

KATES HILL PRIMARY SCHOOL
PUPIL PREMIUM STRATEGIC REPORTING
2019-20

ETHOS

Pupil Premium funding is very important to Learning Link MAT because this grant gives us some opportunities to raise attainment and to reduce the barriers to learning which some children and their families find challenging. The effective use of pupil premium is a whole school priority – every adult in each school is aware and focused upon the need to close gaps. Governors play an active role in discussing Pupil Premium priorities and are kept fully up to date with the impact of our spending decisions. Learning Link MAT is in the process of considering the best ways to centrally champion support for the most effective and efficient way to use pupil premium so that this large fund of over £1m can have amazing impact.

Kates Hill Primary School have six values which permeate everything we do: HAPPINESS, PERSEVERANCE, HONESTY, RESPECT, RESPONSIBILITY, SELF ESTEEM.

Focus of Pupil Premium Spending

We aim to ensure we spend our additional Pupil Premium Grant on things that work and are effective in making a positive difference to our disadvantaged children, helping to combat their many barriers to learning and close any gaps in achievement so they do just as well as the other children. We regularly measure the impact or effect of our Pupil Premium strategies and initiatives using a range of methods including:

- analysis of achievement data to see if we are successfully closing any gaps;
- opportunities to access a wide range of enrichment.
- Speech and Language Therapy targeted support in EYFS and KS1
- Tracking the progress in the intervention programmes they are on and other support they and their families receive to see if they are working using our , leading to an in-depth discussion and guidance from senior managers on how best to help each individual pupil as well as groups of pupils;
- observation of in-class support, intervention programmes and other provision to ensure they are being delivered well and are targeted on the children who will benefit most from them to maximise their effectiveness and impact;
- directly comparing the quality of work and progress in their books to that of the other children in the class;
- Mentoring sessions with pupil premium worker
- feedback from the additional outside agencies we buy in such as our professional counselling service, and from staff about the positive difference these services are making;
- analysis of other relevant key indicators such as attendance, punctuality, behaviour;
- PSHE assessments as well as information relating to Social Care involvement, safeguarding and child protection.
- Investing in resources to boost children’s confidence and learning, baseline tests, workbooks and revision aids.

We use this information to decide which strategies are working well and that we can expand and build-on, and which are not having much effect so need to be targeted on different children, improved, or abandoned and replaced with something better. This information

is compared to the cost so we can look for better alternatives if they are not providing 'value for money'

Barriers and Challenges at Kates Hill Primary School

We identify and address barriers to learning faced by individual pupils through:

- Teaching Coaches Programme
- Learning Environments provided
- Pedagogy and performance
- Lesson observations
- Early help or operation encompass concerns
- Mental Health/community concerns
- Pupil voice
- Parents and agencies
- Tracking of pupil attainment and progress, especially in our pupil progress meetings in which all disadvantaged children (including higher ability PP children) are discussed in detail with senior leaders and evaluating the effectiveness of strategies to overcome their barriers to learning.
- PSE Jigsaw Programme
- Immersive bespoke relevant curriculum
- RE/PE concerns

The main barriers to educational achievement faced by eligible pupils at the school:

- Perception
- Poor experiences
- Low language levels – Our pupils have language delay or difficulties when they arrive in Foundation Stage as identified by teaching staff. This leads to social communication difficulties, and issues with reading and writing
- Low level of basic skills- children enter school well below Age Related Expectations (ARE)
- Previous poor encounters with education
- Broken family structures – family stress and low resilience
- Low parental engagement/parenting skills
- Safeguarding and welfare issues which may lead to Social Services involvement
- Social, emotional
- Socio-economic disadvantage. The school has a 0.2 deprivation indicator, lowest 10% of all schools
- Housing issues i.e. massive overcrowding, temporary poor quality accommodation and friction with neighbours and other members of the community
- Poor health and diet, high level of medical needs, and low attendance
- Special educational needs and disabilities.

