

Pupil Premium Strategy 2019-2021

1. Summary information (any new information will be updated accordingly upon Review)					
School	Kingfisher Hall Primary Academy (KHA)				
Academic Year	2019-21	Total PP budget	£190,080	Date of most recent PP Review	3 rd October 2020
Total number of pupils	452	Number of pupils eligible for PP	136 (30%)	Date for next PP Strategy Review	January 2021

Rationale

At Kingfisher Hall we believe that teaching and learning opportunities should meet the needs of all pupils. We ensure that appropriate provision is made for pupils who belong to vulnerable groups, ensuring that the needs of such pupils are adequately assessed and addressed. We recognise that not all FSM pupils are socially disadvantaged and that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We will therefore allocate Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as socially disadvantaged; this will not however exclude any of those who qualify for the Pupil Premium. All our work through the Pupil Premium will be aimed at accelerating progress and overcoming barriers to learning so that these pupils achieve similar outcomes to their peers and diminish the difference between Pupil Premium and non-Pupil Premium.

Provision

The range of provision the school may consider making for this group could include:

- Providing small group work with an experienced teacher/specialist staff
- 1-1 or support
- Additional teaching and learning
- Enrichment opportunities e.g. after school clubs, educational visits, music/sports tuition
- Acquisition of staff, resources or services to provide the above

Reporting

It will be the responsibility of the Deputy Headteacher/Headteacher, or a delegated member of staff, to produce regular reports for the Governing Body

- the progress made towards narrowing the gap, by year group, for socially disadvantaged pupils
- an outline of the provision that was made since the last meeting and the impact thereof

The CEO and Trustees of the Academy will ensure there is an annual statement on how the Pupil Premium funding has been used; published on the school website.

The use of Pupil Premium Funding will be carried out within the statutory requirements published by the Department for Education.

Current Attainment and Progress – **KS2 SATs results 2019** – academic year 2018-2019

	National data	% PP achieving the expected standard	% Non PP achieving the expected standard	% PP achieving a high standard	% Non PP achieving a high standard	% PP making expected progress	% Non PP making expected progress	Scaled Score PP	Scaled Score Non PP
Reading	73%	67%	72%	9%	36%	-4.63%	-2.73%	99.7	105.5
Writing	78%	82%	84%	3%	24%	-1.42%	-2.11%		
Maths	79%	76%	92%	9%	44%	-2.16%	0.29%	103.1	107.7

Year 6 cohort 2011 attainment	Reading			Writing			Maths			GPS		
	PP	Other	Gap	PP	Other	Gap	PP	Other	Gap	PP	Other	Gap
KHA	67%	72%	-5%	82%	84%	-2%	76%	92%	-16%	73%	80%	-7%
KHA (all pupils)	69%			83%			83%			76%		
National (all pupils)	73%		-4%	78%		+5%	79%		+4%	78%		-2%
National (PP)			-6%			+4%			-3%			-5%

2. Barriers to future attainment (for pupils eligible for PP)

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

A.	Low levels on entry of PP pupils particularly in communication, literacy, language and Maths
B.	PP pupils do not always make better than expected progress from their starting points

C.	Large majority of PP pupils have English as a second language
D.	The gap between school and national data in Maths is -16%)
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
E.	The majority of PP pupils are EAL and some families have limited language to support their children at home
F.	Some PP parents do not have high enough aspirations for their child's academic achievement – pupils do not always have access to a broad range of experiences beyond the school day and exposure to high quality texts. Deprivation in terms of cultural capital.

