



## Kirk Ella St Andrew's Community Primary School Pupil premium Strategy 2019-2020

### SUMMARY INFORMATION

All members of staff, governors and teaching assistants accept responsibility for 'socially disadvantaged' pupils and are committed to meeting their pastoral, social and academic needs within the school environment. We are committed to 'narrowing the gap' between vulnerable pupils and their peers; the pupil premium forms a vital part of this process. This funding helps remove barriers to learning so that all our pupils reach their full potential and enables them to fully engage in our curriculum and school life. The governors reserve the right to allocate the pupil premium funding to support any pupils or groups of pupils the school has legitimately identified as being socially disadvantaged. Provision will be made through:

- Facilitating pupils' access to education
- Facilitating pupils' access to the curriculum
- Alternative support and intervention within the school

It is the responsibility of the school to explain pupil premium expenditure to parents in the form of an annual statement. This report aims to detail information on how Pupil Premium has been used within school. It will detail the attainment and progress of pupils who are covered by the premium and the intervention that has been supported by the additional funding.

Date of most recent pupil premium review:	October 2019	Date of next pupil premium review:	October 2020
Total number of pupils:	512	Total pupil premium budget:	£36,315

The Pupil Premium Grant (PPG) 2019-2020 provides funding for:

- Pupils in Year Groups Reception to Year 6 recorded as having free school meals at any point in the previous 6 years are allocated £1,320
- Any pupil who is classed as a 'Looked After Children' (LAC) is allocated £2,300
- Children adopted from care under the Adoption and Children Act 2002 and children who have left care under a Special Guardianship or Residence Order £2,300
- Pupils in Year Groups Reception to Year 6 recorded as having been a Service Child or in receipt of a child pension from the Ministry of Defence in the last 5 years £300

## YEAR ALLOCATION

2013-14	£17,101
2014-15	£25,000
2015-16	£22,440
2016-17	£25,080
2017-18	£38,920
2018-19	£31,920
2019-20	£36,315

## STRATEGY STATEMENT

The amount of Pupil Premium children in the school is relatively low compared to most schools. This is why year by year tracking can be difficult as some years a pupil premium child can represent 50% of the PP children in the year group.

In deciding which interventions to use we take into account:

- Views of relevant staff
- Views of parents
- Input from children
- Monitoring of effectiveness of previously tried approaches within school

We track and analyse the attainment and progress of all children, irrespective of whether or not they attract additional funding; adapting and intensifying support as necessary and where feasible within the constraints of budget and time. This is so that we ensure that teaching and learning opportunities meet the needs of all children.

Pupil Premium funding will be allocated following a needs analysis which will identify priority classes/groups or individuals

In making provision for socially disadvantaged pupils, we recognise that not all pupils who are eligible/in receipt of free school meals will be socially disadvantaged.

We recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate Pupil Premium funding to support any pupil or group of pupils whom we recognise as being socially disadvantaged.

<b>EYFS</b>		
Subject area	Pupils eligible for pupil premium (PP)	Pupils not eligible for PP
Literacy	N/A	92%
Maths	N/A	97%
Understanding the world	N/A	98%
Expressive arts and design	N/A	98%

<b>END OF KS1</b>		
Subject area	Pupils eligible for PP	Pupils not eligible for PP
% making expected or better than expected progress in reading	67% (78%)	69% (78%)
% making expected or better than expected progress in writing	67% (73%)	72% (73%)
% making expected or better than expected progress in maths	67% (79%)	73% (79%)

<b>YEAR 2 PHONICS SCREENING CHECK</b>		
Pupils eligible for PP	Pupils not eligible for PP	National average
100%	94%	82%

<b>END OF KS2</b>		
Subject area	Pupils eligible for PP	Pupils not eligible for PP
% making expected or better than expected progress in reading	75%	85%

END OF KS2		
% making expected or better than expected progress in writing	88%	94%
% making expected or better than expected progress in maths	100%	94%

BARRIERS TO FUTURE ATTAINMENT	
A	Rates of progress – the number of children making accelerated progress across school increasing
B	Social and emotional barriers, including mental health issues, which interfere with rates of progress and the achievement of targets.
C	Attendance and lateness for some children is impacting on attainment
D	Parent engagement in children’s learning

**DESIRED OUTCOMES for 2019-2020**

Below are examples of provision the school may use. Decisions on participation are made throughout each year based on assessment and capacity.

