

| Summary information | | Review – December 19 and July 2020 | | | |
|------------------------|---------|------------------------------------|-----------|--|---------|
| Academic Year | 2019-20 | Total PP budget | £163.682 | Date of most recent PP Review | Sept 19 |
| Total number of pupils | 640 | Number of pupils eligible for PP | 103 (17%) | Date for next internal review of this strategy | Feb 20 |

| 1. Barriers to future attainment (for pupils eligible for PP) | |
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| In-school barriers (<i>issues to be overcome in school, such as poor oral language skills</i>) | |
| A. | Pupils lack of confidence /Resilience/ Speech and Language, SEND |
| B. | English as an Additional Language (EAL), MPA children working below age-expected to make accelerated progress |
| C. | Domestic Violence, housing (overcrowding), mental health |
| External barriers (<i>issues which also require action outside school, such as low attendance rates</i>) | |
| D. | Low attendance (KS1 and WEE), Persistent absenteeism to reduce to 13% (From 15% 2018/19) |

| 2. Desired outcomes (<i>Desired outcomes and how they will be measured</i>) | | Success criteria | Autumn Term Impact 2019 against success criteria | Spring /Summer Term Impact 2020 against success criteria |
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| A | Reduce the percentage of PP children working below age-expected from 6% to 3% (Y1-6). | 88% of Y6 PP children achieve EXS in RWM | 87% of Y6 PP children achieve EXS in RWM | 14/16 (88%) of Y6 PP children achieve EXS in RWM |

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| | | 80% of Y2 PP children achieve EXS in RWM 80% of EYFS PP children achieve GLD | 63% of Y2 PP children achieve EXS in RWM 78% of EYFS PP children on track to achieve GLD | 9/19 (47%) of Y2 PP children achieve EXS in RWM |
| B | Diminish the difference between PP pupils at greater depth and non PP across the school (Y1-6) Currently 24% and 17% respectively.) Increased opportunities for all PP children from Reception to Y6 to be involved in and attending their favourite club. | Gap of >4% between PP and non-PP across the school. Ensure that 75% of PP children from YR to Y6 attend at least one before, play/lunchtime and after school club by July 2020. | Non-PP data (EXS+ in RWM combined) = 63% PP data (EXS+ in RWM combined) = 66% 68.8% (55 children out of 80) of PP children have at least 1 club. | Non-PP pupils (EXS+ in RWM combined) = 66% PP pupils (EXS+ in RWM combined) = 69% 51.82% (57 children out of 110) of PP children has at least 1 club. |
| C | Engage newly arrived families from aboard – Parent Voice surveys; anecdotal feedback; Parent Gym attendance; Parents Evening attendance; children’s attendance and punctuality. Engagement with Roma Community | Attendance of PP 96% 99% PP parents attend Parents Evening – Autumn and Spring Term Feedback from PP parents that they feel supported by the school. 4 Roma families are engaged in school life | Attendance of PP 94.4% 99% PP parents attend Parents Evening – Autumn Term 99% of PP parents feel supported by the school. 1 Roma family is fully engaged in school life | Attendance of PP 90.2% 99.2% PP parents attend Parents Evening - Spring Term 99% of PP parents feel supported by the school 1 Roma families are fully engaged in school life |
| D | The profile of reading is continued to be raised across the school and children are | 88% of Y6 PP children achieve EXS in reading | 87% of Y6 PP children achieve EXS in reading | 14/16 (88%) of Y6 PP children achieve EXS |

