

PUPIL PREMIUM STRATEGY STATEMENT

Kingsham Primary School



SCHOOL OVERVIEW

Metric	Data
School name	Kingsham Primary School
Pupils in school	287
Proportion of disadvantaged pupils	89 / 287 - 31%
Pupil premium allocation this academic year	£123,670
Academic year or years covered by statement	2020 / 2021
Publish date	September 2020
Review date	July 2021
Statement authorised by	Lee Dallinger
Pupil premium lead	Lee Dallinger
Governor lead	Carol Hughes

DISADVANTAGED PUPIL PROGRESS SCORES FOR ACADEMIC YEAR 2018/19

Measure	Score
Reading	-3.94
Writing	0.80
Maths	-5.16

DISADVANTAGED ATTAINMENT FOR LAST ACADEMIC YEAR

Measure	Score
Meeting expected standard at KS2	RWM: 31%
Achieving high standard at KS2	RWM: 0%

STRATEGY AIMS FOR DISADVANTAGED PUPILS

Aim	Target	Target date
Progress in Reading	Achieve national average progress scores in KS2 Reading (0)	July 2022

Progress in Writing	Achieve national average progress scores in KS2 Writing (0)	July 2022
Progress in Mathematics	Achieve national average progress scores in KS2 Maths (0)	July 2022
Phonics	Achieve national levels of attainment in Phonics	July 2021
Other	Reduce incidents of fixed term exclusions and improve behaviour for learning for identified PP children.	July 2021

TEACHING PRIORITIES FOR CURRENT ACADEMIC YEAR

Measure	Activity
Priority 1	Embed fluency strategies in Maths to enable a greater ability to calculate accurately and confidently. Work with specialists to support staff pedagogy.
Priority 2	Expand the use of Accelerated Reader to develop fluency in Reading. Greater reading fluency leads to more accomplished reading ability to tackle comprehension.
Barriers to learning these priorities address	Low prior attainment. Poor number fluency which currently hinders accurate calculation and confidence across all areas of Maths. A deficit in comprehension of vocabulary and a limited active vocabulary.
Projected spending	£6 000

TARGETED ACADEMIC SUPPORT FOR CURRENT ACADEMIC YEAR

Measure	Activity
Priority 1	Interventions to support accelerated progress. <ul style="list-style-type: none"> High quality reading interventions for PP and low attaining readers Interventions in Mathematics to build fluency in number bonds and times tables as well as support conceptual understanding (including encouraging homelearning to build fluency).

Priority 2	Additional support for pupils during lessons to enable PP and low attaining pupils to access the learning and accelerate progress.
Barriers to learning these priorities address	Low prior attainment. Gaps in children's learning. SEMH barriers to learning in a classroom environment.
Projected spending	£82 000

WIDER STRATEGIES FOR CURRENT ACADEMIC YEAR

Measure	Activity
Priority 1 Reduce exclusions Improve behaviour for learning	Targeted work of the pastoral support HLTA to support specific PP children to improve their learning behaviour and provide targeted emotional support using the THRIVE approach.
Priority 2 Increase attendance of pupil premium pupils to be in line with national for all pupils (96%) and support children to feel settled coming into school.	Breakfast club and homework club to provide pastoral support before and after school.
Barriers to learning these priorities address	SEMH barriers that cause significant barriers to learning in the classroom.
Projected spending	£35 000

MANAGING RISK

Area	Challenge	Mitigating action
Teaching	<ol style="list-style-type: none"> Five new members of teaching staff and new HT. Ensuring sufficient time is given to allow for staff development. 	<ol style="list-style-type: none"> Additional training sessions for new staff throughout the SDM programme. Use of INSET days and cover by HLTAs and senior leaders to release teachers for training and development.
Targeted support	<p>Staff absence preventing some of the support from happening.</p> <p>Bubble methodology preventing expertise from being spread across the school.</p>	<p>Use of trainees to carry out additional targeted support.</p> <p>Maximising the expertise within each bubble.</p>

Wider strategies	Restrictions due to Covid.	Follow and regularly review robust risk assessment.
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REVIEW: LAST YEAR'S AIMS AND OUTCOMES

Aim	Outcome
Children achieve well and make progress from their starting points to attain ARE or GD in line with national	Many PP pupils are also new joiners, low attainers or have SEND. This has an impact on outcomes for PP pupils. Outcomes overall are improving but are still below national. More pupils across the school are reaching GD but this is still below national.
Children develop resilience, are aspirational, have good learning behaviours and are able to access school fully.	Behaviour statistics show gaps are diminishing in rewards and sanctions. Many pupils show increasingly positive attitudes to learning and embrace challenge. A few pupils present with challenging behaviour. Some disadvantaged pupils underperformed in tests.
Children access good role models and develop a knowledge and use of standard spoken language	Evidence of impact on improved writing outcomes and GPS outcomes at the end of KS2. KS2 writing progress for disadvantaged was in line with national for all pupils. Speech and language programmes have impact for individuals. Positive impact of Story Start in EYFS.
Attendance of PP pupils improves and is in line with national	School attendance has improved and is now just below national. PP group attendance remains below national and below that of the rest of the school. Persistent absence has reduced.
Increased access to reading and maths beyond school and increased support for reading, writing and maths in school	Pupils can access Mathletics and Accelerated reader. Teaching assistant deployment is prioritised for English and maths lessons and for interventions across year groups.
Increased parental engagement with the school to support learning	An increasing number of parents of PP children attend school events linked to learning, particularly parents evenings, weekly stay and learn and fortnightly come and learn. Stronger parental engagement in EYFS and KS1 is now evident in KS2.