- Providing small group work and individual 1-1 tuition, with TA's and HLTA focussed on closing gaps and overcoming gaps in learning.
- Additional teaching and learning opportunities provided through a qualified teacher, teaching assistants or external agencies.
- Ensuring attendance and promptness are priorities and do not hinder attainment.
- Booster Classes in English and Maths
- Catch-up sessions
- Additional access to teacher support
- Additional Teaching Assistant Support
- Specific intervention programmes e.g. supporting children to overcome problems caused by dyslexia.
- Acquiring effective materials aimed at raising standards, particularly in reading and mathematics.
- Providing emotional literacy support through the Emotional Literacy Support Assistants (ELSA) programme
- Provision of subscription based support online at home and school e.g. Mathletics, Lexia
- Provision of iPads to access appropriate support materials and give access to the curriculum
- Paying for additional activities e.g. musical instrument lessons, trips and residential

All these strategies are reviewed for effectiveness by teacher and leaders. The key aim is to narrow the gaps for Pupil Premium children so they are line with their peers.

Outcomes 2019-2020		Success Criteria	Action
A	Higher rates of progress across the school for children eligible for PP	Through tracking of on-going progress, identified children will have 1-1 support. These children will make the same level of progress as their peers. Teacher assessments and interventions will be monitored	Pupil Premium Champion selected and focus on PP children to support intervention strategies. Staff to track progress and provide support PP children.
B	PP children who are also more able MA need to be challenged in order to achieve their higher targets	PP/MA pupils to achieve their end of year targets	1-1 support providing challenge to those relevant children
C	Increased attendance and	Children attend school more	Children are targeted,

	involvement of PP children in school	regularly and is in line with their peers	reminded of attendance and letters send home. These are followed up with phone calls to see what barriers we have to attendance.
D	Those staff who have been trained to deliver ELSA will work with identified children including PP to support social and emotional needs	Delivery of effective interventions will show an improvement from the initial review to the final review.	ELSA delivery to individual children. Monitoring by HT of impact and effectiveness in the improvement of individual social and emotional issues.
E	Engagement of parents at home with homework and discussions with staff	PP children are supported more at home and increasing amount of work completed. Parents are engaged with the learning of their child	Use of class Dojo to promote a dialogue with parents. Targeted support with online work as well as monitoring reading, Maths and English work received

To monitor progress on attainment, we have a cycle of data collection and tracking, which is used to inform pupil progress and enable early identification of need, support and appropriate intervention. Pupil progress meetings are held termly and more regularly if concerns are raised. At each review of this strategy, the school will review the impact of actions taken and will plan how the funding will be specifically allocated over the next phase. Pupil Premium has an allocated Governor with responsibility for this area and the funding and impact is a regular item on the Pupil Welfare, Curriculum and Standards and Finance Committees.

REVIEW OF DESIRED OUTCOMES FOR 2018/2019			
Outcomes 2018-2019		Success Criteria	Lessons Learned
A	Higher rates of progress across the school for children eligible for PP	Through tracking of on-going progress, identified children will have 1-1 support. These children will make the same level of progress as their peers. Teacher assessments and interventions will be monitored	On the whole children progressed well with targeted support. This is compared to their starting points. Attendance is still an issue with some and engagement at home.
B	PP children who are also more able MA need to be challenged in order to achieve their higher targets	PP/MA pupils to achieve their end of year targets	Extra support has been provided but there are still year groups that still have MA children that need to

			catch up
C	Increased attendance and involvement of PP children in school	Children attend school more regularly and is in line with their peers	Attendance on the whole has improved for PP children there are 2/3 that still need to improve. Where this has improved, we have seen things improving
D	Those staff who have been trained to deliver ELSA will work with identified children including PP to support social and emotional needs	Delivery of effective interventions will show an improvement from the initial review to the final review.	ELSA delivery has had a large impact on the children accessing their learning. This is continuing.
E	Engagement of parents at home with homework and discussions with staff	PP children are supported more at home and increasing amount of work completed. Parents are engaged with the learning of their child	Parents still find it hard to engage in some cases and further measures are being put in place to ensure this can be made easier