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| | <p>experiencing a wider range of high quality texts with a particular focus on PP pupils.</p> | <p>80% of Y2 PP children achieve EXS in reading</p> <p>80% of EYFS PP children achieve GLD</p> <p>80% of PP pupils in year 1,3,4, and 5 achieve EXS in reading</p> | <p>70% of Y2 PP children achieve EXS in reading</p> <p>78% of EYFS PP children on track to achieve GLD</p> <p>65% of PP pupils in year 1,3,4, and 5 achieve EXS in reading</p> | <p>in reading</p> <p>15/19(79%) of Y2 PP pupils achieve EXS in reading</p> <p>94% of EYFS PP children on track to achieve GLD</p> <p>58/84 (69%) of PP pupils in year 1,3,4 and 5 achieve EXS in reading</p> |
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| 3 Planned Expenditure | | | | | |
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| i Quality of teaching for all (Staff and CPD) | | | | | |
| Desired outcome | Chosen action / approach | How will you ensure it is implemented well? | Timescale | Staff lead | Review |
| <p>Reducing the percentage of children working below age-expected from 6% to 3%.</p> | <p>Additional adults (teachers) to support targeted pupils in class to close gap, extend and consolidate, using evidence based strategies such as metacognition, feedback and marking.</p> <p>To ensue deeper learning, review progress of targeted pupils after 12 weeks without adult support for long term impact.</p> <p>AHTs and PLs to feedback to WLT every three weeks.</p> <p>AHTs and PLs to team teach and support staff- see action plans</p> | <p>Planning, book look, pupil targets, data, PPMs, regular feedback from phase leaders, termly assessment</p> <p>Learning walks, pupil feedback, teacher feedback</p> <p>Health curriculum through physical and outdoor learning, monitoring and feedback from pupils and staff.</p> | <p>Ongoing</p> | <p>AHTs</p> | <p>Termly</p> <p>Termly</p> <p>Termly</p> |

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| Increase the percentage of PP pupils getting GDS by 7% | Additional adults to work with cusp exs PP pupils to achieve GDS in reading and writing. | Planning, books, termly assessment, targets, data PPMs | | | Termly |
| | Target 3 cusp exs pp pupils parents for reading, volubulary and oracy workshops through family learning. | Learning walks, pupil feedback, teacher feedback | | | Termly |
| | Target 3 cusp exs pp pupils to attend debate club and booster classes after school (year 6). | Tracking of attendance at workshops, clubs and boosters. | | | Termly |
| | 2. Quality first teaching - Individualised CPD - Coaching - Subject Leader Support - Peer Support - Use of Data - SLT support | Data analysis, PPMs, Learning Walks, pupil feedback, Lesson study | Ongoing | HT | Termly |
| | 3. Rise and Shine Programme - Team Teaching - Interventions groups to support pupils in class and New to English - EAL Phonics support | Data analysis, Learning Walks, VCMs, PPMs, Pupil feedback, Monitoring of Rise and Shine programme for children new to English | Ongoing | EAL Lead | Termly |
| 4. Structured Conversations – Targeted conversations with | Monitoring and analysis of SMART targets with AFA | Ongoing | DHT | Termly | |

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| | pupils and their parents to set targets on specific issues such as attendance, academic progress and social skills. | coach. | | | |
| | 5. Accelerating the progress of PP pupils at age-expected to exceeding. Tailored approaches – breakfast club, targeted leadership roles, building on confidence and self-esteem, emotional wellbeing, after school clubs (see separate plan) | Data analysis, Learning walks, Lesson study, PPMs, Pupil feedback | Ongoing | DHT | Termly |
| Improve communication and language skills for pupils eligible for PP within the EYFS and KS1 | 1. Targeted support programme on speech and Language intervention. | Assessments completed by SALT and actions plans developed, implemented and reviewed, The Bubble Speech and Language module. | Ongoing | SALT | Termly |
| | 2. SALT to lead training for all staff to continue to ensure effective provision and intervention for identified children. | Peer Observations Monitoring of pupil's language development in EYFS and outcomes in reading and writing across the school children. | Ongoing | SALT | Termly |
| Total budgeted cost | | | | | £80,800 |
| Autumn term Impact | | | | | |
| <u>Structured Conversations</u> | | | | | |
| 36 structured conversations were held in the Summer Term, 13 are PP children. Structured Conversations is an approach the school have adopted as part of the Achievement for All programme to further engage our parents in their child's learning and develop effective relationships between parents and teachers based on a culture | | | | | |

of mutual listening rather than telling.

