

Pupil Premium Strategy Statement and Action Plan 2019-2020



Kibworth CE Primary School

- Leading Pupil Premium in 2019-2020 will be Mrs Gilly Paterson (Headteacher) and Mrs Danielle Marks (Deputy Headteacher). Mrs Lakin will support the pastoral side with her dual role as an Emotional Literacy Support Assistant (ELSA) and Parent Support Worker.
- Monitoring of Pupil Premium takes places each half term and is regularly reviewed as part of weekly work trawls. Pupil interviews and monitoring of tracking will also take place each term.
- Since a previous decline in FSM numbers, numbers are now increasing. 39 children now in receipt of FSM.
- The school Pupil Premium Strategy Review took place on April 2nd 2019 and was extremely positive.
- In the school year 2018-2019, the total Pupil Premium income was **£88,346.34**
- The EEF and Sutton Trust informs all Pupil Premium practice and spending

1. Summary information					
School	Kibworth CE Primary School				
Academic Year	2019-2020	Total PP budget	56 children eligible for Pupil Premium including post looked after children and service children. Total Amount of PP income = £82,020	Date of most recent PP Review	2 nd April 2019
Total number of pupils	597	Number of pupils eligible for PP	56	Date for next internal review of this strategy	April 2020
		Number of pupils in receipt of free school meals	39		

	FS	Y1	Y2	Y3	Y4	Y5	Y6	Total school
No of pupils	81	90	90	80	88	92	76	597
Percentage of PP per year group	11 %	8 %	9 %	5 %	18 %	3%	9%	9 %

1. Current attainment – Early Years Foundation Stage 2018 - 2019		
EYFS – all pupils achieving ‘Good Level of Development’	Pupils eligible for PP (FSM)	Pupils not eligible for PP
81 %	63 %	

- EYFS Good level of Development FSM data is 9 % higher than the LA

2. Current attainment – KS1 and phonics 2018 - 2019			
	All pupils - making expected or above	Pupils eligible for PP	Pupils not eligible for PP
Reading	85 %	25 %	
Writing	85 %	25 %	
Maths	85 %	25 %	
Combined RWM	84 %	25 %	
Phonics Y1	90 %	78 %	

3. Current attainment – KS2 2018 - 2019			
	All pupils achieving expected or above	Pupils eligible for PP (your school)	Pupils not disadvantaged
Reading	91 %	85 %	

Writing	99 %	100 %	
Maths	96 %	92 %	
Combined RWM	91 %	86 %	
Spelling, punctuation and Grammar	94 %	92 %	

- KS2 reading , writing, maths combined PP data is 25 % higher than Leicestershire and 28 % higher than the national average.
- KS2 reading PP data is 12 % higher than the national average all pupils
- KS2 reading all pupils data is 18 % higher than Leicestershire
- KS2 writing PP data is 22 % higher than the national average all pupils
- KS2 writing all pupils data is 21 % higher than the national average
- KS2 maths PP data is 13 % higher than the national average all pupils
- KS2 maths all pupils data is 17 % higher than the national average

KS2 Progress:

- Reading progress has improved between 2018 and 2019
- KS2 attainment of the expected standard in reading was significantly above national and in the highest 20% of schools in 2019.
- KS2 attainment of the high standard in reading was significantly above national and in the highest 20% of all schools in 2019.
- KS2 attainment of the expected standard in writing was significantly above national and in the highest 20% of schools in 2019 as well as in 2018.
- Maths progress has improved between 2018 and 2019
- KS2 progress in maths was significantly above national and in the highest 20% of all schools in 2019.
- KS2 attainment of the expected standard in maths was significantly above national and in the highest 20% of schools in 2019.
- KS2 attainment of the high standard in maths was significantly above national and in the highest 20% of schools in 2019 as well as in 2018.
- The three – year average maths attainment score was in the highest 20 %.
- 91% of pupils achieved the expected standard combined – significantly above national and in the highest 20 % of schools.
- 94 % of pupils achieved the expected standard GPS score – significantly above national and in the highest 20 % of schools.
- 61 % of pupils achieved the high standard GPS score – significantly above national and in the highest 20 % of schools.

