time maximised: timetables evidence effective targeted engagement of TPs</i> • <i>TP intervention training has resulted in effective delivery and progress in reading and maths (see Provision Map software and My Plan reviews)</i> • <i>All pupils who require specialist EdPsych input receive it in a timely manner: achieved (SEND report)</i> • <i>EdPsych advice is implemented effectively leading to improved provision for children and better outcomes: achieved SEND report</i> • <i>A further 11 EHCPs are secured for the school resulting in c.£100k and enabling the appointment of additional TP staff. – 15 EHCPs now in school.</i>

				Constant review means timely and proactive response from new SENCo
B2	Teaching Partners are highly skilled at assessing children's needs	<ul style="list-style-type: none"> • New intervention programmes purchased • Training for TPs on specific interventions • Communication and Interaction training plan developed for implementation over 18 months – TPs to attend • Specific training provided by ATS for individuals working with high needs SEND or high-incidenc 	<p>Additional programmes purchased:</p> <ul style="list-style-type: none"> • Nessy Programme purchase (£690) • Numberbots licence (£84) • Purple Mash (£600) • 12 SEND specific computers purchased (£2364) <p>Total cost:</p> <p>Training cost included in B3.</p>	<p>Outcomes:</p> <ul style="list-style-type: none"> • Entry and exit assessments used to evidence progress (SENDCo – termly report) • TPs are skilled at delivering interventions (SENDCo – monitoring) <p>Impact:</p> <ul style="list-style-type: none"> • TP observations evidence high quality interventions • My Plan data shows good or better progress. – Provisions are now able to be evaluated for impact – see SEND report. • A range of interventions are deployed to meet need. • Clear entry and exit criteria established and provision map software now enables monitoring of provision. <p>Lessons Learned:</p> <p>Number of interventions reduced and refined to allow more consistent and effective delivery following SIA visit.</p>
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 	<p>Additional TP hours to support in class:</p> <p>TP training x 10 hours:</p> <p>£3000</p>	<p>Outcomes:</p> <ul style="list-style-type: none"> • Teaching Partners make a direct impact on children's learning both in class and through interventions (TP timetables collected termly – phase leaders) • TPs are clear about their role and how they improve outcomes for children in each level (Learning Walks and lesson obs) • Teaching partners are increasingly skilled (Annual appraisal; Teaching Partner Obs from SENCo) <p>Impact:</p> <p>In class:</p> <ul style="list-style-type: none"> • TPs can articulate their intended impact in each observed lesson or intervention – during observation and drop-ins TPs can speak with clarity about their impact. • Progress is evidenced in My Plan reviews and through data at end of term.

				<ul style="list-style-type: none"> Children make good progress: see data. <p>Interventions:</p> <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. <p>Lessons Learned: Links between My Plans and EHCP input needs to be refined.</p>
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	<ul style="list-style-type: none"> Review support provided by Thrive and consider approaches used by other schools. Complete – move over to Boxhall to evaluate more holistic approach to pastoral support. Provide training to ensure effective implementation of this provision. Done EEF: <i>Improving Social and Emotional Learning in Primary Schools is evaluated and considered for implementation alongside other programmes</i> 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 – impacted by C19 Learning mentor and PSHE Co-ordinator devised well-being survey for all staff and pupils. Done and actions embedded into teaching 	<p>Training costs £1000</p> <p>Supply cover for GHLL linked teacher: 6 days per year - £918</p> <p>£5000? – OPAL training</p> <p>£6918</p>	<p>Outcomes: (Termly report from Pastoral Lead)</p> <ul style="list-style-type: none"> Pastoral programmes on offer meet the needs of pupils Pastoral programmes are delivered effectively Children's mental health and well-being improve PP children feel safe and happy – evidenced in excel analysis see curriculum, PSHE, 5 ways to well-being <p>Impact:</p> <ul style="list-style-type: none"> 26.5 hours of pastoral support for children each week 38 children seen – 23 of which are PP New training programme – Lego Therapy – purchased for use Outcomes from survey resulted in provision for positive play times being put in place with lessons given by Bespoke Mentoring – affected due to Covid Children report feeling safe and happy; low numbers of unkind or unsafe behaviours at lunch and break PP children feel safe and happy – evidenced in excel analysis see curriculum, PSHE, 5 ways to well-being Across the school children feel safe, like coming to school and enjoy learning <p>Lessons Learned: Need to use a better system to evidence the impact and progress achieved from pastoral provision – move to Boxhall profile.</p>