It allows parents to share their knowledge of and aspirations for their child and teachers to provide parents with clear information about their child's current progress and wider achievements in school.

Structured conversations build the confidence of children and encourage deeper engagement from parents. Teachers gain rich information about pupils and their home lives which directly informs improved provision.

Early indications are that this is having a positive impact on the specific areas identified (see quotes below) e.g. attendance, parental engagement, attitude to learning etc. This will now be monitored through the Spring and Summer Term, using available information to measure progress against agreed targets.

"I feel listened to and really valued in the structured conversations." Year 5 Parent

"My son is now more confident, he interacts better, he is learning more and he feels better about himself. He used to really struggle and was clingy to me." Year 1 Parent

SALT

SALT to lead training for all staff to continue to ensure effective provision and intervention for identified children.

During the Autumn term, training was not required for staff due to the children settling into their new classes and routines. The new SLT provided teachers with support on a number of universal strategies, e.g. implementing Colourful Semantics into class literacy tasks, supporting pupils with behaviour by implementing comic strip stories and providing appropriate classroom strategies to support children with communication difficulties.

The Elklan parent training 'Let's talk with under 5's' started on the 22nd November. This consists of 7 sessions lasting 2 hours per session. 6 parents signed up to participate in the training, one of which is working towards accreditation of the course.

Targeted support programme on speech and Language intervention

By the end of the Autumn term we will be half way through the language and narrative groups. Currently we have 19 pupils working on a total of 49 targets. Interventions are delivered by the school SLT or by a member of support staff, in the format of 1:1 sessions or small groups. These targets are a combination of those prescribed by the NHS SLT service and others set by the school SLT for those children who do not yet have NHS involvement.

- Currently (with 3 more weeks until the end of term), the statistics are as follows:
- Targets met - 15 (30%)

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| <ul style="list-style-type: none"> - Targets partly met - 26 (53%) - Targets met and partly met combined total – 41 (83.7%) - Targets not met - 15 (30.6%). - Pupils who have not yet met all of their targets will continue to work towards the aims of their speech and language programmes in the Spring term. <p>Children in the two Boxclever groups in Reception (12 in total) have not been included in the stats. They have only received 3 sessions so far</p> | | | | | |
| Spring and Summer term Impact | | | | | |
| <p>Due to covid 19, we redirected targeted support into the wellbeing of our children, staff and parents. Resources were made available for staff to support pupils and their families. There were door step visits conducted and Kensington food bank created to aid some of the most vulnerable families. Resources were purchased such as books, stationeries and laptops to support pupils remote learning at home. Sensory educational toys for ASD pupils to support their social and emotional skills. Study packs were created for pupils who did not have access to online learning.</p> | | | | | |
| ii Targeted Support | | | | | |
| 1. Continue to embed HeadStart and NewDay support and interventions to continue to develop resilience in pupils. | Range of early intervention programmes for targeted pupils. | HeadStart programme and activities, HeadStart Champions, Bounce Back, Data Analysis | Ongoing | DHT | Termly |
| | Collaboration work with other schools within the trust to further build on resilience in pupils. | Bespoke support programme/activities, dances, sports, | Ongoing | DHT | Termly |
| 1. Improve and monitor attendance and punctuality of PP pupils | Monitor attendance for specific groups, monthly meeting with AMO and AO | Fortnightly attendance data analysis to HT | Ongoing | DHT | Weekly |
| | Targeting specific children and families (PA) | Weekly attendance analysis from StudyBot | | | |
| | First day absence phone calls to | VCMS | | | |

