

Pupil Premium strategy statement – Kilmington Primary School

1. Summary Information

School	Kilmington Primary School				
Attendance for PP Children	September 2019 – July 2020 83.56% Global Pandemic closed the school from 23 rd March 2020.				
Academic Year	2020 - 2021	Total PP Budget	£19,830.00	Date of Most Recent PP Review	Sept 20
Total number of pupils		Number of pupils eligible for PP	15	Date of next internal review of this strategy	Sept 21

2. Current attainment for 2019-2020

Achievement Criteria – based on Teacher Assessment as no SATs due to Covid-19	Pupils eligible for PP (your school)	Pupils not eligible for PP (National Average)
% achieving the expected standard or above in reading, writing & maths at the end of KS2	50% (1/2 children)	71% (5/7)
% achieving expected standard or above in reading at the end of KS2	100%	71% (5/7)
% achieving expected standard or above in writing at the end of KS2	50% (1/2 children)	71% (5/7)
% achieving expected standard or above in SPAG at the end of KS2	100%	71% (5/7)
% achieving expected standard or above in maths at the end of KS2	100%	71% (5/7)
% achieving expected standard or above in reading at the end of KS1	75%(3/4 children)	82% (9/11)
% achieving expected standard or above in writing at the end of KS1	75% (3/4 children)	82% (9/11)
% achieving expected standard or above in maths at the end of KS1	50% (2/4 children)	82% (9/11)
% pass the phonic screening in Year 1	NA	NA
% achieving a Good Level of Development at the end of EYFS	0% (1 child)	86% (6/7)

3. Barriers to future attainment (for pupils eligible or PP)

In-school Barriers (issues to be addressed in school, such as poor oral language skills)

A.	Ensuring that disadvantaged pupils who are identified early as high achievers continue to keep in line with all high achieving pupils
B.	Fine tuning teaching even further to ensure forensic approach to identifying gaps for pupils
C.	Home environment impacts on pupil's ability to interact with other pupils in school so friendships are not as strong as those from a stable home

External Barriers (issues which also require action outside school, such as low attendance rates)

A.	Attendance of identified PP children
B.	Aspirations of home learning environment
C.	Challenges in the home environment compared to the school environment with regards of boundary setting.

4. Desired Outcomes		Success Criteria
A.	<p>To enable all children eligible for PP to achieve at least expected standards and to make at least expected progress</p> <p>Where PP children leave KS 1 tracked to ensure accelerated progress</p>	<p>% of PP children achieving “Good Level of Development” is in line with national.</p> <p>% PP children passing Phonics Screening test is in line with national</p> <p>% PP children achieving expected standard or Greater Depth at KS1 and KS2 is in line with national</p>
B.	<p>To improve attendance of children who are eligible for PP</p>	<p>Close monitoring of attendance of this group</p> <p>Regular meetings with parents of children who fall below 95%</p> <p>Intervention from EWO for persistent absence</p>
C.	<p>To improve the behaviour and social/emotional well-being of our most vulnerable PP Children</p>	<p>Vulnerable children are supported to access learning more effectively. As a result, children achieve more learning time and impact less on other children in the school.</p>
D.	<p>To ensure those PP children who are identified early as high achieving continue to meet targets set through giving additional enrichment opportunities and immersing them in a culture of high expectation.</p>	<p>Children have opportunities to attend extra-curricular clubs e.g. music, sports, art and drama, and to provide them with a rich curriculum.</p> <p>Ethos of high expectation in all classes for all children.</p>

5. Planned Expenditure

Academic Year		2020-2021			
i. Quality of Teaching for all					
Desired Outcome	Chosen Action/ Approach	What is the evidence and rational for this choice?	How will you ensure it is implemented well?	Staff Lead	When will you review implementation?
To enable all children eligible for PP to achieve at least expected standards and to make at least expected progress	<p>High quality professional development and coaching for teachers and TAs to ensure high quality teaching, learning and assessment, particularly to meet the needs of the PP children</p> <p>Ed Psychologist advises on individual children and whole school</p> <p>School focus on outstanding teaching through role of Head of School</p>	<p>EFF toolkit identifies the following strategies are being particularly effective:</p> <ul style="list-style-type: none"> • Collaborative learning (moderate impact) • Feedback (high impact) • Mastery learning (moderate impact) • Meta-cognition and self-evaluation (high impact) • Peer tutoring (moderate impact) • Phonics teaching (moderate impact) • Reading comprehension strategies (moderate impact) • PP books marked first • Feedback given first 	<p>Review of PP children progress each half term in SLT – review of lesson observations, pupil interviews, book scrutiny and assessments.</p> <p>Careful tracking of progress through data and regular progress meetings with teachers</p> <p>Each teacher to have specific goals – this will be monitored through meetings with school leaders.</p>	SM & LW	End of each half term in SLT and each term through school to school monitoring visits and Heads of School reports to Governors
Total Budgeted Cost					£8,906.00

