

Pupil premium strategy statement 2019-20

School overview

Metric	Data
School name	Kingsham Primary School
Pupils in school	273
Proportion of disadvantaged pupils	30%
Pupil premium allocation this academic year	£112080
Academic year or years covered by statement	2019-20
Publish date	September 2019
Review date	September 2020
Pupil premium lead	Hilary Faulkner
Governor lead	Carol Hughes

Disadvantaged pupil progress scores for last academic year

Measure	School	disadv	National (all)
Reading Progress	-2.98	-3.94	0
Writing Progress	-0.19	0.80	0
Writing Expected	65%	67%	78%
Writing Greater Depth	12%	8%	21%
Maths	-4.41	-5.16	0
RWM	38% (41%)	31%	71%

Strategy aims for disadvantaged pupils

Measure	Score
Meeting expected standard at KS2	National for all pupils
Achieving high standard at KS2	National for all pupils
Measure	Activity
Progress in reading to be in line with national	1-1, small group and class reading support and interventions Phonics support Accelerated Reader Homework club

Progress in writing to be in line with national	1-1, small group and class writing, phonics and handwriting support and interventions Homework club
Progress in maths to be in line with national	1-1, small group and class maths support and interventions Mathletics Homework club
Barriers to learning these priorities address	Low prior attainment or low attainment on entry Less support for English and maths for these pupils beyond the school and limited opportunities and access for some pupils Poor language or physical skills of some pupils
Projected spending	£45,000

Teaching priorities for current academic year

Aim	Target	Target date
Reading Embed use of Accelerated Reader Embed whole class strategies for guided reading Further strengthen reading for pleasure Strengthen teaching of vocabulary	Progress in Reading to be in line with national (0)	July 2020
Maths Embed mastery and Power Maths Strengthen teaching of fluency Strengthen assessment for Keep Up rather than Catch Up	Progress in Mathematics to be in line with national (0)	July 2020
Phonics Further strengthen teaching and provision for phonics in EYFS and KS1	Phonics outcomes to be in line with national Y1 and Y2	July 2020
Across the curriculum Teaching sequences lead to progress in knowledge and skills	Quality of work across the curriculum is good	July 2020

Targeted academic support for current academic year

Measure	Activity
Increased adult support in whole class lessons, for small groups and for 1 to 1	High quality reading interventions for PP and low attaining readers Interventions in maths Support for pupils during lessons
Parental engagement in learning	Marvellous Me text based messages to parents – regular messages linked to learning and reminders about school events Homework Club
Barriers to learning these priorities address	<ul style="list-style-type: none"> Some PP pupils also have additional learning needs and some have low prior attainment

	<ul style="list-style-type: none"> Parents may be less engaged with the school and some pupils may get less support at home related to learning. Some parents may not attend school
Projected spending	£22,080

Wider strategies for current academic year

Measure	Activity
Priority 1 Increase attendance of pupil premium pupils to be in line with national for all pupils (96%)	Breakfast club and other tailored support taking into account individual barriers
Priority 2 Reduce Exclusions Behaviour statistics (rewards and sanctions) for pupil premium pupils - that there is a reduced gap between this group and all pupils in the school	Implement the THRIVE approach – targeted strategies and activities to support emotional and social development Nurture Provision Managing Challenging Behaviour training Releasing Potential Behaviour Champion training with locality schools Additional adult support Embed Restorative Practice Introduce CPOMS
Barriers to learning these priorities address	<ul style="list-style-type: none"> Attendance of PP pupils in 2018-19 was below national and is less than other pupils in the school. Some pupils have emotional and social needs that are communicated through challenging behaviour.
Projected spending	£45,000

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Time and capacity for tailored CPD	Leadership time and cover Trust school improvement staff
Targeted support	Availability of adult support	Strategic and regularly reviewed use of support staff Employ more staff when funds are available and reduce staff absence
Wider strategies	Engaging with families facing significant challenges	Work with LA Early Help, social care and other providers

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.