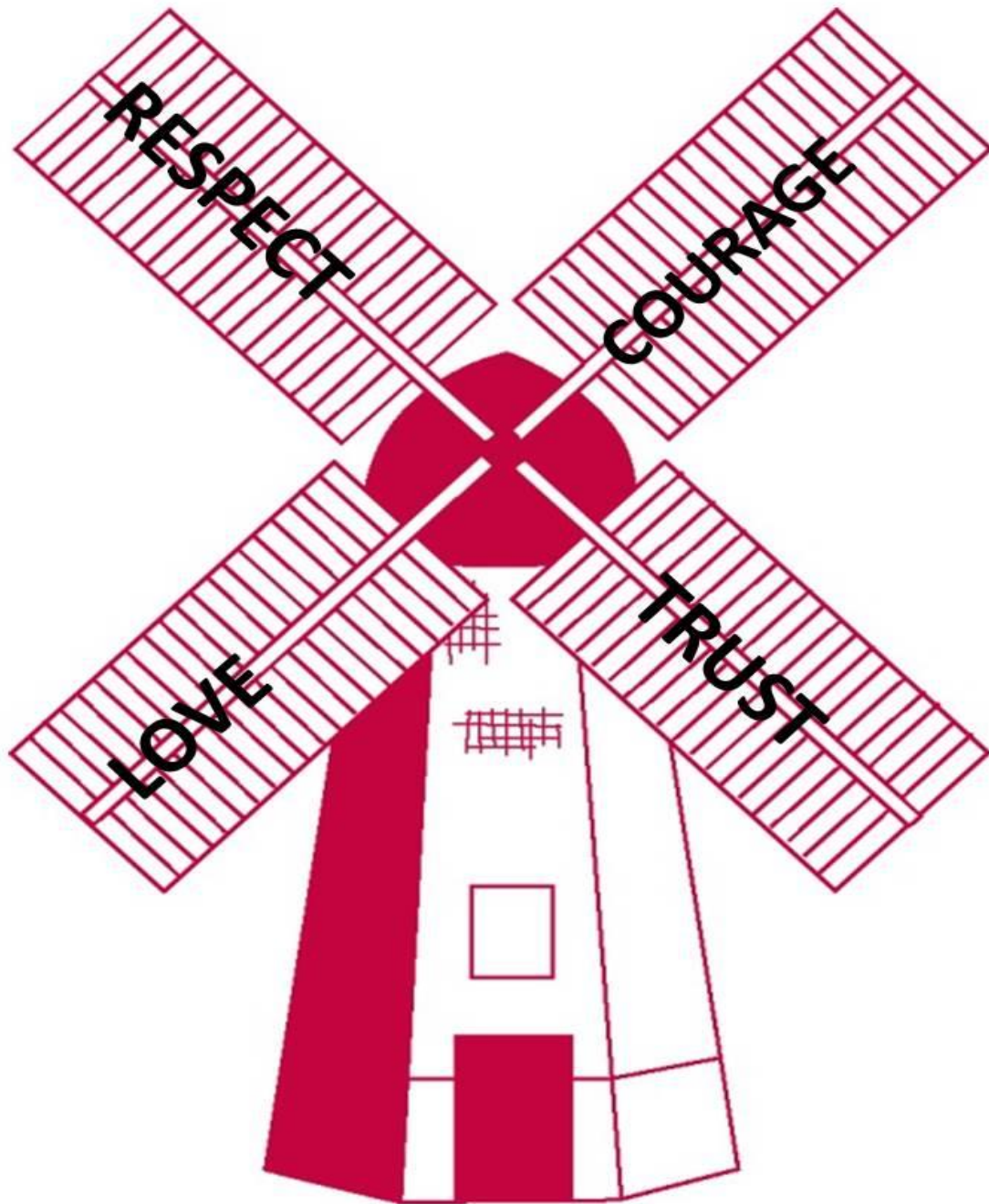


West Kingsdown CE Primary School

Pupil Premium Strategy and Review



## **West Kingsdown CE Primary School- Pupil Premium Information**

The Pupil Premium is additional funding given to schools so that they can support their FSM and Ever 6 pupils and close the attainment gap between them and their peers.