*Inclusion and Respect
Passion and Integrity*

| |
|--|
| |
|--|

1. Summary information

| Kates Hill Primary School | | | | | |
|---------------------------|---------|---|---|--|---------------|
| Academic Year | 2019/20 | Total PP budget expected 19/20 | £ 224,400 | Date of most recent PP Review | July 2019 |
| Total number of pupils | 416 | Number of pupils eligible for PP 170 (40.9%) | Reception: 14 Year 1: 20 Year 2: 19 Year 3: 25 Year 4: 28 Year 5: 34 Year 6: 30 | Date for next internal review of this strategy | February 2020 |

Baseline Achievement Data(Autumn 2018)Actual 2019 Summer SATS RESULTS

| | <i>Pupils eligible for PP</i> | <i>Pupils not eligible for PP</i> | All pupils – combined |
|--|-------------------------------|-----------------------------------|-----------------------|
| % achieving ARE or above in reading, writing and maths | 55 | 63 | 59% |
| % KS1-KS2 ARE or above in reading | 62 | 70 | 66% |
| % KS1-KS2 ARE or above in writing | 62 | 67 | 64% |
| % KS1-KS2 ARE or above in maths | 65 | 77 | 70% |

Achievement Review (internal assesement 2019)

***Inclusion and Respect
Passion and Integrity***

| | <i>Pupils eligible for PP</i> | <i>Pupils not eligible for PP</i> | All pupils – combined |
|---|-------------------------------|-----------------------------------|-----------------------|
| % attaining ARE or above in reading, writing and maths | 34 pupils 62 | 27 pupils 59 | 61 |
| % KS1-KS2 ARE or above in reading | 65 | 67 | 66 |
| % KS1-KS2 ARE or above in writing | 62 | 63 | 64 |
| % KS1-KS2 ARE or above in maths | 68 | 70 | 67 |

2. Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers

- | | |
|-----------|--|
| A. | Low levels on entry of pupil premium pupils Pupils RWM skills in KS2 need to further improve to close the gap on national attainment Pupils motivation and confidence intervals are low Teaching and learning approaches (teaching coaches) need to further impact outcomes |
| B. | Low levels in language development, vocabulary and receptive language. Middle attaining disadvantaged pupils need to reach expected targets |
| C. | Children need to develop resilience and independence to reach their full potential and be aspirational for their future Disadvantaged pupils achieving the expected level in Literacy/Writing by the end of Reception must increase |
| D. | A large number of pupils are also on the SEN register 20% |

External barriers

- | | |
|-----------|--|
| E. | Low attendance for a group of children across the school is hindering their academic achievement. 93% Target = 96% |
| F. | Early Help/Parental engagement = There are a number of families who require additional support from outside agencies Lack of cultural enrichment and perceptions within the community |

**Inclusion and Respect
Passion and Integrity**

| | | |
|----------------------------|---|---|
| G. | Lack of aspirations, lack of life skills - Enrichment beyond the Curriculum. Poor school experiences | |
| 3. Desired outcomes | | |
| | Desired outcomes and how they will be measured | Success criteria |
| A. | <p>ACHIEVEMENT/ACCELERATION A higher proportion of Pupil Premium Children reach Age Related Expectations (ARE)</p> <p>Pupils reading and Maths skills across school are improved and have diminished the differences between these pupils and other pupils internally and nationally.</p> <p>Pupils reading and love of reading through Rainbow readers Reading buddies An increase in GLD in EYFS</p> | <ul style="list-style-type: none"> - - Data reflects a narrowing of the gap between PP and non PP groups in Reading, Writing and Maths. - Pupils attaining Age Related Expectations - Expectation of at least 2 points progress each term - PPG pupils to achieve better results or in line - Increase in GLD - PP pupils passing the phonics screening test |
| B. | <p>ACCELERATION Increase the number of pupil premium pupils gaining greater depth across the curriculum. Pupils off track are monitored and supported</p> | <ul style="list-style-type: none"> - PP pupils to make 6 points progress whatever their starting point. - Close to NA progress scores - More PP pupils on track to reach GD |
| C. | <p>ACCESS/ASPIRATION To increase capacity in school to improve Speech and Language in the Early Years and KS1 Language First Programme results Increase GLD in reception</p> | <ul style="list-style-type: none"> - Children to develop curriculum vocabulary - Children to improve reading and writing skills - Children to make progress in baseline tests - Results of Language Bid - Wellcomm training to be used to improve and provide impact |
| D. | <p>ASPIRATION/ACCOUNTABILITY To support the Mental HEALTH Agenda. To develop children's social, emotional and mental well being. Mental Health Change team Anti Bullying Ambassadors Mental Health Screening</p> | <ul style="list-style-type: none"> - Children come to school ready to learn. - Children are resilient and there is a reduction of behaviour incidents. - Children have increased opportunities to experience a wide range of activities and enrichment experiences. - Jigsaw programme - PSE/RE/Healthy Relationships lessons |