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| | parents, home visits, parent surgeries and workshops and fines Target meetings on all children below 90% in September. | Parents' evenings Reduction of PA of PP pupils AHTs, phase leaders meeting with parents and children, AO termly report on children below 90%, AHTs and Phase leaders to review and monitor attendance with parents and hold parents meeting. | | | |
| 2. Achievement for All | Coaching to further support professional development of all staff. | Monitoring of coaching sessions. Staff feedback | Ongoing | AHT David Hope | Half Termly |
| 3. To develop a wellbeing programme for children so that they increasingly feel happy and safe and families are given opportunities for reflection and personal development | Place2be and Place2talk Art Nurture Nurture groups Speech Bubbles Counselling sessions for parents of vulnerable families NewDay HeadStart and Bounce Back SALT CAMHS Relaxation Afternoon | Pupil feedback Parental questionnaires Learning walks Regular monitoring of provisions Data analysis Monitoring of behaviour and on Safeguard | Ongoing | DHT | Termly |
| | Parent Gym Cooking club for parents (ESOL) Wellbeing workshops Healthy living workshops | Parental feedback Parental attendance | Ongoing | EAL Lead | Termly |
| Total budgeted cost | | | | | £75,000 |
| Autumn term Impact | | | | | |

Headstart

At the beginning of the academic year we selected a group of children in year 5 that we knew would benefit from the programme. These children were assessed at the start of the programme for current levels in 5 main areas:

- Emotional difficulties
- Behavioural difficulties
- Self esteem
- Problem solving
- Goal setting

Although the programme data is not showing a positive impact with emotional difficulties, behavioural difficulties and self-esteem, anecdotal evidence from teachers is that the strategies have been very effective. The children selected had shown a marked improvement in focus and attitude to learning.

The data does show a significant change in problem solving and goal setting. When you dig deeper into the figures you can see a reliable change for the better with a variety of children.

Attendance

| | Autumn 2018 % | Autumn 2019 % |
|----------------------------------|----------------------|----------------------|
| Whole school with nursery | 94.7 | 94.4 |
| PP | 93.3 | 94.4 |
| Non- PP | 95 | 94.6 |

Improvement in PP attendance is a direct result of AHTs and Phase leaders supporting Attendance Officer in carrying out home visits and monitoring PA.

| iii Other Approaches | | | | | | | | | | | | | | |
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| Inclusion in a wider context: ensuring pupils reach school on time, have breakfast, and can attend after school clubs and externally provided activities. | <p>Increase the number of extra-curricular clubs and extra-curricular opportunities for PP children.</p> <p>55% of PP children to attend at least one club.</p> <p>Sports coach to support PP children</p> <ul style="list-style-type: none"> - Breakfast club - A range of academic, creative and sporting clubs - Booster classes (year 2 and 6). <p>6 o'clock club.</p> | <p>Clubs attendance</p> <p>Data analysis</p> <p>Learning walks</p> <p>Pupil feedback</p> <p>Parent feedback</p> | Ongoing | EYFS Lead | Termly | | | | | | | | | |
| Total budgeted cost | | | | | £7,882 | | | | | | | | | |
| Spring and Summer term Impact | | | | | | | | | | | | | | |
| <p>Due to covid-19 virus, spring and summer targets are incomplete as targets were set for the full academic year and the school was closed, also some families stopped bringing their children to school before the official lockdown in March 2020.</p> <p>During covid-19, weekly and fortnightly phone calls were made by senior leaders and class teachers to our most vulnerable children and monthly calls to every pupil in the school. For vulnerable and key workers children still attending – new sports equipment were purchased to support the physical health of children. Extra resources were purchased and individual stationery packs were made for each pupil attending. Place2be and place2talk happened where possible remotely and also 1:1 with social distancing in place.</p> <p>Attendance until 20th March 2020</p> <table border="1"> <thead> <tr> <th></th> <th>Spring 2019 %</th> <th>Spring 2020 %</th> </tr> </thead> <tbody> <tr> <td>Whole school with nursery</td> <td>96.3</td> <td>91.6</td> </tr> <tr> <td>PP</td> <td>95.6</td> <td>90.2</td> </tr> </tbody> </table> | | | | | | | Spring 2019 % | Spring 2020 % | Whole school with nursery | 96.3 | 91.6 | PP | 95.6 | 90.2 |
| | Spring 2019 % | Spring 2020 % | | | | | | | | | | | | |
| Whole school with nursery | 96.3 | 91.6 | | | | | | | | | | | | |
| PP | 95.6 | 90.2 | | | | | | | | | | | | |

