

# Kenley Primary School Pupil Premium Strategy Statement 2020-21

1. Summary information					
School	Kenley Primary School				
Academic Year	2020-2021	Total PP budget	£62,228	Date of most recent PP Review	September 2020
Total number of pupils	186	Number of pupils eligible for PP	47	Date for next internal review of this strategy	September 2021

Due to school partial opening during the Covid-19 pandemic, which has effected the continuity of education in 2019-2020 and 2020-2021, data is not available to assess outcomes.

Many of the provisions put in place for 2019-2020 were not able to be continued due to school partial opening, therefore key targets for improvement for PPG pupils remain the same for 2021 and are mirrored in the school improvement plan.

2. Attainment Overview – Outcomes – July 2020			
<b>Early Years Foundation Stage</b>  Total Number of Pupils: 30 Total Number eligible for PP: 2	<i>2020</i>		
	<i>School</i>		<i>National</i>
	All Pupils	All Pupils	All Pupils Pupils eligible for PP
NO DATA DUE TO COVID-19			

<b>Phonics</b> Year 1 – Number of pupils: 20 Number eligible for PP: 4 Year 2 - Number of pupils: 29 Number eligible for PP: 11	<i>2020</i>			
	<b>School</b>		<b>National</b>	
	All Pupils	Pupils eligible for PP	All Pupils	Pupils eligible for PP
<b>NO DATA DUE TO COVID-19</b>				
<b>End of Key stage 1 – 2020</b>  Total Number of Pupils: 29 Total Number eligible for PP: 11	<i>2020</i>			
	<b>School</b>		<b>National</b>	
	All Pupils	Pupils eligible for PP	All Pupils	All pupils eligible for PP
<b>NO DATA DUE TO COVID-19</b>				

<b>End of Key Stage 2 – 2020</b>  Total Number of Pupils: 29 Total Number eligible for PP: 7	<i>2020</i>			
	<b><i>School</i></b>		<b><i>National</i></b>	
	All Pupils	Pupils eligible for PP	All Pupils	All pupils not eligible for PP.
<b>NO DATA DUE TO COVID-19</b>				

<b>3. Barriers to future attainment (for pupils eligible for PP)</b>		
<b>In-school barriers</b> ( <i>issues to be addressed in school</i> )		
<b>A.</b>	Pupils eligible for the PP who are emotionally and socially vulnerable are less likely to thrive academically	
<b>B.</b>	Application of maths skills and gaps in knowledge effects progress in maths	
<b>C</b>	Reduced reading comprehension skills due to language acquisition and access to quality reading material.	
<b>D</b>	High number of pupils needing SALT input on entry which slows progress in other years.	
<b>E</b>	A number of pupils from disadvantaged backgrounds also have additional needs that reduce their rates of progress.	
<b>External barriers</b> ( <i>issues which require action outside school</i> )		
<b>F.</b>	Parental engagement for some PP pupils is not as strong as for other pupils, (i.e. completion of homework and reading at home) and this affects attainment.	
<b>G.</b>	Attendance rates for PP children is lower than for non-PP children.	
<b>4. Desired outcomes</b> ( <i>Desired outcomes and how they will be measured</i> )		<b>Success criteria</b>
<b>A.</b>	Pupils eligible for the PP experiencing interruptions in their emotional and social wellbeing are identified and supported enabling pupils to continue to make progress. Staff trained to provide emotional support to pupils including training in emergency mental health first aid.	<p>Pupils make expected progress despite experiencing interruptions in their emotional and social wellbeing.</p> <p>Vulnerable families receive the support that they need and children are able to re-engage with their learning.</p>