Actions and progress measures

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

Improve behaviour for learning

	INTENT	ACTION AND DATE	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. Staff training for all teachers, TPs and MDSAs on the implementation of the behaviour policy. Training of playground leaders (children) – Enjoy Positive Play (GHLL) – positive developments and outcomes achieved: unable to implement training for children due to Covid. 	<p><i>Teaching Partners’ 1 hour of training for 10 staff: £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>Outcomes:</p> <ul style="list-style-type: none"> Behaviour policy implemented refined through year. (DHT) Behaviour at lunchtime is positive and incidents are managed effectively by MDSAs (AHT) Children have the skills to manage relationships well. (DHT / AHT / SENCo) SEND pupils with behavioural needs can manage conflicts more effectively. (SENCo) Children at risk of exclusion have behaviour plans that provide strong support (SENCo) <p>Impact:</p> <ul style="list-style-type: none"> Behaviour policy completed following consultation. Implemented fully and refined through year. MDSA feedback evidenced significant improvement in pupils’ behaviour; their engagement and feelings of making a difference Collation and analysis of weekly tracking of pupil behaviour: weekly behaviour analysis shows positive behaviours (see HT report) Playtime: Show increased engagement, a greater range of activities and happier pupils evidenced by observation and pupil voice summer 2021 Playtime Behaviour tracking shows lower incidents of high-level behaviours. Achieved – see weekly tracking data Children are more able to manage their relationships as evidenced by reduction in yellow and red cards. Introduction of RP non-verbal strategies and visuals has been supportive of children with SEND

				<p>leading to reduction of incidence for specific children.</p> <ul style="list-style-type: none"> Learning behaviours are effective for all children in all lessons as evidenced by learning walks and observations. This is achieved to a good standard – see feedback from SIA visit: 30.3.21 and LA visit: 26.5.21; 14.10.20 <p>Lesson learned: When more extreme incidents of behaviour occur, there is a greater % of children with PP and SEND needs. The work on supporting pupils' communication needs (through use of non-visuals and improved knowledge of restorative practice has helped) and this training will feature strongly in the coming year.</p>
C2	<p>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</p>	<ul style="list-style-type: none"> Link to Quality of teaching section above. Other policies: marking and feedback review and based on EEF information Review elements of EEF Toolkit to support implementation of best practice 	<p><i>Purchase of National College Webinars (annual subscription in Catch up funding) + additional courses £420</i></p>	<p><i>Outcomes:</i></p> <ul style="list-style-type: none"> <i>Marking and feedback policy is implemented effectively by all staff (Evidenced by monitoring of book looks – LH)</i> <i>Teaching makes effective use of latest guidance from EEF / SIA (Evidenced by staff training / lesson observation and planning scrutiny – HT termly report to GB from LP)</i> <p><i>Impact:</i></p> <ul style="list-style-type: none"> <i>Curriculum drivers focus on needs of disadvantaged pupils and underpin all areas of curriculum</i> <i>Training for subject leaders provided to support application of latest learning: spaced retrieval</i> <i>Maths: calculation policies re-written and training given on use of manipulatives</i> <i>Quality of teaching good in all year groups in core subjects</i> <i>Assessment of foundation subjects established and implemented in several areas</i> <i>Pacing documents established and applied in reading, writing and maths</i> <i>Monitoring of writing from LA qualified staff included termly.</i>

				<p><i>Lessons Learned:</i> Continue to focus on quality if implementation in all subject areas</p>
C3	Children take ownership of their own learning and evidence understanding of metacognition	<ul style="list-style-type: none"> • Develop metacognitive approaches used by the school. • Training through staff meetings. • Set up collaborative groups so that learners can support each other and make their thinking explicit through discussion. 		<p><i>Outcomes:</i></p> <ul style="list-style-type: none"> • Children's independent learning skills are improved through the use of metacognitive strategies • Teaching strategies make effective use of metacognition to support pupil outcomes <p><i>Impact:</i></p> <ul style="list-style-type: none"> • Limited impact at point. Further work required in coming year. <p><i>Lessons Learned</i> Continue this area in coming year.</p>

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	COST	IMPACT MEASURE
D1	<p>Oracy project (including Talk Boost and Primary Talk) in EYFS and Y1</p> <p>Primary Talk training for all staff on INSET day across school</p> <p>Autism and children with communication difficulties training for all staff.</p>	<ul style="list-style-type: none"> • Continued implementation of the Oracy Project in EYFS • Talk boost continues to have positive impact 	<p><i>£2000 (additional TP time)</i></p>	<p><i>Outcomes:</i></p> <ul style="list-style-type: none"> • Oracy improves for all children across the school. • SALT needs are identified quickly and effective support in place <p><i>Impact:</i></p> <ul style="list-style-type: none"> • Reception baseline measures in 2020 show significant improvement in C&L and PSED • Talk Boost intervention was impactful <p><i>Lessons Learned</i> Developing Communication and Language skills is a key need for learners across the school. For greatest effect, it must be embedded into our curriculum design. Love Of Language is a key driver for the curriculum. School has won successful bid to be part of the Talk 21 Project, which will</p>

