



West Kingsdown Church of England Primary School – Pupil Premium Strategy Statement 2020-2023

1. Summary Information					
School	West Kingsdown Church of England Primary School				
Academic Year	20-21	Total PP budget	£48,420	Date of most recent PP review	09-20
Total number of pupils	137	Number of pupil eligible for PP	36	Date for next internal review of this strategy	04-21

2. Attainment 2019-2020	
Figures for pupils eligible for PP	
% achieving expected standards in reading, writing and maths	No data due to COVID-19
% making expected progress in reading	
% making expected progress in writing	
% making expected progress in maths	

3. Barriers to future attainment	
In-school barriers	
A	Pupils being 'ready to learn'
B	Poor learning skills e.g. organisation, perseverance
C	Gaps in prior learning
External barriers	
D	Consistent attendance and punctuality
E	Access to resources, such as books, libraries, life experiences
F	A lack of regular routines including home reading, homework, spellings and having correct equipment in school (e.g. PE kit)

4. Desired outcomes	
A.	Pupils' can access learning. In class because their physiological, safety, belongingness and esteem needs are met.
B.	Gaps are identified and targeted teaching/interventions teach to gaps.
C.	Pupils are exposed to a wide range of social/cultural and sporting experiences.

5. Planned expenditure

Pupils' can access learning in class because their physiological, safety, belongingness and esteem needs are met.

Chosen action/approach to meet the desired outcome.	Cost EEF	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Ensure the children have access to a Learning Mentor to allow them greater opportunities for 'time to talk'. Raise their confidence and self-esteem and help accelerate their learning.	£3990	Increasing number of children with social and emotional needs.	Check-ins with the children to monitor their emotional wellbeing. Improvement in their engagement in activities and social groups. Pupil Voice sessions to allow children opportunity to share the things that are going well and concerns they may have.	RS/ RS-H	July 2021
Provide additional support to the parents in the form of school uniform, Breakfast Club, milk and other incidentals.	£3000	Increased number of parents unable to fund opportunities for the children.	All children given the same access to equipment, uniform and wrap-around care.	BH	July 2021
Drawing and Talking training – Therapy programme to support children with emotional difficulties who find it difficult to express their thoughts and feelings verbally, instead they'll use the medium of drawing.	£225	Increased number of children with emotional needs, often unable to express their feelings.	It will be run as an assessment programme so progress will be tracked.	RS	July 2021
Attendance support. KCC attendance officer to work with families with persistent absence to raise awareness of	£1000	Repeated absence for pupils requiring closer monitoring.	Monitor regularly.	BH	July 2021

the importance of good attendance. Use of reward system for good/excellent attendance to raise the profile across the school.			Regular contact with parents to check up on absence. Improved and more rigorous recording system for absence.		
Total budgeted cost					£8215

Gaps are identified and targeted teaching/interventions teach to gaps.					
Chosen action/approach to meet the desired outcome.	Cost EEF	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Increased release time for the school SENCO in order to identify and support PP pupils across the school with SEN.	£2790	Increase of PP and SEN pupils.	Increased support for teachers and pupils with pupils whom are PP and SEN.	RS	December 2020
Speech and Language Teaching Assistant to work across the school on 1:1 or interventions.	£11000	Need for PP pupils to have SALT support.	Increased assessment data for SALT data for PP children.	RS	December 2020
Work with West Kingsdown Pre-School to upskill the staff in delivery of basic literacy and maths skills and to encourage a wider use of talk to improve language skills. EYFS leads to spend some time with the staff at the Pre-School and provide training on how they can further support the children there in	£0	Increasingly low starting points are being observed.	Use of Baseline Assessment to benchmark the children. Analyse the data to identify areas of focus.	RS/SH	July 2021

readiness for them starting EYFS.					
Purchase and embed use of phonics rich texts for EYFS, KS1 and KS2 lower achieving pupils to link with in-school learning, through in-class use and home reading books. Every classroom to be language-rich with the use of speaking frames to improve children's awareness of language and raise the importance of talk in classrooms. Every classroom to display agreed sentence stems and for children to become fluent at using them.	£1000	Need for more consistent use of resources across key stages. Staff training to upskill adults, through observing good practise and working with colleagues both in our school and across schools.	Lesson drop ins and observations. Teacher's ongoing assessments. Talking to children. Evidenced in classroom displays. Regular monitoring of pupil books and lesson observations will highlight concerns and support will be put in place if and when required.	EC	Ongoing. Use Pupil Progress meetings, and other appropriate meeting times, to constantly be assessing the effectiveness of the support and intervention and adapt where necessary.
Set up additional specific small group interventions for disadvantaged pupils falling behind or further behind age-related expectations, that have been highlighted by class teachers. Ensure that every child is given sufficient challenge to be working at or above the age-related standard. For example Speech Link, Language Link, Plus 1, Power of 2. Purchase of Times Tables Rockstars and Mathletics to	£1500	PP meetings highlighted growing group of children needing more focused support.	Adults keeping records of completed intervention groups. Monitor effectiveness of extra support to ensure highest quality and provide necessary changes to content if needed. Internal assessments/ support from SENCO, which identify areas needing support, allowing staff to put	CD/EC/RS	July 2021

ensure children are achieving age-appropriate standards. Individual support for pupils with complex needs, allowing them increased support to access the curriculum.			specific support in place to further pupils progress.		
Total budgeted cost					£16,470

Pupils are exposed to a wide range of social/cultural and sporting experiences.					
Chosen action/approach to meet the desired outcome.	Cost EEF	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To provide extra-curricular opportunities for vulnerable groups, such as Super Skills club, funding for school trips, equipment for KCC Bikeability training, to raise confidence and self-esteem.	£1000	Increasing number of children in school who have social and emotional needs.	Monitor pupil engagement with the enrichment activities offered. Ask pupils about interests and tailor future opportunities. All children given the same access to extra-curricular opportunities.	BH	July 2021
Access to Forest School learning, where children have opportunities to be at one with nature and take part in calming, spiritual activities.	£3500	Increasing number of children who don't have access to spiritual opportunities or time to be reflective. Giving children responsibility to make own choices and manage own risks.	Pupil Voice opportunities	EC	July 2021

To provide opportunities for pupils to access Mountain Biking sessions.	£1000		Pupil Voice Check-ins with the children to monitor their emotional wellbeing.	BH	July 2021
Total budgeted cost					£5500
TOTAL PLANNED EXPENDITURE					£30185