

Pupil premium strategy statement – Kemsley Primary Academy



Pupil premium is allocated to schools for children of statutory school age from low income families who are known to be eligible for Free School Meals (or have been in the last 6 years), children who are looked after and to children whose parents are currently serving in the armed forces.

Our principles of fund allocation:

- We organise teaching and learning at Kemsley in order to meet the needs of all children in the best way. As a result we allocate some pupil premium money to make sure all children have their needs met
- We ensure that appropriate provision is made for children who belong to vulnerable groups and that socially disadvantaged children have their needs adequately assessed and met
- We recognise that not all children who receive free school meals will be socially disadvantaged and we also recognise that not all children that are disadvantaged have free school meals.

| 1. Summary information | | | | | |
|-------------------------------|-------------------------|---|---------|---|-----------|
| School | Kemsley Primary Academy | | | | |
| Academic Year | 2017/18 | Total PP budget | £80,520 | Date of most recent PP Review | Sept 2017 |
| Total number of pupils | 211 | Number of pupils eligible for PP | 33% | Date for next internal review of this strategy | Jan 2018 |

| 2. Attainment at end of 2016/17 academic year | | |
|---|---|---|
| | <i>Pupils eligible for PP (Kemsley)</i> | <i>Pupils not eligible for PP (national average) Comparator group</i> |
| Year 1 - Phonics Screening Check: | 83% | 84% |
| Key Stage 1: Attainment | | |
| % achieving 'expected' in reading | 37.5% | 79% |
| % achieving 'expected' in writing | 37.5% | 72% |
| % achieving 'expected' in maths | 50% | 79% |
| % achieving 'greater depth' in reading | 0% | 28% |
| % achieving 'greater depth' in writing | 0% | 18% |
| % achieving 'greater depth' in maths | 0% | 23% |

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| Key Stage 2: Attainment | | |
| % achieving 'expected' in reading | 79% | 77% |
| % achieving 'expected' in writing | 57% | 81% |
| % achieving 'expected' in maths | 57% | 80% |
| % achieving in reading, writing and maths | 57% | 67% |
| % achieving 'greater depth' in reading | 14% | 29% |
| % achieving 'greater depth' in writing | 7% | 21% |
| % achieving 'greater depth' in maths | 29% | 27% |
| % achieving 'greater depth' in reading, writing and maths | 0% | 11% |
| Key Stage 2: Progress KS1 to KS2 | | |
| Progress score reading | 2.10 | In school comparison – Non pp +0.13 |
| Progress score writing | 0.86 | In school comparison – Non pp -0.31 |
| Progress score maths | -0.28 | In school comparison – Non pp +1.32 |

2. Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers (*issues to be addressed in school, such as poor oral language skills*)

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| A. | Poor communication skills on entry to the school for PP children delays development of oracy and writing for EY children |
| B. | Core skills are not always securely embedded resulting in lower levels of expected attainment in aspects of maths, SPaG and writing |
| C. | Low levels of physical and emotional wellbeing for many PP children and lack of strategies to tackle this impacts on ability to fully focus on learning resulting in slower progress |

External barriers (*issues which also require action outside school, such as low attendance rates*)

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| D. | Parental understanding of how to best support educational development and develop effective family relationships |
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3. Desired outcomes

| | <i>Desired outcomes and how they will be measured</i> | <i>Success criteria</i> |
|-----------|---|---|
| A. | Communication and early writing skills will be a significant focus for those eligible for PP in the EY | Pupils eligible for PP in Early Years make rapid progress so that by the end of the year there is no differential between PP and non-PP percentages of children attaining expected standards |
| B. | Specific focus will be placed on core skill development ensuring that children feel confident in the rapid recall of key facts and application of embedded key skills | Core skills for PP children will be rapidly enhanced as evidenced by progress in reading, spelling, arithmetic and times table scores (teacher and test assessed each full term and moderated across the Trust). In |