ii. Targeted Support					
Desired Outcome	Chosen Action/ Approach	What is the evidence and rational for this choice?	How will you ensure it is implemented well?	Staff Lead	When will you review implementation?
<p>To enable all children eligible for PP to achieve at least expected standards and to make at least expected progress.</p> <p>Pupils identified early as high achieving (e.g. GLD) are tracked to ensure progress is in line with all pupils</p>	<p>Target gaps in understanding</p> <p>Quality First Teaching</p> <p>Specific vocabulary teaching of tier two words</p>	<p>EFF toolkit identifies the following strategies are being particularly effective:</p> <ul style="list-style-type: none"> • Oral language interventions (moderate impact) • Early Years interventions (moderate impact) • Phonics (moderate impact) • Meta-cognition and self-evaluation (high impact) 	<p>Regular monitoring and evaluation of quality intervention and progress of children.</p> <p>Staff inset training on these themes.</p>	SM & LW	<p>End of each half term in SLT and each term through school to school monitoring visits and Heads of School reports to Governors</p>
<p>To improve the behaviour and social/emotional well-being of our most vulnerable PP children</p>	<p>Maintain pastoral provision for vulnerable children through Boxall profile training and our TAs</p> <p>Forest Schools</p>	<p>EFF toolkit identifies the following strategies are being particularly effective:</p> <ul style="list-style-type: none"> • Social and emotional learning (moderate impact) • Outdoor learning (moderate impact) 	<p>Regular evaluation of how well provision is meeting children's needs – weekly staff meetings and daily feedback from pastoral TAs..</p> <p>PHASE co-ordinator to report half termly to Head of School on impact of nurture based activities</p>	SM & LW	<p>Each week – review how provision is meeting current needs of children.</p> <p>Daily feedback from pastoral TAs for regular adjustment to suit the needs of each individual child</p>
Total Budgeted Cost					£10,451.00

iii. Other approaches					
Desired Outcome	Chosen Action/ Approach	What is the evidence and rational for this choice?	How will you ensure it is implemented well?	Staff Lead	When will you review implementation?
<p>To improve attendance of children who are eligible for PP.</p> <p>Parental engagement.</p>	<p>A range of attendance incentives, rewards and deterrents.</p> <p>Termly parent forums to promote positive communication with the school</p> <p>Extended parent evening sessions for parents of children eligible for PP</p> <p>Monitor attendance of PP parents at parent's evenings.</p>	<p>DFE data shows a significant impact of poor attendance on achievement.</p> <p>Positive relationships with parents improve attendance.</p>	<p>Weekly updates from administrator to Head of School and half termly reports.</p> <p>Regular interaction and support for parents of children who are eligible for PP</p> <p>Contact parents who do not attend parent's evenings.</p>	SM & LW	<p>End of each half term in SLT and each term through school to school monitoring visits and heads of school reports to Governors</p>
<p>Address low self-esteem, lack of aspiration and expectations.</p>	<p>Continued employment of TAs to implement PHSE support across all year groups</p> <p>Subsidise residentials and</p>	<p>Social and emotional learning (moderate impact)</p> <p>Outdoor adventure learning (moderate impact)</p> <p>Art participation (low impact)</p>			

	music and sport tuition. Forest Schools Offer of breakfast club to improve punctuality where required.	OAA (moderate impact)	Review with teachers about impact		
Total Budgeted Cost					£8,036.00

