

Pupil Premium Strategy 2020-21

Summary information: Strategy Launch Document – September 2020					
Academic Year	20-21	Total PP budget	£163,400	Date of most recent PP Review	Summer 20
Total number of pupils	642	Number of pupils eligible for PP	105 (16%)	Date for next internal review of this strategy	December 20

1. Barriers to future attainment (for pupils eligible for PP)	
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 (LKS2 and WEE), Persistent absenteeism to reduce to 15% (From 18% 2019/20)

2. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)		Success criteria (<i>NFER Attainment Data</i>)	Spring Term Impact against success criteria	Summer Term Impact against success criteria
A	Reduce the percentage of PP children working below age-expected from 31% to 15% (Y1-6).	80% of Y6 PP children achieve EXS in RWM 60% of Y2 PP children achieve EXS in RWM		
B	Diminish the difference (EXS+ RWM) between PP pupils and Non-PP pupils in year 2 Maintain the difference (EXS+ RWM) between PP pupils and Non-PP pupils in year 6	Reduce from 13% to 5% Currently at +1% (maintain levels between -1% and +1%)		
C	Diminish the difference between PP pupils at greater depth and non PP in year 2 Maintain the difference at greater depth between PP pupils and Non-PP pupils in year 6	Reduce from 6% to 0% Target levels between -1% and +1%		
D	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 Events’ – Autumn and Spring Term Feedback from PP parents that they feel supported by the school. 4 Roma families are engaged in school life		

E	The profile of reading is raised across the school with a new reading structure implemented. All children to receive guided reading texts to take home with particular focus on PP children.	80% of Y6 PP children achieve EXS in reading 90% of Y2 PP children achieve EXS in reading		
F	All PP children are equipped with the resources they need in order to access home learning in the event of individuals self-isolating or a bubble lockdown.	100% of PP children engaging in home learning 90% of PP children in Y3-6 regularly using Google Classroom		

3 Planned Expenditure

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
Reduce the percentage of PP children working below age-expected from 31% to 15% (Y1-6).	<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 ensure 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 SLT 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>	Ongoing	AHTs	<p>Termly</p> <p>Termly</p> <p>Termly</p>

	<p>Additional adults to work with cusp exs PP pupils to achieve GDS in reading and writing.</p> <p>Target 3 cusp exs pp pupils parents for reading, vocabulary and oracy workshops through family learning.</p>	<p>Planning, books, termly assessment, targets, data PPMs</p> <p>Learning walks, pupil feedback, teacher feedback</p>			<p>Termly</p> <p>Termly</p>
	<p>Quality first teaching</p> <ul style="list-style-type: none"> - Individualised CPD - Coaching - Subject Leader Support - Peer Support - Use of Data - SLT support 	Data analysis, PPMs, Learning Walks, pupil feedback, Lesson study	Ongoing	AHT – Impact	Termly
	<p>Rise and Shine Programme</p> <ul style="list-style-type: none"> - 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
Diminish the difference (EXS+ RWM) between PP pupils and Non-PP pupils in year 2	<p>Accelerating the progress of PP pupils at age-expected to exceeding.</p> <p>Tailored approaches – breakfast club, targeted leadership roles, building on confidence and self-esteem, emotional wellbeing, after school clubs</p>	Data analysis, Learning walks, Lesson study, PPMs, Pupil feedback	Ongoing	AHT – Impact	Termly
Improve communication and language skills for pupils eligible for PP	Targeted support programme on speech and Language intervention.	Assessments completed by SALT and actions plans developed, implemented and	Ongoing	SALT	Termly

within the EYFS and KS1		reviewed, The Bubble Speech and Language module.			
	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	Ongoing	SALT	Termly
Total budgeted cost					<u>£81,400</u>
Autumn term Impact					
ii Targeted Support					
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
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 parents, home visits, parent surgeries and workshops and fines	VCMs Parents' evenings			
	Target meetings on all children below	Reduction of PA of PP pupils AHTs, phase leaders meeting			

	90% in September.	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.			
Emotional coaching	Coaching to further support professional development of all staff. Emotional coaching and regulation stations in classrooms	Monitoring of coaching sessions. Staff feedback	Ongoing	AHT - JR	Half Termly
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 Nurture groups Counselling sessions for parents of vulnerable families HeadStart and Bounce Back SALT CAMHS Emotional coaching Regulation stations	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					<u>£75,000</u>
Autumn term Impact					

iii Other Approaches					
<p>Inclusion in a wider context: ensuring pupils reach school on time, have breakfast, and can attend after school clubs and externally provided activities.</p>	<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 Data analysis Learning walks Pupil feedback Parent feedback</p>	<p>Ongoing</p>	<p>EYFS Lead</p>	<p>Termly</p>
Total budgeted cost					<u>£7,000</u>
Autumn Term Impact					

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