**Inclusion and Respect
Passion and Integrity**

| | | |
|-----------|--|---|
| | Healthy Relationships | |
| E. | ACCELERATION To raise PP attendance, targeting key pupils for attendance trackers | <ul style="list-style-type: none"> - Pupils to attend school regularly - Attendance in line with non PP children - Reduction in the number of persistent absentees - Analysis and evidence of intervention/attendance trackers - Attendance to restart at 100% half termly |
| F. | ASPIRATION Parents access to Early Help increases Parental courses available to bridge the gaps Increase parental engagement through a variety of workshops and family learning on site. Family Learning Hub status | <ul style="list-style-type: none"> - Children to receive learning support at home - Parents feel empowered to support children with all aspects relating to school. |

Range of Approaches to support pupils at Kates Hill Primary School and Impacts

| Approach | Reason | Impact |
|---|--|--|
| High Quality intervention | To close the gaps between PP and non PP groups. | Expected Progress increase up to Summer 2019 Better outcomes in RWM in KS2 sATS |
| Reading Intervention done by all staff | To bridge learning gaps Ensure children are reaching Age Related Expectations (ARE). Reading Outcomes need to be increased as does the love of reading | See separate data analysis Overall progress for PPG pupils is in line with non ppg and in some years better |
| Teaching Assistants providing highly | Sutton Trust research found | |

***Inclusion and Respect
Passion and Integrity***

| | | |
|---|---|---|
| <p>effective in-class support and guidance, coaching for improvement, and emotional support to those with behavioral difficulties</p> <p>PPG/LAC Mentor</p> <p>Highly effective Inclusion Team</p> | <p>assessment for learning and effective feedback accelerated the progress of disadvantaged pupils.</p> <p>1-1 Targets addressed 25% of pupils with high level needs</p> | <p>Progress of Key pupils who are LAC and have EBd</p> <p>Individual intervention and care improves happiness of pupils</p> <p>Increase in behaviour and happiness of pupils</p> |
| <p>1:1 tuition and small group teaching in Year 2/6</p> | <p>Poor entrance data, with significant language gaps. internal evaluations show this boosts learning and helps close gaps.</p> | <ul style="list-style-type: none"> - Children closing gaps in learning and receiving individualised and personalized learning - Better results and improved knowledge of pupil gaps |
| <p>Additional 1:1 TA support for PP children with social, medical and behavioural needs</p> <p>Nurture Provision</p> <p>Inclusion</p> | <p>Personalised Learning</p> <p>Essential to enable the children to attend school and access learning at their level</p> | <ul style="list-style-type: none"> - Children are able to access learning and are included in all aspects of the curriculum. - Children are receiving calm time and sensory input as well as a key worker to help overcome any barriers to learning. - Children manage emotions and behaviour and have built resilience; ready for learning. |
| <p>Communication and Language screening and dedicated language and social communication groups in EYFS and KS1</p> <p>Involvement in Welcomm and the language first bid</p> | <p>Language development and building of confidence and self-esteem</p> <p>Interventions daily Tracking and more in depth screening of SPLD pupils</p> <p>Great knowledge at staff level</p> | <ul style="list-style-type: none"> - Children have further developed curriculum vocabulary and are showing improved use of language during teaching and learning sessions. - Social skills have improved further. Counsellors Report - Parent classes - Progress scores of pupils involved: |
| <p>New arrival/EAL language unit = English as an additional language support groups and additional focussed support for PP</p> | <p>We have found specialist EAL teaching area to be effective in supporting children rapidly gain</p> | <ul style="list-style-type: none"> - Children who are new to English, quickly developing English language and accessing the national curriculum. |

**Inclusion and Respect
Passion and Integrity**

| | | |
|--|---|--|
| <p>children who are also New Arrivals</p> <p>Additional Trained teachers to support afternoon sessions</p> | <p>basic language fluency</p> | <ul style="list-style-type: none"> - EAL children making good progress. - A number of children new to English have reached ARE. - The unit caters for 6 -10 pupils on a daily basis |
| <p>EIS Home visits, attendance surgeries and drop ins.</p> | <p>Increase attendance of identified pupils to enable greater access to learning</p> | <ul style="list-style-type: none"> - Key PP children are also persistent absentees. - Attendance clinics have supported parents in ensuring that their child attends school regularly. |
| <p>Wide range of extra-curricular clubs and activities. Trips funded for PPG pupils</p> <p>Residential opportunities</p> <p>£15,000</p> | <p>Research suggests that where extra-curricular clubs are learning based they impact positively.</p> | <ul style="list-style-type: none"> - Pupil Premium children accessing extracurricular activities and enrichment. 25 % of PPG pupils attend afterschool clubs |