1. Barriers to future attainment (for pupils eligible for PP, including high ability)		
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>		
A.	To ensure all disadvantaged pupils make expected progress in reading and close the gap between disadvantaged and non disadvantaged pupils	
B.	To ensure children have social, emotional and mental health difficulties - which are hindering learning - addressed	
C.	To close the progress gap in maths attainment for disadvantaged and non disadvantaged pupils at the higher standard.	
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>		
D.	Attendance and lateness	
2. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Reading - Disadvantaged pupils in all year groups make accelerated progress and achievement gaps diminish at the expected and higher standard (School RAP target). Children are given the right feedback at the right time in order for them to make best possible progress.	<ul style="list-style-type: none"> • Focused interventions in reading for disadvantaged pupils and vulnerable groups to ensure they meet their individual targets, • Regular & purposeful reading assessment to inform disadvantaged pupils' next steps. • Monitor the enrichment and depth and quality of disadvantaged higher attaining readers. • Monitor/address trends in disadvantaged pupils' reading progress • Appropriate feedback at the right time • Feedback informed by research collaborative • Greater amount of PP pupils reach greater depth
B.	Social and emotional support – children's emotional needs will be met in order to make best possible learning progress	<ul style="list-style-type: none"> • PP children have key person to provide social and emotional support and unpick issues that may be affecting learning in school. • PP children given tools to deal with emotional issues
C.	To ensure that more upper KS2 disadvantaged pupils achieve the higher standard in maths and the gap between them and their peers closes.	<ul style="list-style-type: none"> • Pupils in upper key stage 2 are in interventions as appropriate • Online learning platforms and AI is used to provide more bespoke interventions

D.	Focus on reducing persistent absence in attendance	<ul style="list-style-type: none"> Persistent absence reduces to below 4% by summer 2020.
E.	KS check points – all PP and vulnerable groups of children have appropriate targeted support to ensure they achieve highest possible scores at phonics, KS1 SATs, Y4 times tables check, KS2 SATS	<ul style="list-style-type: none"> Provision mapping is checked against pupils and interventions target PP children. All PP children not on track for expected or greater depth receive targeted support in required areas.

3. 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?
To enable all teachers to take part in research study to improve areas outlined in the SDP.	Learning Collaboratives inspired by data Cost = £13,000	All teachers part of a collaborative linked to school development foci. EEF Metacognition and self-regulation + 7 months gain EEF feedback + 8 months Collaboratives on feedback ; challenge – relate to writing	<ul style="list-style-type: none"> Regular reviews of collaborative time Each teacher feeds back from their collaborative to their Yr teams Research leads to change in classrooms Research leads to change in teaching Each group to prepare an impact report 	SLT	Termly

To provide high quality intervention for PP pupils	Teaching assistant staffing Cost = £ 19,000	EEF + 1 month	<ul style="list-style-type: none"> • High quality interventions in reading, writing and maths e.g reading recovery, DIPT, DILP, maths • Tracking of interventions • Provision maps reviewed termly and children discussed in progress meetings Intervention supports quality first teaching 	D Marks	Annually
To provide all children with access to Mathletics and Times Tables Rockstars online learning to support maths development	All children given accounts for Mathletics and Times Tables Rockstars online platforms Cost = £3, 200		<ul style="list-style-type: none"> • Homework linked to online learning platforms. 	G Roantree	Termly
Total budgeted cost					£35,200
ii. Targeted support					
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?

To ensure PP children have social, emotional and wellbeing support	ELSAs Lunch clubs Breakfast clubs Parent support worker Cost = £31,500	EEF Social and emotional learning + 4 months gain	ELSAs line managed by deputy headteacher / senco	D Marks	Termly
To provide specialist assessments where needed	Specialist assessment e.g dyslexia assessment , educational psychology, SALT Cost = £2000	Where PP children are thought to have underlying difficulties such as dyslexia, specialist services are used to diagnose / provide advice for staff.	SENCo assesses individual need and looks at impact or additional gain to be had by specialist services. Cases considered on individual basis.	D. Marks	Annually
To provide PP children with additional sports provision and intervention	Wakey Shakey club and targeted sports interventions Cost = £8,500	EEF sports participation + 2 months gain		L. Kostecki	Termly
Total budgeted cost					£42,000
iii. Other approaches					
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?
To improve attendance and lateness of PP children	Employment of Education welfare Officer (EWO) Cost = £4000	% of PP have persistent low attendance – affecting learning % of PP have persistent lateness – affecting learning	EWO working with office administrator and SLT	G Paterson	Termly