The Pupil Premium is allocated to schools for pupils in Years R to 11, that are known to be eligible for free school meals (FSM) or have been eligible for FSM in the past six years (Ever 6). Pupil Premium is also allocated for children who have been looked after by the local authority (CLA) continuously for more than six months. As of 2014/15 the Pupil Premium for Looked After Children is £1900. The pupil Premium was £623 per pupil in 2012/13 and rose to £900 per pupil in 2013/14 and £1300 for 2014/15. A premium is also paid for children whose parents are currently in the Armed Forces. In 2012/13 the premium was £250 and rose to £300 in 2013/2014.

### **Our School**

West Kingsdown CE Primary School is a one form entry school in Kent. There are currently 143 children on roll. We currently have 16 children in receipt of Pupil Premium funding. The National Average for Pupil Premium pupils in a school is 25% whilst at our school we have only 11%. We have 18 pupils on our SEN register-13%. A total of 2 children have HNF and 3 children have an EHCP plan in place.

### **The range of provision within our school may include:**

One to One Tuition/Interventions

Multi-skills Group Activities

PSHE workshops

Enrichment activities

School focus on 'learning to learn'

School focus on 'behaviour for learning'.

Additional focussed provision in small groups as detailed within the class provision plan.

Payment for residential activities

Payment for sporting opportunities

Funding for peripatetic instrument teaching

Summer holiday transition projects

Various support with funding for uniform, subject materials and access to activities

Support for emotional and/or behavioural needs

Increased access to broader curriculum experiences resulting in improved social skills, motivation and learning skills.

Access to emotional support and counselling to build self-confidence and self-esteem.

Increased access to learning support to ensure that learning opportunities are maximised and engagement in learning is high.

Appointment of a Pupil Premium Champion

Appointment of a Pupil Premium Governor

Through the use of these and other strategies there has been a significant improvement in the levels of attendance.

Moreover, the levels of progress and attainment have improved throughout the school.

### **The Statutory Obligation**

The following is an extract from a letter sent by the Secretary for Education, Michael Gove, in December 2011 to all the directors of all Local Authorities.

"The Pupil Premium targets additional money at pupils from the most deprived backgrounds to help them achieve their full potential. The Government has decided that eligibility for the Pupil Premium in 2012-2013 will be extended to pupils who have been eligible for Free School Meals (FSM) at any point in the last 6 years. As a group, the children who have been

eligible for FSM at any point in their lives have consistently lower educational attainment than those who have never been eligible for FSM.”

Michael Gove  
December 2011

### **The main barriers for our children at West Kingsdown CEP**

1. Children joining the school with low entry levels in language and communication.
2. Limited family aspirations and expectations for children’s achievement.
3. Pupil motivation to learn due to low emotional wellbeing, behaviour, learning styles and limited life experiences.
4. Challenging attendance patterns and high mobility.

### **Looking Back**

#### **2016/2017 Pupil Premium Summary**

##### **At West Kingsdown C E Primary School:**

- We ensure that teaching and learning opportunities meet the needs of all of the pupils.
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.
- The majority of our work through the pupil premium will be aimed at accelerating progress moving children to at least age related expectations. Initially this will be in English and Maths.
- In addition some pupil premium spending will be used to develop social skills, build confidence, explore enterprising activities, develop an understanding of business skills, practice higher order thinking skills and encourage independence of thought and choice. These skills, we believe, also have significant, positive impact on accelerating progress.
- Pupil premium resources may also be used to target able, disadvantaged children to achieve beyond the national average in end of Key Stage assessments.

#### **Summary of PPG spending 2016/17**

Last academic year we have received £33,180 which has been spent as follows:

- Small group work with a teacher, focused on overcoming gaps in learning or extending the more able.
- Teacher led clubs in lunchtimes and after school focused on overcoming gaps in learning or extending the more able. –‘Reading club’ ‘Logic Club’ ‘Computing Club’ ‘Code Breakers’
- Provision of additional learning support in the classroom.
- Intervention programs with highly trained Teaching Assistants.
- Subsidising curriculum based school visits.
- ‘Creative Style’ intervention
- Peripatetic music lessons

All our work is focused on ensuring pupils in receipt of Pupil Premium Funding achieve at least age appropriate expectations, and in the case of more able pupils exceeding age appropriate expectations.

