

# Kimberworth Primary: Pupil premium strategy statement 2019-20

1. Summary information					
School	Kimberworth Primary School				
Academic Year	2019/20	Total PP budget	113180	Date of most recent PP Review	11/03/19
Total number of pupils	200	Number of pupils eligible for PP	81	Date for next internal review of this strategy	31/04/20

2. Current attainment		
	<i>Expected Standard</i>	<i>Greater Depth</i>
Reading	71.4%	10.7%
Writing	71.4%	17.9%
Maths	75%	10.7%
SPAG	67.9%	14.3%
Progress Scores	61%	
Reading	+2.1	
Writing	+3.1	
Maths	+2.4	

3. Barriers to future attainment (for pupils eligible for PP)	
<b>In-school barriers</b>	
A.	Vocabulary knowledge is at a low starting point when children enter school
B.	Attendance rates
C.	New children starting with little or no English or SEND
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
D.	Parents with impoverished language not being able to read with children or able to support with homework

<b>4. Desired outcomes</b>		<b>Success criteria</b>
<b>A.</b>	Vocabulary knowledge is at a low starting point when children enter school	The vocabulary knowledge of children is developed rapidly through teachers introducing the children to a wide range of vocabulary in all subject areas.
<b>B.</b>	Low prior attainment band to achieve a standard or high score	Children Key Stage Three ready
<b>C.</b>	Middle prior attainment band to achieve a standard or high score	Children Key Stage Three ready
<b>D.</b>	65 % reaching or exceeding expected Standard	Children Key Stage Three ready
<b>E.</b>	Increase attendance rates for pupils eligible for PP	Reduce the number of persistent absentees among pupils eligible for PP. Overall PP attendance improves and is in line with other pupils

5. Planned expenditure					
Academic year		2018/2019			
i. Quality of teaching for all + Universal entitlement					
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?
Teaching Assistants to support children in English and Maths lessons and with interventions  Universal entitlement	All staff supporting English and Maths lessons each morning from F1 to Y6 and delivering interventions	To support learners with misconceptions in daily English and Maths lessons through pre learning and interventions.  To accelerate progress and increase attainment each term and increase the number of children moving to Expected Standard in Y1 to Y6	Governors Data Committee to monitor progress  Pupil progress meetings  Drops in's and lesson observations	MT JE KB CG	Termly Governors meetings Budget £48,000
HLTA to raise standards and to lift standards further in maths and comprehension in Y6	HLTA to deliver interventions or cover class whilst teacher boosts in Reading and Maths in the afternoon	To identify Pupil premium children who are falling behind and initiate additional strategies to support reading, comprehension and maths. Progress to be measured in pupil progress meetings and on emags	Governing body Data committee to monitor termly  Pupil progress meetings  Drops in's and lesson observations	MT, JE, KB	Termly full Governor meeting Budget £14,000
To improve Literacy outcomes across school through Assertive Mentoring, Rising Stars and Cracking Comprehension throughout school. Bedrock programme and Spag Interventions Spelling Shed Universal entitlement	Parent, Child, Teacher meeting take place each term. Weekly assertive mentoring sessions and weekly Cracking Comprehension lessons, bedrock vocabulary sessions and setting for SPAG Spelling Shed each week	Children and parents are aware of their children's progress and targets. Assertive mentoring and Rising Stars used as a tool to identify gaps. Cracking Comprehension is used to teach the children the skills needed for reading and comprehension Bedrock programme followed to increase children's vocabulary Setting for SPAG to improve spelling out comes Speeling shed based on individual pupils needs	Governors Data Committee to monitor progress  Pupil progress meetings  Drops in's and lesson observations	All staff SLT	Termly Governors meetings Budget £20,000

<b>Total budgeted cost</b>					£82,000
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Children to be able to spell age appropriate words fluently	Literacy Spelling Shed	Scheme created following key National Curriculum objectives and takes children through the statutory and non-statutory spelling lists in each age phase. Whole-school scheme of work for spelling gives 100% coverage of the English National Curriculum including all statutory words and spelling rules. The scheme is broken up into a weekly progression with a Spelling Shed list for each week	Governors Data Committee to monitor progress  Pupil progress meetings  Drops in's and lesson observations  Data outcomes		Termly Governors meetings Budget £350
Children in Y2, Y3, Y4 and Y5 to have increased tables recall.	Timetables Rockstars in Y2, Y3, Y4, Y5	Times Tables Rock Stars is a carefully sequenced programme of daily times tables practice. Each week concentrates on a different times table, with a recommended consolidation week for rehearsing the tables that have recently been practiced every third week or so. This format has very successfully boosted times tables recall speed for hundreds of thousands of pupils over the last 7 years in over 4500 schools	Governors Data Committee to monitor progress  Pupil progress meetings  Drops in's and lesson observations  Data outcomes	Maths coordinator SLT All teachers	Termly Governors meetings Budget £400

<b>Total budgeted cost</b>	£750
----------------------------	------

**iii. Other approaches**

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Increased attendance rates for all pupils and in particular PP children	Attendance Officer employed to monitor pupils and follow up quickly on absences. First day response provision. Work closely with EWO and Early Help	We can't improve attainment for children if they aren't actually attending school. NFER briefing for school leaders identifies addressing attendance as a key step.	Once a month meetings with Early help. Once a fortnight meetings with EWO, SENCO, Attendance Officer, head etc. will collaborate to ensure provision and standard school processes work smoothly together. Governors attendance panel each half term Learning community attendance meetings	HT SENCO Attendance Officer SENCO	Attendance Panel with Governors Termly Governors meeting Budget £13,000
Social, emotional and behavioural issues with identified PP children are addressed Mental well being of PP children is given a high priority	Identify a targeted intervention for identified students with Inclusion officer. Inclusion Officer to engage with parents before intervention begins. Develop restorative approaches and focus on positive behaviours.	Targeted interventions matched to specific students with particular needs or behavioural issues. Lego Therapy sessions for identified children to improve children mental health and resilience Thrive Programme to improve children mental health Emotional literacy	Ensure identification of target pupils is fair, transparent and properly recorded. Monitor behaviour but also monitor whether improvements in behaviour translate into improved attainment. Observation by relevant staff of the nurture group in school.	All teachers Inclusion Officer SENCO	Termly Governors meetings Budget £14,404