				complement the work of the Primary Talk project and Talk Boost. Specific Communication and Interaction training for all staff.
D2	<p>Work of Learning Mentors <i>Mental and emotional insecurity barrier</i> 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</p>	<ul style="list-style-type: none"> • 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 • Books purchased to support emotional welfare of pupils. Topics covered: bereavement, grief, loss, anxiety, separation, sickness ... (March 2020) 	<p>£68000</p> <p><i>Thrive Trained TP provision</i> £16,300</p> <p>£400 – Understanding Your Child – Solihull approach</p> <p><i>Thrive training and licences:</i> £1000</p> <p><i>Purchase of story sacks to support emotional welfare of children</i> £306.40</p> <p><i>Lego Therapy training</i> £84,700</p>	<p>Outcomes:</p> <ul style="list-style-type: none"> • <i>Intervention programmes are well-delivered and effective (Pastoral Lead / SENDCo termly)</i> • <i>Bespoke interventions provided to those who need them (Pastoral Lead / SENDCo termly)</i> • <i>Well-delivered programmes are implemented by skilled staff as a result of external guidance where needed (Pastoral Lead / SENDCo termly)</i> • <i>Children report feeling happier and improve the strategies they use to manage their well-being (Pastoral Lead / SENDCo termly)</i> <p>Impact:</p> <ul style="list-style-type: none"> • <i>26.5 hours of pastoral support for children each week</i> • <i>38 children seen – 23 of which are PP</i> • <i>New training programme – Lego Therapy – purchased for use</i> • <i>Individualised programmes provided for several children with support from external agencies: play-therapy; Young Minds Matter; YES Mentoring</i> • <i>PP children feel safe and happy – evidenced in excel analysis see curriculum, PSHE, 5 ways to well-being</i> • <i>Across the school children feel safe, like coming to school and enjoy learning</i> • <i>Family support including: telephone conversations, referrals to outside agencies, parent meetings, external early help support (including TAC and TAFs) completion of My Assessments, and liaising with outside agencies to source support.</i> • <i>Number of PP families requiring this support since September 2020: 35</i> <p>Of the children seen in summer term:</p> <ul style="list-style-type: none"> • <i>Number to continue to receive in school pastoral support: 29</i> • <i>Number referred to outside agencies for</i>

				<p><i>specialised support: 5 (some to continue with in school support in addition)</i></p> <ul style="list-style-type: none"> • <i>Number signed off from pastoral support: 9 (6 no further 1:1 required, 3 external support only)</i> <p><i>Estimations per week:</i></p> <ul style="list-style-type: none"> • <i>15 hours safeguarding</i> • <i>15 hours Early Help/Family support</i> • <i>Within those hours approximately 5 hours used for CP/CiN/Strat/RCPC/ICPC/TAC/TAF meetings</i> <p><i>Lessons Learned</i></p> <p><i>More effective measurement systems for impact of pastoral provisions. Need additional space – limited space in school to allow for the range of pastoral support needed.</i></p>
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Actions and progress measures				
In-school barriers (issues to be addressed in school)				
<p>Provide personalised support for children of service families: training is required for Services Premium Champion</p> <p>Our focus with service children is to ensure no child is disadvantaged due to the service of their parent.</p> <p>Total funding for SPP = 19 x 300 = £5700</p>				
	INTENT	ACTION AND DATE	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 	£1000	<p><i>Outcomes expected:</i></p> <p><i>Detailed knowledge of every child on entry to school.</i></p> <ul style="list-style-type: none"> • <i>SEND or education needs quickly identified (Attendance Officer collaborates with SENCo and Services Lead at application stage)</i> • <i>Funding targeted at need for individuals and groups (Discussed at termly RBL meeting and linking to annual action plan created by EH)</i> • <i>Children report feeling welcomed into the school.</i> • <i>Children make good academic progress from entry (termly tracking by LS)</i> • <i>Service has high focus in school through events and</i>

		<p>status)</p> <ul style="list-style-type: none"> 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 		<p><i>displays (Remembrance Day whole school event led by TP Service Champion)</i></p> <p><i>Impact:</i></p> <ul style="list-style-type: none"> <i>Effective systems detailing all children's arrival to school are in place</i> <i>Monitoring of needs is effective</i> <i>Service children are well known to Services Lead</i> <i>Service children are Involved with key annual events which take a high profile in the school</i> <p><i>Lessons Learned:</i> <i>Improved collaboration between Services Lead and SLT for termly planning (through RBLs). Service folder to be created</i></p>
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 maps in all classes	<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. Corridor has world map that shows where the children in our school have lived or visited. To be actioned 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 once every fortnight for service premium children. 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. 	£3,300	<p><i>Outcomes expected:</i> <i>Children articulate sense of belonging in the school (pupil voice)</i></p> <ul style="list-style-type: none"> <i>Corridor display supports feeling of community (termly Services Lead)</i> <i>Children feel included through wider curriculum and club choices (termly pupil voice)</i> <i>School feels like a safe, happy and welcoming place (termly pupil voice)</i> <p><i>Impact:</i></p> <ul style="list-style-type: none"> <i>Corridor display</i> <i>Events were</i> <i>Pupil voice captured evidences good pupils voice</i> <p><i>Lessons Learned:</i> <i>Clubs need to be at a time that does not stop children from socialising with peers.</i></p>
E3	Family specific issues are understood immediately upon arrival by a trained Services Lead	<ul style="list-style-type: none"> Questionnaire/structured conversations are used where necessary and personal contact is made through the Services Champion 	£1000	<p><i>Outcomes expected:</i> <i>Wider needs of family are understood</i></p> <ul style="list-style-type: none"> <i>Support is provided or signposted (provided on website by Services Lead)</i>