The impact of this provision is monitored closely by the Senior Leadership Team and the Governing Body at regular intervals throughout the year. The performance of pupils receiving the pupil premium funding is compared with that of their peers and the impact of each intervention strategy is evaluated and monitored for its effectiveness.

### **Summary of Spending**

<b><u>Intervention</u></b>	
PP Leadership	
TA provision	
Closing the gap teaching	
Booster teaching	
Social, emotional, behavioural support	
1:1 support	
‘Creative Style’ - creativity, design and communication.	
Peripatetic music lessons	
Financially supporting access to the curriculum	
<b><u>Total Costing</u></b>	<b>£33,180</b>

Last year 2016/2017 we received £33,180 which was spent as follows:

- Readiness to Learn
- Readiness for school
- Overcoming barriers
- Teaching and Learning
- Diminishing the difference in learning between PP and NON PP pupils
- Leadership
- Enrichment of the curriculum

### **Impact of the spend**

The impact of this provision was monitored closely and data in terms of attainment and progress was reviewed every term for each individual child. This was discussed every term

with class teachers at Pupil Progress meetings. It was also shared with the PP governor at three points in the Academic Year where the school was held to account in terms of its spend and the impact it has on diminishing the difference. The school improvement partner analysed the progress of PP children on three occasions during the academic year.

- Target for 90% of PP pupils across EYFS/KS1 & KS2 to be writing in an age appropriate manner was exceeded – 91% achieved.
- Target for 20% of PP pupils to make accelerated progress was achieved – 20% reading, 25% in writing and 20% in maths.
- Target of 100% of PP children to make expected progress across the school year was not achieved due to long term absence of some pupils, significant trauma and SEN developments - 80% made expected progress in reading, 75% in writing and 75% in maths.
- Target of 100% of pupils who are working at greater depth at the beginning of the year to continue being so at the end of the academic year – 100% achieved.

Our National data for this year was based on three pupils in EYFS, 0 pupils in Year 2 and 5 pupils in Year 6.

### Results 2017

	<b>WEST KINGSDOWN All pupils</b>	<b>Pupil Premium</b>	<b>NATIONAL (2016 KS1 2017 KS2)</b>
EYFS reaching Good Level of Development	73%	33%	69%
Y1 phonics screening reaching required standard	72%	100%	77%
Y2 Phonics retakes	80%	N/A	91%
KS1 Reading reaching expected +	63% 17% GDS	N/A	74%
KS1 Writing reaching expected	63% 21% GDS	N/A	66%
KS1 Maths reaching expected	83% 17% GDS	N/A	73%
KS2 SATS Reading reaching expected	82%	60%	71%
KS2 TA Writing reaching expected	82% 23% GDS	80%	76%
KS2 SATS Maths Reaching expected	86%	80%	75%

KS2 SATS SPAG reaching expected	82%	80%	77%
KS2 combined R/W/M	73%	60%	61%

### RESULTS 2016

	<b>WEST KINGSDOWN</b>	<b>Pupil Premium</b>	<b>NATIONAL</b>
EYFS reaching Good Level of Development	83%	100%	69%
Y1 phonics screening reaching required standard	73%	N/A	77%
KS1 Reading reaching expected	70%	33%	74%
KS1 Writing reaching expected	70%	33%	66%
KS1 Maths reaching expected	70%	33%	73%
KS2 SATS Reading reaching expected	73%	80%	66%
KS2 SATS Writing reaching expected	77%	80%	74%
KS2 SATS Maths Reaching expected	73%	80%	70%
KS2 SATS SPAG reaching expected	82%	100%	72%
KS2 combined R/W/M	64%	60%	53%

The Department of Education has made it clear that this year's results are not comparable to test results in previous years which were conducted under a completely different system of assessment. See the statement on the DFE website:

<https://www.gov.uk/government/news/new-primary-school-tests-show-schools-rising-to-the-challenge>

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## Looking Forwards

How we plan to spend the money?

It is recommended that schools are flexible with the provision and do not allocate the whole amount at the start of the financial year. This allows advantage to be taken of initiatives that may become available during the year. It should be noted that all funds are paid to the school for the purpose of “raising the attainment of disadvantaged pupils and closing the gap with their peers”. With this in mind the school uses the Pupil Premium to raise standards of pupils by whole school policies that are accessible for all pupils and families who require any form of support offered, whether that is pastoral, academic, behavioural or social.