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|---|------|------|--|
| Non- PP | 96.5 | 91.9 | |
| Autumn Term Impact | | | |
| <p data-bbox="190 403 280 435"><u>Clubs</u></p> <p data-bbox="190 475 1377 507">There are 40 clubs in total running in Autumn term (including Breakfast and 6 o'clock clubs).</p> <p data-bbox="190 547 1176 579">62.2% of all children in school (305 children out of 490) have at least 1 club.</p> <p data-bbox="190 579 1736 611">59.7% (37 children out of 62) of SEND children have at least 1 club. That is 12.1% out of all children who have a club.</p> <p data-bbox="190 611 1646 643">68.8% (55 children out of 80) of PP children have at least 1 club. That is 18% out of all children who have a club.</p> <p data-bbox="190 683 1758 715">Out of 38 'regular' after-school clubs, 5 were chosen by children this and last term-suggestions came from School council.</p> <p data-bbox="190 754 414 786"><u>Breakfast Club</u></p> <p data-bbox="190 818 1960 882">Our main changes this term are tightening up of the way Breakfast club runs (we have appointed a lead for this club who is in charge of planning for activities, resources and outcomes) and the introduction of 6 o'clock club which runs for the first time this term.</p> <p data-bbox="190 922 392 954"><u>6 o'clock club</u></p> <p data-bbox="190 986 2049 1082">6 o'clock club is a childcare club for children from YR-Y6; it currently costs £15 per child per day, which is a competitive rate when compared to other providers in the area. Our service includes: picking children up at 3:15; providing a range of activities; support with homework and a healthy snack.</p> <p data-bbox="190 1090 2049 1185">There are various activities that take place during 6 o'clock club. These include sports, art, board games and free play. Homework time is also provided as we understand time can be limited when you eventually get home, after work. In addition to this, we offer literacy and numeracy activities that support and consolidate your child's learning from their year group.</p> <p data-bbox="190 1193 1220 1225">We also provide a healthy snack that follows the schools healthy eating policy.</p> | | | |
| Spring and Summer term Impact | | | |
| <p data-bbox="190 1318 2049 1453">During Covid-19 we invested in new equipment for EYFS, year 1, year 6 and key and essential workers children (180 plus). Each bubble were provided with a range of sports equipment in boxes. We also celebrated Youth Sports Trust (YST) week 23rd - 26th June 2020. Children who were at school took part in a series of sporting competitions as well as differentiated challenging activities provided remotely for children who were at home. Sports coach and Physical Health lead provided training for Middays and staff at school.</p> | | | |

Clubs

50.78% (293 out of 577) has at least 1 club

38.36 % (28 out of 73) of SEND children has at least 1 club. That is 9.56% out of all children who has club.

51.82% (57 children out of 110) of PP children has at least 1 club. That is 19.45% out of all children who has club.

Additional detail

At Kensington Primary school we are dedicated to providing high quality teaching and learning opportunities to meet the needs of all pupils. We have reflected on the needs of our pupil premium pupils and used the research from The Sutton Trust and the impact of different types of interventions to decide how the grant will be spent this year.

Our aims are to:

- Increase pupils self-esteem and confidence
- Support pupils' well-being and mental health
- Close the attainment gap for pupil premium pupils and their peers
- Ensure pupils are given the same access to extended services
- Provide pupils with enriching learning experiences both in and out of school
- Provide pupils with soft skills that will enable them to succeed in the future