3. Outcomes (<i>Desired outcomes and how they will be measured</i>)		Success criteria	RAG
A.	Continue to improve the language skills for pupils eligible for PP especially subject specific vocabulary to support their reading skills. Continue to improve reading outcomes for all pupils.	Outcomes at the end of KS2 in reading show standards matched 2019 data or is at least in line or above national expectations. To diminish the gap in Greater Depth Readers with pupils in KHA (2019 showed -27%).	
B.	To continue to maintain and accelerate progress of all PP pupils and diminish the difference between PP and non PP pupils; to focus on PP pupils achieving the expected standard at the end of year 6 in reading, writing and maths.	PP pupils make the expected 2 step progress each term from their starting point or maintain age related by the end of the academic year. In particular to diminish the gap in Maths with pupils in KHA (2019 showed -16%).	

C.	To provide wider experiences for PP children to widen their life chances and develop a wider range of life skills and give them the vocabulary to articulate their views.	PP pupils make at least 2 step progress each term or achieve their academic targets or IEP targets.	
D.	Increasing the number of PP pupils reaching the greater depth standard in Reading, Maths and Writing at the end of KS2.	Reading data to show that most able PP pupils are in line with most able nationally.	

E.	Increase parental engagement and partnership with PP pupils through workshops, structured conversations, IEPs and Mentorship.	High attendance at parent workshops. Evaluations from workshop and parent questionnaires to show that parents are happy with and welcome support with their child's learning.	
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N.B. RAG rating to be reviewed at the end of the academic year 2021

4. Planned expenditure	
Academic year	2019- 2021

The three headings below enable us to demonstrate how we are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review/implement?
<p>A. Continue to improve the language skills for pupils eligible for PP especially subject specific vocabulary to support their reading skills.</p> <p>Continue to improve reading outcomes for all pupils.</p>	<p>Daily reading sessions for EYFS; Guided Reading sessions for KS1 and Y3; Whole Class Reading sessions for Y4, 5 and 6.</p> <p>Accelerated Phonics and Reading intervention to be in place for Y3 pupils; children in KS1 that need it.</p> <p>Setting for phonics in Reception and Y1</p> <p>Volunteer reading support</p>	<p>Tracking data in school shows that pupils are making better than expected progress in reading. The gap from the end of KS1 to the end of Year 3 is diminishing.</p> <p>Year 2 phonics outcomes is starting to show an improvement after interventions; more-able PP pupils to be targeted to extend learning.</p> <p>Research by the National Literacy Trust and Education Endowment Foundation found that ‘Reading comprehension approaches which focus on learners’ understanding of the text have had a positive impact. They teach a range of techniques that enable pupils to comprehend the meaning of what is written, such as inferring the meaning from context, summarising or identifying key points, using graphic or semantic organisers, developing questioning strategies, and monitoring their</p>	<p>Phonics Lead and English Lead to evaluate data and put remedial strategies in place.</p> <p>Timetabled 20 – 30mins every afternoon and this will be monitored regularly.</p> <p>Part of the regular monitoring schedule. Observations of the teaching of reading and phonics.</p>	<p>English and Phonics Lead (PL)</p> <p>Phonics Lead with support from TAs and monitored by DHT/PL SLT/PL</p>	<p>Data checkpoints:</p> <p>December 2019 March 2020 June 2020 December 2020 March 2021 June 2021</p> <p>Every 4 – 6 weeks then analysed, reviewed and tweak as appropriate</p> <p>On-going</p> <p>Cost of Phonics Lead/English Lead: £19,000</p>

		own comprehension and identifying difficulties themselves'			
Total budgeted cost					£19,000
ii. Targeted support					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review/implement?