## **PUPIL PREMIUM PLANNED ALLOCATION FOR 2017 – 2018**

<b>Pupil Premium used for:</b>	<b>Provision</b>	<b>Actual Cost</b>
Readiness to Learn 18% of Budget	<ul style="list-style-type: none"><li>• Learning Mentor interventions/ Game on, Monday Chat and nurture groups for all PP children to raise confidence and self-esteem thus help accelerate learning.</li></ul>	@£4,615
Readiness for school 2% of budget	<ul style="list-style-type: none"><li>• SENCO support for attendance</li><li>• SENCO support for family issues</li></ul>	@£500
Overcoming barriers 28% of the budget	<ul style="list-style-type: none"><li>• Speech and Language issues – training for staff</li><li>• Speech and Language assessments</li><li>• Educational Psychologist assessment</li><li>• Internal assessments/support from SENCO</li><li>• Internal assessments from Teacher</li><li>• Attendance</li></ul>	@£7,000
Teaching and Learning	<ul style="list-style-type: none"><li>• Whole school lesson study focusing on PP pupils – SLT/teacher/TA release</li><li>• Tuition – 1:1</li></ul>	@£4,000

16% of the budget	<ul style="list-style-type: none"> <li>• Spellzone as whole school intervention</li> <li>• Development of outdoor learning and outdoor learning area with a target of benefitting all but focussing on impact for PP children.</li> <li>• Music tuition</li> <li>• 1:1 reading and phonics tutoring</li> </ul>	
Diminishing the difference in learning between PP and NON PP pupils 30% of the budget	<ul style="list-style-type: none"> <li>• Specific interventions eg TRUGS, Plus 1,Power of 2</li> <li>• Individual support from TAS for complex pupils</li> </ul>	@£7,500
Leadership 4% of the budget	<ul style="list-style-type: none"> <li>• Deputy PP Champion – additional time to monitor attainment and progress of PP pupils</li> <li>• SENCO – evaluate the PP provision across the school</li> <li>• All staff to have a PP appraisal Objective as part of the appraisal system in the school</li> <li>• PP Governor appointed</li> </ul>	@£1,000
Enrichment of the curriculum 2% of the budget	<ul style="list-style-type: none"> <li>• every PP pupil to attend an annual school trip</li> <li>• Residential trips for Year 6</li> <li>• Uniform, milk and extras</li> </ul>	@£500
	Total estimated	£25,115

Class	Total in Year Group	Girls	Boys	Total of FSM/Ever 6 in the year group	% of FSM/Ever 6 in the year group
Sapphire	16	8	8	2	13%
Topaz	20	8	12	2	10%
Crystal	29	14	15	4	14%
Opal	21	10	11	0	0
Diamond	23	11	12	1	4%
Emerald	23	11	12	5	22%
Amethyst	11	7	4	2	18%
total	143	69	74	16	



## School Action Plan

Action agreed by: Sonia Phillips and R Walledge

September 2017

Links to School Improvement Plan:

- Raising academic standards for all pupils and diminishing the difference for disadvantaged pupils.
- Improve teaching, learning and assessment, including in the early years provision, so that it leads to consistently good or better.
- Sustaining pupils' interest and expecting them to work hard and do their best across all of their work and subjects outcomes.

<b>Strengths</b>	<b>Goals (to sustain strengths)</b>	<b>Key actions to build</b>	<b>By whom?</b>	<b>By when?</b>
<b>Pupil Voice</b>	Sustaining a cyclical model of pupil voice, teacher action, recorded impact to target where PP children feel they need support	Monthly meetings with every PP child to discuss emotional, social and cognitive engagement. To action plan from these meetings.	BW	Monthly
<b>Impact data</b>	All interventions to be assessed for impact	TAs trained and empowered to measure impact of interventions. Pupils assessed before and after interventions to evidence impact. TAs report number of sessions completed Interventions assessed for impact by using pupil voice, Leuven scales and professional judgement of social development.	All staff BW to monitor and assess data.	Ongoing for the year
<b>Identification</b>	For all staff to know: <ul style="list-style-type: none"> <li>• How pupil premium funding is spent.</li> <li>• Which children are PP.</li> <li>• What the barriers are for those children.</li> <li>• How we are diminishing the difference.</li> </ul>	Staff training and engagement with the necessity to be accountable for this funding and responsible for diminishing the difference for PP children.	BW lead all staff responsible	ongoing
<b>Use of TAs to support learning</b>	TAs feel supported, empowered and motivated to support learners.	TA training in school, visiting other schools, outside agencies coming into school and paid courses. Valuing TAs and their roles in the school – fortnightly TA meetings which are recorded in	BW, SP	ongoing