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| | | turn this will increase the percentage of PP children attaining expected standards at the end of key stage tests |
| C. | Assessment processes will look at all children's wellbeing. All children will have a strong understanding of their own physical and emotional wellbeing and will be supported to address these areas to build resilience and develop strategies to cope with challenging situations | Strengths and difficulties questionnaires will identify those in receipt of PP who require specific interventions. Leuven Wellbeing and Involvement scores will identify accelerated increases for those PP children requiring intervention |
| D. | Parents will have increased clarity with regard to how to support their children from home and will feel able to engage with wider aspects of the school to develop familial relationships | 50% of parents attending the school's '7 habits' workshops will be eligible for PP. Increased attendance of PP parents at parent consultations so attendance at least in line with non-PP parents (80%) 100% of PP parents will utilise the MM application |

| 4. Planned expenditure | | | | | |
|---|--|--|---|------------|--|
| Academic year | 2017/18 | | | | |
| 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? Costings |
| B Specific focus on the development of core skills | <p>1:1 reading for all pupils throughout the week with specific additional focus on PP children</p> <p>Spelling programme that enables children to work at their own pace (with baseline expectation)</p> <p>Times table programme that is individualised ensuring that children are able to embed skills before moving on</p> | Individualised approaches to the core skills curriculum will ensure that children are able to embed key skills before moving on ensuring that learning is fixed. While differentiation is effective in all classrooms, the personal nature of the learning of key core skills means that an individualised approach is the most robust method of ensuring children have secure knowledge | <p>Children's individual progress will be tracked and additional support provided as required. This will be addressed through pupil progress meetings</p> <p>PP children will be a priority for all specific focused additional support</p> | Head | <p>End T2, T4, T6</p> <p>Programme design and running – time for development and resource creation / printing £1000</p> |
| Review – February 2018 | | | | | |
| All programmes defined above are now in place and running in all classrooms (years 1-6) | | | | | |
| <u>In school attainment gaps have changed as follows:</u> | | | | | |
| Reading: attainment gaps have remained approximately the same (+2%) in 3 year groups, diminished in 2 and increased in 1 year group. The group in which it has increased has had additional children to the cohort resulting in start/end point data not being completely comparable | | | | | |
| Writing: attainment gaps have diminished in 4 out of the 6 year groups. The gap has increased in the other 2 year groups; these create a sharp focus for pupil premium provision moving forward. | | | | | |
| Maths: attainment gaps have diminished in 3 out of the 6 year groups, remaining the same within the other 3 year groups. | | | | | |
| <u>Current in year data indicates that in year differentials in attainment outcomes (at expected levels) for reading, writing and maths in years 2 and 6 will be as follows (minus figures indicate that less pupil premium will attain the expected level in comparison to non-pupil premium children:</u> | | | | | |
| <p>Reading</p> <p>Year 2 -4%</p> <p>Year 6 +15%</p> | | | | | |

Writing
Year 2 -13%
Year 6 +19%

Maths
Year 2 -4%
Year 6 +5%

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| C Physical and emotional wellbeing | <p>Emotional wellbeing will be assessed through the use of the strengths and difficulties questionnaire ensuring that wellbeing intervention can be proactive as well as reactive</p> <p>Physical wellbeing will be further developed through the embedding of the 'daily mile' initiative alongside the introduction of healthy eating wellbeing approaches</p> | <p>Physical and emotional wellbeing is an essential precursor to effective mindsets for optimal learning. Previously, wellbeing intervention and support has taken place in the school as a reactive support rather than proactive. Analysis of the children supported by the pastoral support team has highlighted that PP children are more likely to require emotional and physical wellbeing support</p> <p>Wellbeing will also be enhanced through the school's 11b411 programme which looks to ensure that all children are able to experience 11 significant, and highly inspirational experiences, prior to leaving primary education. These experiences are subsidised in full, or part, for all PP children</p> | <p>Half termly reviews will take place of Leuven data to look at wellbeing and involvement of all children. PP children will be a significant focus and be tracked as an additional group</p> <p>Pupil voice will ascertain the impact of 11b411 experiences alongside assessment of the learning values individual data collated from children through individual 1:1 conferencing</p> | <p>SENCo / Wellbeing officer</p> <p>Values lead / Wellbeing lead</p> | <p>January 2018</p> <p>Time costings for SENCo ensuring programme in place / analysis of data and effective timetabling for follow up £5,000</p> <p>Subsidising of experiences £12,000 (including ensuring forest school programme for all)</p> |
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Total budgeted cost

