



Pupil Premium Strategy Statement: Kingsfield First School

1. Summary information								
School	Kingsfield First School							
Academic Year	2020/21	Total PP budget				Date of most recent PP Review		21/01/2017
Total number of pupils	235	Number of pupils eligible for PP	61 £82,045	Number of pupils eligible for EYPP	TBC	LAC	1 £2,345	Total £85390

2. Current attainment Key Stage 1 (March data)		
	<i>Pupils eligible for PP – NS Primary 2020</i>	<i>Pupils not eligible for PP NS Primary 2020</i>
% of PP pupils who achieved GLD at the end of Reception (ASP 2019)	40% (2019)	75% (2019)
% of PP pupils who achieved the Year 1 phonic check (ASP19)	60% (2019)	84% (2019)
reading attainment score Y2 (current Y3)	63%	79%
writing attainment score Y2 (current Y3)	63%	72%
maths attainment score Y2 (current Y3)	63%	90%
reading progress score Y2 (current Y3)	75%	93%
writing progress score Y2 (current Y3)	88%	86%
maths progress score Y2 (current Y3)	88%	97%
Year 2 Phonic Retakes	66% (2019)	60% (2019)

1. Barriers to future attainment (for pupils eligible for PP including high ability)

In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>	
A.	PP eligible pupils baseline in Reception Class is significantly lower than their peers in areas such as CLL,PSED & PD. Of the DA reception a significant proportion are SEND and are subject to safeguarding involvement.
B.	Many DA pupils are also SEN or LAP - 50%. Current Y2 DA audit indicates significant need in contrast to other year groups.
C.	A good proportion of DA pupils are working at ARE, a limited number are working above (5/59 pupils)
D.	Increasingly frequent and diverse social emotional and mental health needs are being presented by a number of PP pupils, which prevent some pupils from accessing their learning and thriving emotionally. In addition to this, Covid has placed more families into hardship and increased family pressures.
E.	Children cannot always access all aspects of school life due to the lack of equipment they bring to school or due to financial barriers
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
A.	Attendance of PP pupils is below that of their peers
B.	Some pupils eligible for PP come from homes who do not support learning due to low expectations and lack of money this prevents exposure to high quality reading materials and enrichment opportunities which broaden vocabulary and deepen knowledge skills and understanding.
C.	Parental involvement in all aspects of school life is limited for some PP families which prevents engagement in school events and the completion of home learning.

2. Outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Achieve the best outcomes for PP eligible pupils in Reception Class to ensure the attainment gap closes and their complex needs supported.	Pupils eligible for PP in Foundation Stage make rapid progress from their very low starting points to meet the Communication and Language (word gap)and Speaking elements of the Early Learning Goal expectations as well as in Physical Development and Health and Self-care by the end of their Reception year.
B.	Ensure an increase number of pupils eligible for the grant make accelerated progress leading to more disadvantaged pupils achieving above the age related expectation	More children eligible to PP achieve above ARE. PP children to work at challenge 3 whenever reasonable. When possible, enrichment opportunities make a positive impact on improving. Staff provide experiences to enhance cultural capital of PP pupils aspiration, growth mind-set and knowledge of life beyond the local area. Staff use talent spotting approach to aid aspirational target setting.
C.	Ensure that in Y1-4 the attainment gap between pupils eligible for the grant and other pupils closes in reading, writing and maths.	The attainment gap in reading, writing and maths in all year groups will close. All Staff have raised expectations. Feedback support progress. Staff provide experiences to enhance cultural capital of PP pupils. Staff use new triple A strategy to predict profile and prevent strategies to identify and tackle barriers. For Y2 pupils their needs audit improves in the 5 areas of the Triple A strategy.