<b>B.</b>	Attainment gap in maths– particularly at the higher standard is diminished between PP and Other pupils in all year groups.	Pupil tracking to show diminishing differences between ‘Disadvantaged’ and Other pupils throughout the school, taking into account individual pupils’ varied starting points and cognitive ability.
<b>C</b>	Additional in school provision to support reading will ensure that the attainment gap in reading is diminished between PP and other pupils in all year groups.	Pupil tracking to show diminishing differences between ‘Disadvantaged’ and Other pupils throughout the school, taking into account individual pupils’ varied starting points and cognitive ability.
<b>D.</b>	Upon entry, pupil’s SALT needs are swiftly identified and high quality provision is put in place enabling the attainment gap between PP and other pupils to diminish within communication and reading.	<p>High quality SALT provision is in place, through training of staff in Reception and year 1, evidenced through monitoring rounds and Speech and Language Link assessments.</p> <p>Barriers to learning are removed and identified pupils meet age related expectations in communication and reading.</p>
<b>E.</b>	PP children with additional needs continue to make good progress which is tracked appropriately.	Key strategies are in place for PP children with additional needs resulting in accelerated progress or appropriate progress in line with starting points or SEN requirements.

<b>F.</b>	Parents engaging with school staff in developing learning partnership between home and school, to include increased home reading, homework completion and attendance at information events.	<p>Parents will be able to access in school support to enable them to support their children at home.</p> <p>PP pupils reading attainment to be in line with non-PP pupils.</p> <p>Increase number of parents attending events in school to support learning at home e.g. meet the teacher, Parents evening.</p> <p>Increase the number of pupils completing home learning</p>
<b>G.</b>	Attendance rates for pupils eligible for the PP increase.	The number of persistent absentees among pupils eligible for PP is reduced. PP attendance improves overall and is in line with 'other' pupils.

## 5. Planned expenditure

Academic year

2019-2020

The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

### i. Quality of teaching for all

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?
<p><b>A.</b> Pupils eligible for the PP experiencing interruptions in their emotional and social wellbeing are identified and supported enabling pupils to continue to make progress.</p> <p>SENCO and Inclusion Manager effectively support vulnerable families.</p>	<ul style="list-style-type: none"> <li>• ELSA approach</li> <li>• Support to be provided by Deputy Headteacher and SENCO to help vulnerable families receive the appropriate support</li> <li>• After School clubs</li> <li>• Bfree Empowerment program</li> </ul> <p><b>Cost: £ 29,552</b></p>	<p>We have witnessed the impact that emotional and social support groups can have on children experiencing emotional and social interruptions; therefore, we are developing a whole school systematic approach to the early identification of emotional development need in children so that differentiated provision can be put in place quickly and that ELSA support can be put in place regularly for those children who have been identified as needing it. ELSA is a preventative and reparative approach which provides support for children experiencing difficulties in their lives and enables children to re-engage with their learning. If ELSA is not suited to the needs of the pupils the SENCO will make appropriate referrals to CAHMS, Early Help or positive pathways.</p>	<ul style="list-style-type: none"> <li>• Staff training</li> <li>• Clear action plan</li> <li>• Whole school approach</li> <li>• Parental awareness and understanding of approach</li> <li>• Identified pupils profiled regularly to maximise impact.</li> <li>• ELSA timetable established</li> <li>• Targeted within the School Improvement Plan.</li> </ul>	<p>SENCO Duputy Headteacher</p> <p>2 x ELSA trained TA's</p> <p>BFree coach</p>	<p>Dec 2020</p> <p>April 2021</p> <p>July 2021</p> <p>Good practice determines that ongoing mini-reviews take place regularly.</p>