<p>B. Improve and accelerate reading, writing and maths skills for all PP pupils</p>	<p>Teachers, Phase Leaders and Teaching Assistants to effectively implement the focused intervention programme of Teacher Led intervention (TLI) sessions, daily.</p> <p>CPD supports the development of Teaching staff so a better standard of teaching is delivered to enhance and enrich the learning experience across Reading, Writing and Maths.</p> <p>Peter Warwick (Numicon Consultant) to provide regular training on the implementation and use of resources to ensure higher standard of lesson delivery.</p>	<p>Some pupils need targeted support to diminish differences and to have individual support matched to their needs.</p> <p>This approach has been shown to be effective and accelerated progress in other schools, especially the last school of the Headteacher.</p> <p>Use of Mathematical resources: Research study carried out by NFER and Oxford University department for Education found that of the 245 UK primary teachers who took part: 97% of respondents agree or strongly agree that it helps pupils improve their use of mathematical language and vocabulary 99% perceive that it helps children think and communicate mathematically 98% report gains in developing fluency, reasoning and problem solving skills 69% of respondents perceive the Numicon apparatus to be very effective at helping pupils develop their mathematical communication and use of mathematical language.</p>	<ul style="list-style-type: none"> ● Part of School Development Plan (SDP) – SLT regularly review this ● Groups will be tracked termly and assessment information will be analysed at Data Checkpoints ● TLI are timetabled and will take place daily for at least 20mins ● Impact of the TLI sessions along with other targeted interventions will be monitored during progress meetings ● Reports to be produced termly by Phase Leaders on impact of interventions through termly reports, which will be shared/delivered to Trustees at Governor’s Meeting ● Numicon and resources CPD sessions to be delivered by Peter Warwick to staff on a termly basis ● Parent Workshop to be delivered by Peter Warwick with support from SLT/Maths Lead to explain the rationale and approach to Maths that we are adopting 	<p>HT/DHT to formulate and ensure the whole staff body are familiar with the SDP</p> <p>SLT/Phase Leaders to track groups</p> <p>Phase Leaders to monitor and ensure that TLIs are a regular occurrence</p> <p>SLT/Phase Leaders and Teachers to review and discuss impact of TLIs and interventions during Progress Meetings</p> <p>Inclusion Manager overview of whole school</p>	<p>Data checkpoints: December 2019 March 2020 June 2020</p> <p>Cost of Phase Leaders: £10,400</p> <p>Cost of Resources and Training delivered by Peter Warwick: £4,000</p> <p>Cost of RWI Training: £7,600</p> <p>Cost of Release for Guided Reading CPD for all CTs & TAs: £3,600</p> <p>Cost of stocking the new Library with rich, relevant, engaging books: £47,580</p>
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				Maths subject lead	
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<p>C. To provide wider experiences for PP children to widen their life chances and develop a wider range of life skills / vocabulary to articulate views.</p>	<p>SLT/Curriculum Lead (ER) to keep record of PP chn; ensure they are accessing all school trips/after school clubs/events – enrichment opportunities.</p> <p>Analyse take up of after school clubs to ensure PP are represented.</p> <p>Organise additional trips/ events across the year to target PP pupils and their parents – school journey, trips, wristbands, 02, counselling, nurturing, and 1 to 1 tuition, Aspiration day and Brilliant Club</p> <p>Offer free music lessons for x4 PP children per term.</p> <p>Target workshops on curriculum support for PP children at risk of underachieving.</p> <p>Breakfast and After School Club</p> <p>School uniform provision for those in need</p>	<p>Analysis of the reading tests shows that the breadth of vocabulary needed to access the text is demanding and our PP children do not always have the breadth of experience to work out the meaning from context.</p> <p>Data for 2019 in the school showed very positive progress measures where additional support and interventions were implemented.</p> <p>Oxford University Press research 2017: Teachers from schools with a high proportion of pupils eligible for free school meals were more likely to encounter children with low vocabularies but experts who contributed said the results suggested limited vocabulary was “a general problem and not specific to any one group of pupils”.</p> <p>Greater involvement by parents was seen as the key to helping children improve their vocabulary, according to a majority of teachers.</p> <p>To promote a positive learning culture within the school where all pupils are able and ready to tackle the learning of each and every day and manage social situations with increasing confidence. To enable pupils to participate in all school activities. Enrichment of experience, development of skills and talents through lack of exposure</p> <p>“Missing breakfast has a huge impact on children’s ability to concentrate, learn and behave, which affects their results and long-term outcomes.”</p>	<ul style="list-style-type: none"> ● Improving outcomes in developing oracy skills will be a new and on-going initiative for the whole school ● Groups will be tracked termly and assessment information analysed ● Groups will be tracked termly from KS1 data to present at data checkpoint meetings ● Focused pupils identified through pupil progress meetings and outcomes tracked to measure the impact of the support and interventions ● Deputy Headteacher to maintain an overview of additional opportunities for PP children and Curriculum Lead (ER) to arrange events throughout the year and as a result of the termly PP individual needs analysis findings <p>Free places for those in most need of Breakfast and After School Club – increased attendance and support for working families.</p> <p>To promote a sense of belonging to the school community through quality uniform provision.</p>	<p>Oracy/English Lead</p> <p>SLT/Phase Leaders with Class Teachers</p> <p>SLT</p> <p>Deputy Headteacher and Curriculum Lead</p>	<p>Data checkpoints:</p> <p>December 2019</p> <p>March 2020</p> <p>July 2020</p> <p>December 2020</p> <p>March 2021</p> <p>July 2021</p> <p>Brilliant Club: £3,000</p> <p>Hardship fund: £1,200</p> <p>Music lessons: £1,100</p> <p>Breakfast and After School Club salaries: £6,500</p> <p>Uniform: £500</p> <p>x5 Teaching Assistants: £52,000</p>
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<p>D. Increasing the number of PP pupils reaching the greater depth standard in Maths and Reading at the end of KS2.</p>	<p>SLT to identify pupils with the potential to reach a higher standard in their learning across the curriculum</p> <p>Targeted interventions to extend the identified pupils</p>	<p>The school data shows that we need to increase the number of higher achieving PP pupils reaching a higher standard, especially in Maths and Writing</p> <p>Nationally PP do less well at the higher levels therefore this needs to be a focus for all schools</p> <p>We have focused on Greater Depth maths as this area of learning shows a gap of -35% between PP and Non-PP pupils. Greater Depth Reading is also a focus as there is -27% disparity between PP and Non-PP pupils.</p>	<p>Produce a list of targeted pupils/provision maps and track progress.</p> <p>Feedback from pupil questionnaire and parent survey to establish what is working well and what could be better</p>	<p>DHT with support from Phase Leaders who will work closely with Class Teachers and Pupils</p>	<p>Data checkpoints: December 2019 March 2020 June 2020 December 2020 March 2021 June 2021</p>
Total budgeted cost					£137,480