		staffroom file.		
<b>Academic interventions to support Quality First Teaching</b>	Continue and develop range of academic interventions to support learning and enable accelerated progress whilst recognising the most significant provision is that of quality first teaching.	Number stars Plus one Power of two Three up Spell zone Trugs Reading comprehension Scaffolding writing Reading recovery Reading doctor Reading reflex Clicker connect Singapore maths Numicon	All staff monitored by BW	ongoing

<b>Areas needing attention/improvement</b>	<b>Goals (for improvement)</b>	<b>Key actions to improve</b>	<b>By whom?</b>	<b>By when?</b>
<b>Inclusion for all</b>	<p>Breaking barriers to learning</p> <p>Supporting children with emotional and social challenges</p> <p>Supporting children's good mental health and empowering growth mind set alongside expansive education.</p> <p>Engaging all stakeholders in understanding PP</p>	<p>Develop social skills/nurture groups</p> <p>Have a Monday morning group for children who struggle reintegrating into school after the weekend.</p> <p>Have a 'game on' group to support older children with turn taking and social interaction challenges.</p> <p>Application for a grant to develop and spiritual garden and an outside classroom – using the outdoor space to develop problem solving, higher order thinking skills, mindfulness and reflection.</p> <p>Use of PP spend to develop use of The Think Tank</p> <p>To complete termly PP reviews and publish impact data and spend on the school website through our PP strategy and review. All actions to be in consultation with PP governor.</p> <p>To have a PP board in school with info for parents.</p>	BW, SP, AS TAs	<p>Ongoing</p> <p>Grant application for October review by Red Hill Trust</p> <p>ongoing</p>
<b>Supporting spelling</b>	For quality first teaching of	Whole school approach to	All staff	ongoing

<b>identified by PP children as a challenge and a struggle through Pupil Voice meetings</b>	spelling and high expectations alongside additional spelling intervention to have impact on spelling abilities. 75% of PP to be spelling in an age appropriate manner. Currently 58%	driving forward improvements in spelling.		
<b>Accelerated progress</b>	For 20% of PP children to make more than 6 steps of progress this academic year.	Pupil progress meetings rigorously assess impact of interventions and quality first teaching to ensure children are making accelerated progress.  Monitoring of teaching and learning and books for PP children.	All staff monitored by BW  BW	Ongoing  termly
<b>Expected progress</b>	For 100% of PP children to make expected progress across the school year.	Teachers to ensure quality first provision for all pupils and that their awareness of PP children ensures any barriers to learning are resolved as a matter of urgency.	All staff Monitored by BW	termly
<b>More Able</b>	100% of pupils who are PP and considered to be at greater depth continue to be so. Any PP pupils who are considered as more able and are not working at greater depth are supported in doing so.	Pupils who are PP and considered more able are given appropriate, challenging provision to facilitate working at greater depth and mastery of the curriculum.	All staff Monitored by BW	termly

### Sustainability

The impact of our spend is reviewed every short term via Pupil Progress meetings where each child is discussed and the impact of provision and intervention discussed between the Head teacher, Pupil Premium Champion and the class teacher.

In addition the Action Plan and data pertaining to each child on our Disadvantaged register is reviewed by the Pupil Premium Champion in detail every long term. The Pupil Premium Governor reviews this and poses questions for the Pupil Premium Champion and Head teacher, holding them account for their impact data.

Effect of the Pupil Premium spend is measured in academic terms for progress and attainment using Kent Steps and National end of Key Stage tests. We use Leuven scales termly to track children's emotional wellbeing and engagement. Our monthly Pupil Voice meetings ensure all disadvantaged children are able to be reflective about their learning and have involvement in what makes a difference for them.

Our Strategy will next be reviewed in September 2018