To ensure PP children have access to after school clubs	PP children have priority for school clubs Cost = £300	PP children may not take part in other activities after school Gives PP children additional experiences EEF sports participation + 2 months gain	Up front policy of giving PP children first choice in clubs	C Weston	Termly
To ensure PP children have access to trips and residential	25 % reduction in school trips and residential for PP children Approx. £2100	Educational trips can be costly for families. Reduction reduces cost for these families.	PP children not signed up to go on residential – SLT to discuss reason with parents for this decision.	SLT	Annually
To reduce the cost of school uniform for PP children	PP children given amount of uniform per year Cost = £35 x 50 = £1750	All PP children have some uniform provided – school logo items. EEF – 0 months gain	Uniform take up tracked by school office.	J Marsh	Annually
Total budgeted cost					£8,150
TOTAL					£85,450

4. Review of expenditure				
Previous Academic Year		2019-2020		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
To enable all teachers to take part in research study to improve areas outlined in the SDP.	Learning Collaboratives inspired by data	Whole school collaboratives on metacognition and cognitive science. Staff meetings focused on key learning which was then implemented on a weekly basis with foci for each weekly collaborative time. Teachers used research – key books.	Due to covid-19, this wasn't completed so this continues to be a key feature on the school RAP.	Cost = £13,000
To provide high quality intervention for PP pupils	Teaching assistant staffing	All PP interventions were tracked and 100 % of PP children accessed some intervention depending on need (academic, social & emotional or clubs). Due to Covid-19, interventions stopped on March 20 th however, teaching assistants and LSAs were working within their year groups to provide individualised learning tasks, phone calls, resources and deliver materials to doorsteps.	PP funding will continue to be used to provide intervention to ensure PP children reach expected levels in reading, writing and maths.	£19,000
To provide all children with access to Mathletics and Times Tables Rock stars online learning to support maths development	All children given accounts for Mathletics and Times Tables Rockstars online platforms	All pupils from Y3-6 accessed Times Tables Rockstars as part of every day practise. Mathletics was also used for home learning and teachers to set tasks. During Covid-19, both were also set for regular home learning tasks. Due to Covid -19, there were no end of term assessments and the times tables check did not take place however, in school data showed 98 % of all pupils in Y4 would have passed the times tables check. 94 % of PP children would have passed the check.	Due to covid-19 this will continue to be a method of support and the government plan for a times tables check is still in place next year. Y5 pupils will be checked in school in autumn 2020 . All pupils from Y2 -Y6 will have access to TTR. All pupils from Y1-Y6 will have access to Mathletics.	£3,200

ii. Targeted support

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
To improve percentage of Year 5 and 6 PP children on track for expected and / or greater depth in mathematics	Artificial Intelligence (AI) Maths project – Century Training	Covid-19 impact meant that Y6 pupils did not sit SATS and other year groups did not sit end of year tests so no formal data. Century was used all year up to and including lockdown. During lockdown, Century was used to support teaching and learning at home. Teachers were able to set tasks ; the AI was also able to assign tasks according to individual need.	School will continue to use Century as part of in school and home learning – this will be across KS2 – Y4,5,6 and in individual circumstances as a resource to support pupils who are more able.	£3,200
To ensure PP children have social, emotional and wellbeing support	ELSAs Lunch clubs Breakfast clubs Parent support worker	Very successful lunchtime provision was in place up to lockdown – this included a lunchtime ELSA nurture club run by two ELSAs. Majority of children accessing the club from PP or FSM register. Also supporting pupils with SEND. Children with a pass could access lunch club daily or on a needs basis. Breakfast club successful at supporting a small number of anxious children get in to school – run by parent support worker. Hugely successful telephone emotional support provided by ELSA / parent support worker over covid-19 lockdown. Very regular (weekly twice weekly) calls made to families and liaising with teachers. 100 % FSM children families contact during lockdown. Phones bought – this proved hugely successful so parents could also phone or text . Links with The Well in the village – food bank. Hugely successful. ELSA continues to be high heed.	ELSAs will continue to have mobile phone numbers so parents can continue to make contact directly by phone or text. Lunch clubs impacted by covid-19 since return to school but individual children will have access to smaller lunch club ELSA / parents support will continue with main focus on disadvantaged children and vulnerable.	£31,500