D.	Significantly close the attendance gap between PP and NPP pupils	<p>Reduce the % of Persistently Absent pupils who are eligible for the grant so that it matches other groups. A range of effective regular and consistent rewards and incentives are in place to celebrate improving attendance.</p> <p>A range of communication lines (email, text (with replies), paper, homework emails, phone calls) support parents of PP children eligible for the grant to engage with the school.</p> <p>Staff use new triple A strategy to predict profile and prevent strategies to identify and tackle barriers.</p>
E.	Improve both parental and pupil engagement and support for the parents of pupils eligible for PP	<p>Increase range of reading materials going home via weekly use of library</p> <p>A range of online resources offer support for PP eligible families.</p> <p>Homework can be accessed and completed by 90% or more pupils identified as eligible for PP.</p> <p>All pupils can access a broad range of learning opportunities</p> <p>Staff can demonstrate reasonable adjustments both within and outside of lessons to overcome barriers</p>
F.	Access to the wide range of SEHM interventions both internally and externally, thus improving pupil's mental health well-being and this being indicate on the Triple A audit tool.	<p>Pupils have access to a trained counsellor or specialist SEN support for SEMH related issues.</p> <p>Parents can access to counselling support (Visyon & Trailblazer)</p> <p>Support is secured for home support if parents if appropriate.</p> <p>Pupils demonstrate improved independence, resilience and engagement in their learning.</p> <p>Pupils demonstrate a range of coping strategies to support them in the day to day life of the school</p> <p>PP pupils have low rates of behavioural issues at lunchtimes.</p> <p>Staff feel they have a range of strategies to support pupils with SEMH issues and are clear and acknowledge the challenges facing some pupils.</p> <p>Clear assessment and tracking systems are in place to identify needs and evidence impact of support.</p>

3. Planned expenditure

Academic year

2020/21

The three headings below enable schools to demonstrate how they 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 implementation?
Achieve the best outcomes for PP eligible pupils in Reception Class to ensure the attainment gap closes and their complex needs supported.	<p>Additional Teaching Assistants to ensure smaller numbers of pupils receive targeted teaching</p> <p>Additional staff will ensure quality first teaching across the Phase and provide targeted intervention</p> <p>Adaptation of the provision to match pupil need & purchasing of resources to support the needs of the SEND pupils.</p> <p>Purchasing of an increased range of reading books and reading packs made for home support.</p> <p>Promote additional outdoor learning opps to improve engagement and language/communication skills</p> <p>Speak Write speech therapist to provide CPD for staff, small group work, 1- 1 support for identified EYFS children including KS1 children.</p>	<p>The covid lockdown has taken away a third of the typical time to prepare children for the start of reception.</p> <p>Three DA children begin reception with EHPC plans (2 new to Kingsfield, 1 known). Demonstrating significant need.</p> <p>Leadership will ensure that training opportunities and appraisal linked to performance for Teaching Assistants are in place utilising recent EEF reports on how TAs and additional teachers can be effectively used to support progress in early years through improving quality first teaching by improving CPD opportunities.</p> <p>Internal progress suggests new pupils take longer to settle into school routines and to adapt to school expectations (15 new to Kingsfield chn)</p> <p>KS1 children still working within the EYFS curriculum for communication & language.</p> <p>There is a significant increase in children who are delayed with speech or have difficulties with communication.</p> <p>With the specialist help additional funding can lead to 1-1 support for pupils with additional needs.</p>	<p>Monitoring of Provision- planning and learning opportunities</p> <p>Support the deployment of all adults</p> <p>CPD- peer observations.</p> <p>Make specific use of the new SEN tracker</p> <p>EYFS data analysis</p>	<p>EYFS Leader</p> <p>Inclusion Lead</p>	<p>November 2020</p> <p>March 2021</p> <p>June 2021</p>