<p><b>B.</b> Attainment gap is diminished between PP children &amp; Other pupils in maths, for pupils with similar starting points.</p>	<ul style="list-style-type: none"> <li>• PiXL Provision</li> </ul> <p><b>Cost: £ 12,543</b></p>	<p>PiXL's tailored programmes provide a wealth of reading, writing and maths classroom strategies and resources and bring school leaders and specialists together at regular conferences to share ideas and support. It is a proven approach that targets provision specifically to improve the combined attainment measure of vulnerable learners.</p> <p>Quality First Teaching is the first step towards achieving excellent outcomes for all learners; therefore we want to offer high quality teaching to these pupils to increase progress.</p>	<ul style="list-style-type: none"> <li>• Using the PiXL Language of Assessment identify the A, E1 and E2, B1 and B2 groups for GPS.</li> <li>• Identify the key marginal group</li> <li>• RAG the Key Marginal group using the PLC's for the priority characteristics.</li> <li>• Develop a plan for closing gaps in learning using the PLC's</li> <li>• PiXL provision is consistently delivered.</li> <li>• Intervention teacher provides targeted support.</li> </ul>	<p>Maths Lead - TLR</p> <p>SENCO</p>	<p>Termly Pupil Progress meetings</p>
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<p><b>C.</b> Attainment gap in reading is diminished between PP and Other pupils in all year groups.</p>	<ul style="list-style-type: none"> <li>Vocabulary development and enrichment</li> <li>TA reading provision.</li> <li>PiXL reading</li> <li>Lexia</li> <li>Phonics review</li> <li>Read-along texts</li> </ul> <p><b>Cost: £ 6,045</b></p>	<p>The EEF Toolkit highlights that overall, studies of oral language interventions consistently show positive benefits on learning, including oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year. Oral language approaches include: Targeted reading aloud and discussing books with young children Explicitly extending pupils' spoken vocabulary The use of structured questioning to develop reading comprehension</p> <p>Vocabulary development &amp; enrichment, phonics review to ensure it is used to develop early reading and PiXL reading uses all of the approaches of the Oral Language Intervention.</p>	<ul style="list-style-type: none"> <li>All staff receive training (delivered by Literacy lead) on the explicit teaching of vocabulary.</li> <li>Reading interventions are timetabled and consistently delivered.</li> <li>PiXL tools have identified Key Marginal pupils and specific provision is in place to support.</li> <li>All classes use PiXL vocabulary enrichment strategies.</li> <li>Targeted on SIP</li> <li>All classes have a class read-along book which is funded for PPG children</li> <li>Phonics review to ensure consistency and opportunity for application.</li> </ul>	<p>English Lead TLR</p> <p>Deputy Headteacher</p>	<p>Termly Pupil Progress meetings</p>
<p><b>D.</b> Upon entry, pupil's SALT needs are swiftly identified and high quality provision is put in place enabling the attainment gap between PP and other pupils to diminish in reading.</p>	<ul style="list-style-type: none"> <li>Specialist Speech &amp; Language intervention</li> <li>Language Enrichment through literature</li> <li>Speech &amp; Language through trained EYFS TA</li> </ul> <p><b>Cost: £13,100</b></p>	<p>The EEF Toolkit highlights that the evidence suggests that early years intervention is beneficial. On average, early years interventions have an impact of five additional months' progress, and appear to be particularly beneficial for children from low income families.</p> <p>Early language deficits, word gaps and poor vocabulary hugely disadvantage children from the outset in terms of academic performance. The EEF Early Years Toolkit evidences that communication and language approaches consistently show positive benefits for young children's learning, including their spoken language skills their expressive vocabulary and their</p>	<ul style="list-style-type: none"> <li>TA's receives ongoing CPD</li> <li>Baseline assessments used to support screening of EYFS pupils on entry</li> <li>Results of baseline information is used to target 1:1, small group and whole class support.</li> <li>Delivery of provision is consistent and timetabled.</li> <li>Provision is reviewed regularly</li> <li>Targeted on SDP</li> </ul>	<p>SENCO</p> <p>EYFS TA</p>	<p>Dec 2020</p> <p>April 2021</p> <p>July 2021</p> <p>Good practice determines that ongoing mini-reviews take place regularly.</p>