iii. Other approaches					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
E. Increase parental engagement and partnership with PP pupil through workshops, structured conversations, individual IEPs and Mentorship scheme	Senior Leaders and subject Leads to deliver workshops	Parents are key in supporting effective learning as shown by a number of research project (Sutton Trust)	Attendance information at workshops to be analysed along with parent/carer surveys	SLT and subject Leads	Data checkpoints: December 2019 March 2020 June 2020
	Support parents with reading books to share at home and Reading workshops	Pupil progress meetings show that those pupils who make accelerated progress have a supportive home environment where they regularly read with their child and complete home learning.	High Level TA (HLTA) to be briefed on targeting parents to encourage them to attend through use of home languages and other inviting strategies	HLTA	December 2020 March 2021 June 2021
	Volunteer parent readers		Reading workshops to be timetabled – English lead and Phonics Lead to be released to run the workshops	English Lead with Phonics Lead	Cost of Subject Leaders: £13,000
	Home learning projects and video tutorials on DB Primary and social media to support families		Deputy Headteacher (DHT) and Curriculum Lead (ER) to invite parent/carer to mentor children; enlist High Achieving pupils to mentor low achieving children	DHT and Curriculum Lead	HLTA and Phonics Lead: £18,000
	Community breakfast and coffee mornings				Curriculum Lead: £2,600
	Introduce Mentorship scheme: both pupils and adults.				

	Total budgeted cost £33,600
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