To provide specialist assessments where needed	Specialist assessment e.g dyslexia assessment, educational psychology, SALT	2 x educational psychology assessments for PP children	A small part of funding will continue to be used for children with high needs in order that they have the assessments needed.	£1100
To provide PP children with additional sports provision and intervention	Wakey Shakey club and targeted sports interventions Specialist PE teaching	Targeted interventions for sport continued to focus on disadvantaged children (PP). Lunch clubs for sport on each playground every day to support children finding it hard on the playground. Children directed to the clubs to be involved in sport / helping sports staff.	Sports offer at lunch continues after return to school for all children but especially aimed at PP children.	£8,500
iii. Other approaches				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
To improve attendance and lateness of PP children	Employment of Education welfare Officer (EWO)	Regular meetings with EWO (CAWs) , deputy head and school admin officer enabled accurate attendance tracking and early intervention for attendance. Persistent absence improved up to lockdown; lateness also improved.	CAWs continue to be employed and will continue to support attendance monitoring.	£4000
To ensure PP children have access to after school clubs	PP children have priority for school clubs	44 % of PP children in Y1-6 attended at least one club up until lockdown. Children were invited but many have other commitments or clubs not of their interest. 1 child – Tiger club funded for before & after school (safeguarding issue)	Covid-19 impact on clubs for autumn term 2020 and possibly beyond. This strategy to be reviewed in light of this.	£300
To ensure PP children have access to trips and residential	25 % reduction in school trips and residential for PP children	Y4 residential – 88 % of PP children attended the Y4 residential. Y6 residential – 71 % of PP children attended the Y6 residential	Covid-19 impact has meant residential for autumn term 2020 have been cancelled. No trips booked for autumn term but PP money will be used to support in school performances such as 'Up n at Em' history visits across KS2.	Y4 res – Y6 res – Trips – £2200

To reduce the cost of school uniform for PP children	PP children given amount of uniform per year	All PP children continue to have access to 3 jumpers per year plus PE tshirt. In exceptional cases shoes and other items are funded.		£1750
			Total Pupil Premium income 2019-2020	£86,469.17
			Total Pupil Premium expenditure 2019-2020	£87,750

5. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.
Our full strategy document can be found online at: www.aschool.sch.uk

Pupil Premium Aims for 2019- 2020 :

1. To ensure all families eligible for Pupil Premium funding are identified and apply for funding. (The school office is responsible for promoting Pupil Premium and for sending letters out periodically e.g to all children who start school; to all children at the end of KS1)
2. To strive for all Pupil Premium children to reach end of year age related expectations for reading, writing and mathematics
3. For teaching and learning to be at the highest quality, where children are actively engaged with their learning.
4. Pupil Premium children to receive learning tailored to their needs. To receive regular effective feedback enabling them to reach their full potential.
5. To provide all children with the skills to learn effectively.
6. To provide Pupil Premium children with the necessary support in school from the school ELSA (emotional literacy support assistant) and Pupil Premium Champion in order for them to engage effectively; to also provide family support where necessary.
7. To provide high quality intervention within the classroom setting tailored to needs.
8. To provide online learning platforms to support learning in mathematics – these can be accessed in school and children will be provided with time in school where they do not have access to home ICT equipment.
9. All staff are fully aware of who the Pupil Premium, FSM and vulnerable children are.
10. All Pupil Premium children benefit from the funding, not just those underperforming.

11. To ensure that underperformance at all levels is targeted and children are supported at all levels.