1. Review of Expenditure

Previous Academic Year 2019 – 2020 Budget Allocated = £21,080.00

i. Quality of teaching for all

Desired Outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will we ensure it is implemented well?	Staff lead	Cost	Impact Evaluation
Children achieve ARE	Teaching assistants are employed for every class Yrs 1-6 to support the class teacher during English and Maths lessons and to provide focussed support with interventions within the class setting.	Quality first teaching Ratio of children to adults	Teaching assistants must be deployed effectively for every lesson with clear areas of focus and specific target children	All class TAs	3TAs x 2hrs x 190days @£8 £9,120	<i>All TAs are allocated particular to children or groups of children within lessons, this means that specific needs will be identified quickly</i>
All children have access to a wide range of high quality texts	All classes have dedicated book area Library is vibrant and welcoming Children have free access to library	“Reading for pleasure is more important for children’s educational success than their family’s socio-economic status.”	Accelerated Reader programme for all of KS2, which will ensure excellent progress in reading. Continue to subscribe to SLS to ensure up-to-date	All class teachers Volunteer helpers	Accelerated Reader subscription £400 School Library Service	<i>All children read freely and regularly both in school and at home. Children are exposed to high</i>

			library books, topic books and guided reading packs		subscription £2,800	<i>quality books all the time that they are in school.</i>
All children develop secure social skills	Playtime monitor scheme assists adults with low level issues and raises the responsibility of the older children to set good examples to the younger children.	Children learn appropriate interaction through modelling to younger pupils. Younger pupils learn from older pupils that have been guided by adult.	Dedicated meeting time every week	Teacher	0.5hr x 38weeks @£38ph £722	<i>There will be very few behavioural incidents during play and lunch times.</i>
Children understand how different behaviours affect their learning	Promotion of appropriate learning behaviours across all aspects of learning	“Metacognition and self-regulation approaches aim to help pupils think about their own learning more explicitly..” (EEF 2018)	Age appropriate displays in each class regarding these behaviours Adults use the vocabulary fluently and praise the learning behaviour rather than the outcome	All staff	No cost	<i>Children will become more fluent in the language of effective learning and are developing independence in these areas.</i>
Children have access to several adults trained in attachment mentoring	Teaching Assistants have timetabled slots to liaise with children at risk of attachment issues (plus Pastoral Support Worker)	“Social and emotional learning interventions have an identifiable and valuable impact on attitudes to learning” (EEF 2018)	Staff will keep records of the sessions that are done and liaise with the class teacher and Head of School as appropriate	TAs PSW	7 x 20min slots @ £8 hour x 38 weeks £709	<i>Children will have chance to have their emotional needs met outside the classroom.</i>
Total budgeted cost					£13,751	
ii. Targeted support						
Desired Outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will we ensure it is implemented well?	Staff lead	Cost	Impact Evaluation
Children achieve ARE	Teachers identify targeted groups for a range of class-based intervention (see provision maps)	Small misunderstandings are challenged and rectified before the class moves on	Provision maps reviewed by teachers every half term	Class TAs	3xTAsx1hr x 190days @£8 £4,560	<i>These will continue to be used on a half termly basis</i>
Children understand how different behaviours affect their learning	Promotion of appropriate learning behaviours across all aspects of learning	Once children accept that learning is their responsibility the patterns should improve	Age appropriate displays in each class regarding these behaviours Adults use the vocabulary fluently and praise the learning behaviour rather than the outcome	All staff		<i>This is helping children to understand their responsibilities but will need continual reiteration</i>

Total budgeted cost						£4,560
iii. Other approaches						
Desired Outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will we ensure it is implemented well?	Staff lead	Cost	Impact Evaluation
Children are not disadvantaged due to low income	£80 per term bursary allowance for range of uses	Children can access the same as their peers regardless of family income	Careful budgeting of bursary and recording systems	Administrator	3terms x 16 children x £80 £3,840	<i>In the past some families have not used this money but it is there</i>
Children have positive self-esteem and are not disadvantaged due to only having one parent at home for long periods of time (single parents and armed services children)	“I need to talk...” box for children to put their names in if they would like to talk to an adult about something Adults will also refer children to Pastoral Support Worker for a variety of reasons	Children need to have a trusted adult that they can seek out to share worries with (attachment based mentoring)	Must be consistently and quickly approached	Steph Cleary	Pastoral Support worker 1 day per week £4,200	<i>This is accessed by children independently and is very useful in identifying potential issues for children that they might not have otherwise shared.</i>
Total budgeted cost					£8,040	
Total budgeted costs						£26,351