	<p>Colourful semantic to be integrated within the curriculum provision.</p> <p>EYFS parent communication to support the early years development</p> <p>Early identification of learning difficulties for early years pupils and targeted outside agencies contacted to support</p> <p>AEN funding applications made where appropriate</p>				
<p>Ensure an increase number of pupils eligible for the grant make accelerated progress leading to more disadvantaged pupils achieving above the age related expectation</p>	<p>High quality CPD based on quality first teaching.</p> <p>Introduction of new higher level text based reading.</p> <p>Purchasing of more on-line learning resources for home usage</p> <p>Feedback provided to promote next steps.</p> <p>Reasoning promotes understanding and children are challenged up more swiftly.</p>	<p>Recent EEF reports on how TAs and additional teachers can be effectively used to support progress</p> <p>EEF research suggests the impact of high quality feedback.</p>	<p>Additional training for relevant members of staff.</p> <p>Teaching and Learning termly reviews.</p> <p>MAT leadership development eg triad learning walks.</p> <p>SLT data analysis</p>	<p>HT SLT</p>	<p>November 2020 March 2021 June 2021</p>
<p>Ensure that in Y1-4 the attainment gap between pupils eligible for the grant and other pupils closes in reading, writing and maths</p>	<p>Improve the opportunities for phonic CPD.</p> <p>Development of reading opportunities through the school, supported through the SDP.</p> <p>Increase the opportunities for application of writing and across the curriculum and for pleasure.</p>	<p>Feedback and use of summative and formative assessment is well documented by EEF as having significant impact.</p> <p>Clear evidence suggests pupils make great gains where they have opportunities to explore through role play, talk and reading before participating in creative writing opportunities</p> <p>Well researched formal interventions delivered by trained staff can effectively support pupil progress.</p>	<p>High quality CPD linked to staff appraisal.</p> <p>Provision of required resources including forest school leader.</p> <p>Monitoring and review of provision- every 10 weeks via PPM's.</p> <p>Promote use of core offer to profile predict and prevent barriers for our most disadvantaged and case study to unpick and target specific actions.</p>	<p>HT SLT</p>	<p>November 2020 March 2021 June 2021</p>

	<p>Access and CPD to LAP toolkits to enhance progress – for phonics, writing and maths.</p> <p>Focussed additional support from TAs working with small groups to secure the basic skills are built on progressively through QFT</p> <p>Additional TA support for target need (small group/1-1) – focus to begin in Y2, then HAP</p> <p>. Broad range of learning opportunities to promote engagement eg visits, visitors, outdoor learning.</p>		<p>CEO QA visits</p> <p>Appraisal objectives to promote improving the outcomes for the most disadvantaged pupils.</p> <p>SLT data analysis</p>		
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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 implementation?
Ensure an increase number of pupils eligible for the grant make accelerated progress leading to more disadvantaged pupils achieving above the age related expectation	<p>Provide additional small group work/intervention for highest ability PP eligible pupils.</p> <p>Challenged 3 is pushed – exposed more from the potential challenge 2 group.</p> <p>On line learning resources promote further learning opportunities.</p>	<p>We want to invest PP in ensuring that our pupils have a greater number of opportunities for small group work with teachers to focus on specific areas such as the use of creative language and editing and redrafting skills</p> <p>Feedback and use of AfL is well documented by EEF as having significant impact. TA focus is limited to intervention which, where properly trained through CPD, is effective at raising attainment.</p>	<p>Data analysis alongside rigours pupil progress meeting to identify new potential.</p> <p>Ongoing monitoring through SLT monitoring schedule.</p> <p>Talent spotting to support aspirational target setting.</p>	SLT	<p>Data shot intervals:-</p> <p>November March June</p>
Ensure that in Y1-4 the attainment gap between pupils eligible for the grant and other pupils closes in reading, writing and maths	<p>Experienced Teachers and support staff identified to lead smaller group teaching of core areas. This ensures 'quality first' teaching.</p> <p>TA small groups – secure basic skills are embedded together with new learning.</p> <p>Implement some formal/non-formal interventions to support specific need.</p> <p>Apply the strategies from the toolkits and make the reasonable adjustments</p>	<p>Some of the pupils need targeted support to catch up. This is a methodology which ensures that teaching is provided by experienced teachers and has been recognised as effective practise during external reviews of teaching and learning.</p> <p>Audit of processes and procedures to evaluate the impact of current practise has identified greater need for implementing targeted programmes by TAs rather than 'plugging gaps' where they may not have the necessary knowledge.</p>	<p>Each class teacher will select the best approach to match the needs the children with first reference to Pupil Premium Children.</p> <p>Effectiveness of teaching, learning and progress will be assessed during regular Teaching and Learning reviews, learning walks and pupil progress meetings.</p> <p>CPD to secure deliver all quality core & non-core lessons.</p> <p>Promote use of the core offer to profile predict and prevent barriers for our most disadvantaged</p>	SLT	Termly