1. Planned expenditure

| | | | | | |
|---|---|---|--|------------------------------------|---|
| Academic year | 2019/20 | | | | |
| i. Quality of teaching for all/high quality teaching across the school | | | | | |
| 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? |
| A | Implement a bespoke immersive curriculum, with purpose and clear pathways | <p>Need to stimulate and focus pupils giving independence</p> <p>Focus on the child's needs Life experiences</p> <p>Crucial part of our school values/ethos</p> | <p>Pupil voice and workshop on their books</p> <p>Curriculum book trawls</p> <p>Environment walks in LLMAT</p> <p>DPA Sessions (£8,477)</p> <p>Subject reviews</p> | <p>SLT</p> <p>Curriculum Teams</p> | Termly |

***Inclusion and Respect
Passion and Integrity***

| | | | | | |
|--|---|--|--|--|----------------------|
| | <p>Implement learning pathways</p> <p>Additional groups in Maths and English</p> <p>Selected PPG children for reading</p> <p>RWI Phonics Deliver quality phonics Track PPG pupils Reading Buddies</p> <p>Purchase</p> | <p>In school research shows that small group interventions with high quality staff are effective in boosting pupil progress</p> <p>1-1- Mock testing 1-2- Small groups focusing on different phases Phonics scores improving</p> <p>Create confident readers Fluent readers</p> <p>Bridge the gap in mathematical concepts</p> | <p>Termly data analysis</p> <p>Pupil Progress meetings will discuss target pupils and interventions.</p> <p>Book trawls will demonstrate skills are being transferred across the curriculum.</p> <p>Rising Stars Baseline TeSTING in Maths and English</p> <p>Phonics Lead established in School</p> <p>Literacy Lead employed</p> <p>Audit of Phonics Audit of reading</p> <p>Analysing the tests at KS1/2</p> <p>Resources purchased (to be match funded @ £2,989 by English Hub)</p> | <p>SLT</p> <p>RB</p> <p>JM</p> <p>RB</p> <p>DC</p> | <p>Yearly/Termly</p> |
|--|---|--|--|--|----------------------|

***Inclusion and Respect
Passion and Integrity***

| | | | | | |
|----------|--|---|---|--|--------|
| | Phonics books for all abilities Challenge reading texts, additional guided reading | | | | |
| B | <p>Develop VIPERS focusing on vocabulary rich</p> <p>SLT/SENCO identify pupils with potential to achieve greater depth in different areas of the curriculum.</p> <p>Effective feedback</p> <p>Quality marking</p> <p>Teaching assistants run interventions in reading,</p> | <p>School data shows the need to increase the number of PPG pupils with greater depth.</p> <p>Research shows that quality feedback can enable children to make additional progress.</p> <p>Pupil progress can be boosted by 3-5 months when Teaching Assistants deliver evidence based interventions in which they are trained and experienced.</p> | <p>Baseline and evaluation data of evidence based interventions</p> <p>Pupil Progress meetings demonstrate that children are making expected progress (2 APS points per term)</p> <p>Termly data analysis</p> <p>Extra teaching groups especially Summer Term years 1 and 5</p> <p>Extra teacher in Year 2/6 £40,479</p> <p>25% SLT salaries on interventions £59,416</p> <p>25% 6 x Teaching Assistants delivering interventions £25,227</p> <p>Holiday learning club = £220</p> | <p>SLT</p> <p>Inclusion Team</p> <p>Class teachers</p> | Termly |