	at KPS.	<ul style="list-style-type: none"> 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) 		<ul style="list-style-type: none"> Parental voice about support from school is positive (Annual Survey to parents – Services Lead) Services Lead provides meaningful support and guidance as a result of training (training sourced by HT) <p><i>Impact:</i></p> <ul style="list-style-type: none"> Higher profile of services lead (on website) and connections made with families by attendance officer / service lead <p><i>Lessons Learned:</i> Time needs to be allocated to services lead to enable this to happen more specifically.</p>
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 achieved – website updated Develop KPS Service Community links: need specific connections and champions. Governor and TP link created Sep 2020 Additional support to catch up with learning is provided on the school website along with signposting information Arrange termly social events for parents – delayed due to covid-19 pandemic; will restart in 2021 	£500	<p><i>Outcome expected:</i></p> <ul style="list-style-type: none"> Systems allow families to make meaningful connections within service families on arrival to school (Evidenced by feedback from families on arrival – questionnaire provided by Services Lead) Learning is consistent children when away from school (remote learning engagement is monitored by class teachers) <p><i>Impact:</i></p> <ul style="list-style-type: none"> School website pages are in place <p><i>Lessons Learned:</i> Time needs to be allocated to services lead to enable this to happen more specifically.</p>

Actions and progress measures

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

Continuity of what is working well

	INTENT	ACTION AND DATE	COST	IMPACT MEASURE
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	<p>Early Birds Breakfast club</p>	<ul style="list-style-type: none"> • Maintained within the new structure. • Thrive Practitioners and Early Birds staff are also TPs which aids transition to learning for pupils • Pastoral support staff. 	<p>£7,300</p>	<p><i>Outcome expected:</i></p> <ul style="list-style-type: none"> • Attendance of children attending Early Birds will be consistently high (termly assessment from Attendance Officer) • Pupil well-being will be enhanced as a result of attending (termly Boxhall assessment from pastoral staff) • Behaviour of the children who attended Breakfast Club will be good (weekly assessment by Attendance Officer) • Immediate reaction to changing home circumstances (data provided in termly report by JB) • Numbers of children attending Early Birds provision remains optimal (between 10 and 15 children daily – reported by Attendance Officer termly) <p>Impact</p> <ul style="list-style-type: none"> • Attendance of Early Birds club varies is optimal. • Pupil voice and well-being evidence improved outcomes and well-being impact for the children attending. • Parents speak positively about the impact and support provided by this group. • Provision can react immediately to changing home-circumstances: 4/19 children taken on short-notice <p>Lessons learned:</p> <p>More focused assessment of pupil-wellbeing on termly basis will be possible following Boxhall training. Stronger links to impacts will be possible due to improved monitoring systems.</p>
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	<p>Attendance officer</p>	<ul style="list-style-type: none"> • Continue to ensure close work with families - achieved • Increase frequency of attendance updates to HT for all children under 92% attendance – fortnightly VP meetings • More frequent letters to parents of children whose attendance is below 95% - implemented • Closer working with Local Authority teams and Social Care out of school – working closely with Learning Mentors with key families • Closer link to Learning Mentor to provide Early Help support – in place • Specific actions that support traveller families and children are explored, implemented and evaluated – link with Kingsholm Primary Developed: evidence of actions taken. 	<p>£4,500</p>	<p>Outcome expected:</p> <ul style="list-style-type: none"> • <i>High levels of attendance are secured by all children</i> • <i>Any children with attendance below 90% are supported quickly and effectively to improve</i> <p>Impact:</p> <ul style="list-style-type: none"> • Attendance figures are good – see termly reports. • Improved attendance of disadvantaged pupils. disadvantaged pupils from 93.5 to 94.4% (low of 86% in 2019/20) • 2018/19: 36 pupils below 90% • 2020/21: 26 pupils below 90% <p>Lessons learned: <i>Processes have been highly successful with attendance remaining high.</i></p>
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