<p>Access to the wide range of SEHM interventions both internally and externally, thus improving pupil's mental health well-being and this being indicate on the Triple A audit tool.</p>	<p>Employ a specialist counsellor for 1 1/2 day per week to support on a 1:1 and group basis as required</p> <p>Trailblazers to support children with mental health needs</p> <p>Mental health team to support families with availability at parents evening and half termly dropins</p> <p>Forest school to support mental health wellbeing</p>	<p>Mental health needs are a complex area needing specialist involvement.</p> <p>SEMH needs can be a huge barrier to pupils developing both academically and emotionally.</p> <p>The Covid pandemic has nationally impacted on families and the number of families falling into financial difficulties is increasing.</p>	<p>Regular reviews will take place between the SENCO, specialist staff and when appropriate parents.</p> <p>Pupil progress meetings- outcomes of support on attitudes to learning.</p> <p>Where appropriate monitoring feedbacks on pupils SEHM regarding of the main monitoring focus.</p>	<p>SLT SENCO</p>	<p>½ termly</p>
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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?
Significantly close the attendance gap between PP and NPP pupils	<p>Daily contact/monitoring Support clinics</p> <p>Accessibility to support online, face to face and paper based</p> <p>Target focus families for intense support</p> <p>Provide breakfast club</p> <p>Provide for basic needs- clothes /equipment</p> <p>Support from VIP Education</p> <p>Selected strategies to promote good attendance in school – eg – Pupil Leadership attendance officer role, rewarding & reporting good attendance, attendance assemblies</p>	<p>PA and overall attendance is not always as strong as it could be due to environmental factors affecting a child's health and well-being.</p> <p>EEF research suggests that Family workers in Central London (Lambeth and Southwark) are making significant improvements in attendance by meeting basic needs first (Maslow's hierarchy).</p>	<p>Daily, weekly, half termly monitoring of attendance.</p> <p>Regular meetings with VIP Education EWO to support with advice, letters, clinics, home visits etc.</p> <p>Monitored by HT and LAB termly</p> <p>Rolling programme of parental engagement activities</p> <p>Targeted support for focus PP families</p> <p>Promote use of the core offer to profile predict and prevent barriers for our most disadvantaged in order to challenge poor attendance</p>	HT	Half termly
Improve both parental and pupil engagement and support for the parents of pupils eligible for PP	<p>To ensure that all children are able to attend all visits by subsidising these and providing enrichment opportunities such as music lessons and additional extended school provision.</p> <p>When able and covid safe ensure a range of clubs are offered throughout the school day and many without a cost attached</p> <p>Increase the impact of the pupil leadership team to provide a sense of</p>	<p>This universal benefit is planned to reflect the falling income for vulnerable families as a result of the government's welfare reforms.</p>	<p>Take up of this subsidy will be monitored by the Federation Business manager.</p> <p>CPD on the core offer for all staff by making reasonable adjustments for our most disadvantaged.</p>	HT	Termly

	<p>responsibility and raise self-esteem</p> <p>Become more involved with community and MAT events, when safe to do so.</p>				
<p>Improve both parental and pupil engagement and support for the parents of pupils eligible for PP</p>	<p>Ensure all PP parents have access to written and verbal communication- in a variety of forms which best suits their needs.</p> <p>Select parents for trip helps – don't ask for volunteers.</p> <p>New email for parents to contact teachers</p> <p>Parent engagement days – when safe to do so</p> <p>Refer to agencies for help – eg Home Start.</p>	<p>Without parental support and learning outside of the school day pupils are not always well prepared and ready to engage.</p>	<p>Parent surveys</p> <p>Breadth of resources available to parents</p> <p>SDP questionnaire</p> <p>CPD on the core offer for all staff by making reasonable adjustments for our most disadvantaged.</p>	HT	May 20