***Inclusion and Respect
Passion and Integrity***

| | | | | | |
|------------------|---|--|---|---|---------------|
| <p>C</p> | <p>Phonics phases to be refocused and monitored with clear emphasis on disadvantaged pupils</p> <p>Early intervention for RWI</p> <p>Employ a language specialist Language package and training</p> <p>Language support</p> | <p>Provide expert intervention for specific targets</p> <p>Early intervention proven to increase pupil progress Children to develop speaking and listening skills show boosted progress with regards to reading and writing skills. EAL pupils received specific support and made good progress in language acquisition and development.</p> | <p>Timetable adjustments Base line Early Years data and Impact at the end of the year.</p> <p>Data analysis</p> <p>Book Trawls</p> <p>Pupil Progress Meetings. Detailed assessments of pupils</p> <p>EAL Teaching Assistant £15,835</p> | <p>SLT</p> <p>KL EYFS</p> <p>CS KL CR</p> | <p>Termly</p> |
| <p>D)</p> | <p>Workshops and Family learning</p> <p>Nurture Programme ran by Learning Mentor and Teaching Assistant Time</p> <p>Mental HELATH KEY WORKER from Mary Stevens Hospice</p> <p>Mental Health Screening</p> | <p>Research indicates and emotionally resilient children are ready to learn and make good progress. Improved parental awareness of learning</p> <p>Happy pupils thrive</p> <p>Pupils did not have the skills to be emotionally resilient</p> <p>Provide a variety of resources to support LAC/PPG pupils</p> | <p>Boxhall Profile data</p> <p>Pupil Progress meetings</p> <p>Feedback from staff Feedback from children during Lifestyle Surveys Pupil voice/Circle time Parents needs</p> <p>PEP meetings</p> <p>40% Nurture staff £42,895</p> | <p>SENCO Inclusion Manager LC</p> <p>AS</p> | <p>Termly</p> |

***Inclusion and Respect
Passion and Integrity***

| | | | | | |
|-----------------|---|--|--|--|---|
| <p>E</p> | <p>Parent Liaison Officer to monitor attendance</p> <p>Percentages to me 95% or better</p> <p>Attendance Clinics for those at risk of poor attendance</p> <p>Subsidised Breakfast Club</p> <p>Home visits and family meetings</p> | <p>Recent monitoring of attendance of Pupil Premium children shows that attendance is currently at ...92%..... below the target of 96%</p> <p>More pupils attending Impact of club for PP pupils</p> | <p>Meetings with attendance officer</p> <p>Attendance and meeting Early Help Parental engagement</p> <p>Parent Hubs Staff/parents engagement meetings</p> <p>Breakfast Club Teaching Assistants £9,922</p> | <p>Head</p> <p>Parent Liaison Officer</p> <p>EIS</p> <p>DR</p> | <p>On going</p> <p>£666 Education Attendance Solutions</p> |
|-----------------|---|--|--|--|---|

***Inclusion and Respect
Passion and Integrity***

| | | | | | |
|--|---|---|---|-----|--------------------------|
| F) Increase parental engagement through a wide variety of workshops | Reading sessions with parent-child Inspire Workshops Stay and Play sessions | Pupils who get more support at home tend to accelerate progress. Increased parental educational opportunities Improve outcomes for pupils. Recent evaluations and feedback from inspire workshops indicates that parents feel inspire workshops help them understand how to support their child with their learning. | Feedback from parents Questionnaires | SLT | Yearly |
| Homework Books purchased | Timetable of family learning Authors/Visitors | | Increased ownership | | |
| Family Lessons/workshops | Induction Meetings Work with external agencies to access programs such as the Positive Parenting Program | | | | |
| Communication systems improved through apps | School app purchased to aid communication Anomoly board | Parents requested more links with school | Parental feedback is positive | | |
| | | | | | £4,200 Instalment 3 of 3 |

iii. Other approaches

| Desired outcome | Chosen | What is the evidence and | How will you ensure it is | Staff lead | When will you |
|-----------------|--------|--------------------------|---------------------------|------------|---------------|
|-----------------|--------|--------------------------|---------------------------|------------|---------------|

***Inclusion and Respect
Passion and Integrity***

| | action/approach | rationale for this choice? | implemented well? | | review implementation? |
|---|--|---|--|---------------------------|-------------------------------|
| Embed teaching coaches programme Elizabeth Jarman learning environment project | Planned CPD for all staff delivering evidence based interventions in order to ensure PP children receive quality teaching. | <p>Pupil progress can be boosted by 3-5 months when Teaching Assistants deliver evidence based interventions in which they are trained and experienced.</p> <p>Quality first teaching ensures expected progress and enable children to reach ARE.</p> | Provision Mapping and CPD planning in place | SLT Inclusion Team | Termly |
| | Cross curricular whole school planning based on themes Raise attainment and aspirations of PPG pupils | <p>Pupils do not retain information</p> <p>Pupils need to be immersed in learning through a variety of styles</p> | Audit of Books Book trawls Pupil voice | | |
| | Ipads | Help create the learning journeys/pupil centered learning | See difference in how evidence is collected | | |
| | Edible Playground | Create awe and wonder and opportunities for outdoor learning | Architectal drawings Forest School planning Training for staff | | |
| Total budgeted cost | | | | | £225,326 |

Inclusion and Respect
Passion and Integrity