<p><b>E.</b> PP children with additional needs continue to make good progress which is tracked appropriately.</p>	<ul style="list-style-type: none"> <li>• Whole staff training</li> <li>• Additional support staff</li> <li>• PiXL</li> </ul> <p><b>Cost: £ 1,000</b></p>	<p>Targeted and specific professional development will upskill staff, improve QFT which will impact on pupil outcomes.</p> <p>The effective and strategic deployment of support staff will maximise pupil participation and improve outcomes.</p> <p>PiXL tools will identify vulnerable pupils and tailor support designed to meet specific learning needs.</p>	<ul style="list-style-type: none"> <li>• Staff training is delivered around Communication – the most predominant need across the school and behaviour for learning.</li> <li>• Targeted training continues to take place for support staff working with pupils with specific needs.</li> <li>• Using the PiXL Language of Assessment identify the A, E1 and E2, B1 and B2 groups for Maths</li> <li>• Identify the key marginal group</li> <li>• RAG the Key Marginal group using the PLC's for the priority characteristics.</li> <li>• Develop a plan for closing gaps in learning using the PLC's</li> <li>• PiXL provision is consistently delivered.</li> <li>• Support staff are strategically deployed.</li> <li>• SIMS updated to support tracking of data.</li> </ul>	<p>SENCO</p>	<p>Termly Pupil Progress meetings</p>
<b>Total budgeted cost</b>					<b>£ 62,240</b>

ii. Targeted support					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<b>F.</b> Parents engaging with school staff in developing learning partnership between home and school, to include increased home reading, homework completion and attendance at information events.	<ul style="list-style-type: none"> <li>Inclusion Manager and SENCO to support families</li> </ul>	<p>Parental influences have a powerful effect upon children's attitudes, achievements and life outcomes. The role of the Inclusion Manager is to assist in tackling underachievement by working in partnership with families, parents, carers and pupils in a school context to enable pupils, particularly the most disadvantaged, to have full access to educational opportunities and overcome barriers to learning and participation. The Inclusion Manager works directly with parents in a non-judgmental way empowering them and their families to get the most out of the educational opportunities available.</p>	<ul style="list-style-type: none"> <li>Inclusion Manager is a visible presence</li> <li>Vulnerable families are known to the Inclusion Manager and receive the right support.</li> <li>Inclusion Manager works with the SENCO to deliver support and training that directly impacts the school community.</li> <li>Inclusion Manager and SENCO engage families to attend whole school events.</li> </ul>	DHT  SENCO  Headteacher	Dec 2020  April 2021  July 2021  Good practice determines that ongoing mini-reviews take place regularly.
	<ul style="list-style-type: none"> <li>Increased communication between home and school through Learning Diaries.</li> </ul>	<p>Learning Diaries have been designed to help support home school communication and to provide parents with essential information about school including uniform, behaviour and values. The children can take ownership of the Learning Diaries and it is a useful communication tool.</p>	<ul style="list-style-type: none"> <li>Improved communication</li> <li>Parents are aware of school expectations</li> <li>Pupils take ownership of their home learning</li> </ul>		

<p>G. Attendance rates for pupils eligible for the PP increase.</p>	<ul style="list-style-type: none"> <li>Inclusion Manager and EWO to support families whose attendance falls below 97% or who are regular absentees.</li> </ul>	<p>Improve communication between parents/carers and school regarding attendance and punctuality. We now have a robust school policy on attendance. Additionally, evidence shows that when children attend school regularly without constant breaks, they make greater progress. Children who attend school make better friendships, take more ownership in their learning and are more confident.</p>	<ul style="list-style-type: none"> <li>Whole school awareness</li> <li>Appropriate families identified</li> <li>Team approach involving HT, administration officer, EWO and Inclusion Manager</li> <li>Protected time allocated for meetings and monitoring of attendance</li> <li>Impact measured regularly</li> <li>Ongoing monitoring of PP children under the scheme to take place.</li> </ul>	<p>EWO  Administration officer  Inclusion Manager  HT</p>	<p>Dec 2020  April 2021  July 2021  Good practice determines that ongoing mini-reviews take place regularly.</p>

## 6. Additional detail (information used to inform the statement above)

Evidence for this evaluation has been harvested from the following sources:

- ASP (Analyse School Performance)
- School Improvement Plan evaluations
- Head Teacher reports
- Pupil Progress Meetings
- SIMS (school assessment system)