

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)	
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	
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		

		80% of Y2 PP children achieve EXS in RWM 80% of EYFS PP children achieve GLD		
B	Diminish the difference between PP pupils at greater depth and non PP across the school (Y1-6) Currently 24% and 17% respectively.)	Gap of >4% between PP and non-PP across the school.		
C	Engage newly arrived families from aboard – Parent Voice surveys; anecdotal feedback; Parent Gym attendance; Parents Evening attendance; children’s attendance and punctuality. Engagment 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. 85% of Roma families attend coffee workshop		
D	The profile of reading is continued to be raised across the school and children are experiencing a wider range of high quality texts with a particular focus on PP pupils.	88% of Y6 PP children achieve EXS in reading 80% of Y2 PP children achieve EXS in reading 80% of EYFS PP children achieve GLD		

		80% of PP pupils in year 1,3,4, and 5 achieve EXS in reading		
--	--	--	--	--

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
Reducing the percentage of children working below age-expected from 6% to 3%.	<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>	Ongoing	AHTs	Termly
Increase the percentage of PP pupils getting GDS by 7%	<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, volubulary and oracy workshops through family learning.</p>	<p>Planning, books, termly assessment, targets, data PPMs</p> <p>Learning walks, pupil feedback, teacher feedback</p>			

	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.			
	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 pupils and their parents to set targets on specific issues such as attendance, academic progress and social skills.	Monitoring and analysis of SMART targets with AFA coach.	Ongoing	DHT	Termly
	5. Accelerating the progress of PP pupils at age-expected to exceeding. Tailored approaches –	Data analysis, Learning walks, Lesson study, PPMs, Pupil feedback	Ongoing	DHT	Termly

	breakfast club, targeted leadership roles, building on confidence and self-esteem, emotional wellbeing, after school clubs (see separate plan)				
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	Ongoing	SALT	Termly
Total budgeted cost					£80,800
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			

	<p>parents, home visits, parent surgeries and workshops and fines</p> <p>Target meetings on all children below 90% in September.</p>	<p>Parents' evenings</p> <p>Reduction of PA of PP pupils</p> <p>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.</p>			
2. Achievement for All	Coaching to further support professional development of all staff.	<p>Monitoring of coaching sessions.</p> <p>Staff feedback</p>	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	<p>Place2be and Place2talk</p> <p>Art Nurture</p> <p>Nurture groups</p> <p>Speech Bubbles</p> <p>Counselling sessions for parents of vulnerable families</p> <p>NewDay</p> <p>HeadStart and Bounce Back</p> <p>SALT</p> <p>CAMHS</p> <p>Relaxation Afternoon</p>	<p>Pupil feedback</p> <p>Parental questionnaires</p> <p>Learning walks</p> <p>Regular monitoring of provisions</p> <p>Data analysis</p> <p>Monitoring of behaviour and on Safeguard</p>	Ongoing	DHT	Termly
	<p>Parent Gym</p> <p>Cooking club for parents (ESOL)</p> <p>Wellbeing workshops</p> <p>Healthy living workshops</p>	<p>Parental feedback</p> <p>Parental attendance</p>	Ongoing	EAL Lead	Termly
Total budgeted cost					£75,000

iii Other Approaches					
Inclusion in a wider context: ensuring pupils reach school on time, have breakfast, and can attend after school clubs and externally provided activities.	Increase the number of extra-curricular clubs and extra-curricular opportunities for PP children. 55% pf PP children to attend at least one club. Sports coach to support PP children - Breakfast club - A range of academic, creative and sporting clubs - Booster classes (year 2 and 6). 6 0'clock club.	Clubs attendance Data analysis Learning walks Pupil feedback Parent feedback	Ongoing	EYFS Lead	Termly
Total budgeted cost					£7,882

Additional detail
<p>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.</p> <p>Our aims are to:</p> <ul style="list-style-type: none"> • 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