Improved attendance of PP through offering places at Breakfast and After School Club	No costing barriers to attending Breakfast and After School Club	Provide opportunities for identified children to access our Breakfast and After school provision to improve attendance and punctuality	Analyse attendance records	SR AS MT	Termly Attendance Panel Termly full Governors meetings Budget: £300
<b>Total budgeted cost</b>					<b>£27,704.00</b>

6. Review of expenditure				
Previous Academic Year		2018/2019		
i. Quality of teaching for all				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Teaching Assistants to support children in English and Maths lessons and with interventions  Universal entitlement	All staff supporting English and Maths lessons each morning from F1 to Y6 and delivering interventions	Teaching assistants delivered interventions to support learners with misconceptions in daily English and maths lessons and reinforce non negotiables  After school interventions also took place for year six pupils with all teachers working with identified children  More children in each year group were working at age related expectations	This was an effective strategy spend and will continue in all classes from Y1 to Y6  Also the teachers alongside the teaching assistants will deliver interventions outside of the daily maths and literacy lessons to close gaps especially for any PP children who are falling behind  Pupil progress will be monitored through work scrutiny , lesson observations and attainment	Termly Governors meetings Budget  £49,000

HLTA to raise standards and to lift standards further in maths and comprehension in Y6	HLTA to deliver interventions or cover class whilst teacher boosts in Reading and Maths in the afternoon		Expected Standard	Above Expected	This was an effective strategy spend and will continue next year	Termly full Governor meeting Budget: £15189
		Reading	71.4%	10.7%		
		Maths	75%	10.7%		
		Reading progress score	+2.1			
		Maths Progress score	+2.4			
The number of pupil premium children and other children achieving the expected standard was higher in 2018 than in the previous year						
Assertive Mentoring, Rising Stars and Cracking Comprehension throughout school.  Maths Mastery  Universal entitlement	Parent, Child, Teacher meeting take place each term.  Weekly assertive mentoring sessions and weekly Cracking Comprehension lessons	Good attendance by parents of PP children at assertive mentoring meetings. Children and parents aware of their targets  Gaps identified and interventions put in place alongside good quality first hand teaching to close gaps between Non pp and pp pupils  Increased attainment in all classes in reading for pupil premium children on previous year			This was an effective strategy spend and will continue and be monitored through the whole school monitoring cycle of work scrutiny, lesson observations and progress and attainment of children  Introduce spelling shed, provide time in school for any PP children who don't have access to computers etc at home	Termly Governors meetings Budget  £24,000
<b>ii. Targeted support</b>						
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.		<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>	

Children to be able to spell age appropriate words fluently	Literacy Spelling Shed	Children keen to learn spellings. Spelling of PP children is improving and closing gaps to non pp children Sequential scheme of work that ensures effective progression Staff and parents on board Children enjoy the celebration assemblies	This has been a very effective strategy and will continue next year and be introduced into all classes	£100
Children in Y2, Y3, Y4 and Y5 to have increased tables recall.	Timetables Rockstars in Y2, Y3,Y4,Y5	This programme has successfully boosted times tables recall speed for the children  Sequential scheme of work that ensures effective progression Staff and parents on board Children enjoy the celebration assemblies	This has been a very effective strategy and will continue next year	£200
<b>iii. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Increased attendance rates	Attendance Officer employed to monitor pupils and follow up quickly on absences. First day response provision. Work closely with EWO and Early Help	Good liaison established with Early help to support families with attendance Attended learning community attendance officer meetings to work together as a learning community on attendance and shared strategies and policies effectively Reward system in place for attendance each week and at the end of each term has been very effective and raised the profile of attendance across school	This was an effective strategy spend and will continue as it did raise attendance and therefore attainment for pupils. It was backed up effectively by Early Help referrals and the Governors half termly attendance panels  Number or PA children declined	Attendance Panel with Governors Termly Governors meeting Budget £14733

<p>Social, emotional and behavioural issues with identified children are addressed</p>	<p>Identify a targeted intervention for identified students with Inclusion officer. Inclusion Officer to engage with parents before intervention begins. Develop restorative approaches and focus on positive</p>	<p>Lego therapy, Thrive, enable and play therapy all took place for identified children with social and emotional and mental health needs Meetings took place with parents prior to the programme Increase confidence and improved mental well being of identified pupils was observed and the resilience of children increased which enabled them to deal with stressful and unexpected situations</p>	<p>This was a very effective spend and will continue next year</p>	<p>Termly Governors meetings Budget £11846</p>
<p>Improved attendance through offering places at Breakfast and After School Club</p>	<p>No costing barriers to attending Breakfast and After School Club</p>	<p>Register shows a high number of pupils attending Breakfast and After School club</p>	<p>This was an effective strategy spend and will continue as it did raise attendance and therefore attainment for some pupils. It was backed up by Early Help referrals and the Governors half termly attendance panels  Number or PA children declined</p>	<p>Termly Attendance Panel Termly full Governors meetings Budget: £2992</p>