£18,000

Review – February 2018

- Leuven (Wellbeing and involvement data) is collated for all children in the school on a half termly basis. This is captured onto spreadsheet and now forms an integral part of the school's half termly pupil progress meetings. Individual children's scores are discussed and, where concerns arise, children are supported appropriately. The integration of this data to pupil progress meetings ensures that we are considering the 'whole' child and all factors attributing to academic progress and achievement.
- Wellbeing is a key focus for the school. The Daily Mile continues as a key initiative with specific reward mechanisms in place as an incentive for individuals to improve. The school's 11b411 programme has been fully revised and will be published as a commitment to parents in term 4 2018. All children will get the opportunity to take part in all 11 of the planned experiences with any costs that are passed on to parents being subsidised for those children in receipt of pupil premium.

| ii. Targeted support | | | | | |
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| 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? |
| A. Oral communication skills rapidly assessed and addressed for children in Reception | <p>Employment of speech therapist to assess children and provide specific programmes.</p> <p>Employment of S&L TA to ensure that designated programmes are effectively carried out and assessed (Early Years Pupil Premium funding received is used to subsidise this cost)</p> | <p>Early identification of speech and language / communication issues provides the best possible opportunity for these issues to be diagnosed and addressed appropriately. If these barriers are removed rapidly, children are able to access all areas of the curriculum as early as possible.</p> | <p>Monitoring of effectiveness of defined intervention programmes through records of individual progress</p> <p>Observation of the implementation, by the S&L TA, of the S&L programmes recommended</p> | SENCo | <p>January 2018</p> <p>£21,500 (S&L therapist and assistant) (£1500 subsidised by EYPP)</p> |
| B. Specific focus on the development of core skills / application of skills | TAs will spend afternoon sessions on focused work with those children who did not achieve core lesson objectives (PP children as priority) | <p>Focused intervention on a 1:1 basis has proven to be a highly effective method of accelerated progress within the school but rapid intervention and links to work carried out in class are the key factor to success (The EEF toolkit suggests targeted interventions matched to specific students can be effective, especially for older pupils)</p> | <p>Records of children that receive the daily assigned intervention will be kept rigorously. Analysis of the percentage of children that are able to independently attain the objective following the additional intervention will be scrutinised to ensure that the interventions are effective</p> | SENCo | <p>January 2018</p> <p>Use of main class TA time (pm) in all classrooms £25,000 approximated cost for use of TA time</p> |
| C Physical and emotional wellbeing | <p>Leuven data and outcomes from SDQs (strengths and difficulties questionnaires) will be utilised to target individual children for specific 1:1 / group work to develop resilience / focus on wellbeing</p> <p>Where children have had severe / specific incidents requiring specialist support, play therapy can offer a potential route for support</p> | <p>Leuven data has been collated in the school previously to track general levels of wellbeing amongst classroom cohorts. However, it has not been used in a proactive manner in the past to try to intervene prior to any issue for children. There is a substantive team already in place to support children emotionally</p> <p>Play therapy provides a safe, secure environment in which young children can explore their feelings and work through emotionally concerning issues</p> | <p>Leuven data will be collated every half term and scrutinised against other assessments and qualitative information on children to ascertain levels of wellbeing and how this is translating to involvement in classroom learning</p> <p>The school employs a play therapist for one day a week – referrals agreed and tracked through discussion between the play therapist, SENCo and pastoral support team</p> | SENCo / Pastoral support team | <p>January 2018</p> <p>Pastoral support team / SENCo time £12,000</p> <p>Play Therapist £6,000</p> |
| Total budgeted cost | | | | | £64,000 |

Review – February 2018

- Communication needs continue to be the greatest identified additional need for new entrants to the school. The school's programme to rapidly screen all children for speech, language and communication needs means that we are well placed to provide intervention when required and to ensure that children make rapid progress. The school's speech and language TA works full time within the inclusion team ensuring that programmes given by the visiting Speech and Language Therapist are carried out as required.
- The new approach to intervention (through afternoon addressing of specific issues that have been identified in children's work) is having clear impact. This is evidenced through children's books (where the additional input is shown to have rapid impact upon knowledge and understanding). Levels of good or better progress within year (as noted by the school's internal tracking system) provide further evidence of the impact.
- The impact of Leuven data is noted above
- Play therapy is utilised to support children identified through discussion between class teacher / inclusion manager and play therapist.

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? Costings |
|----------------------------------|---|---|---|-----------------------|--|
| D Parental engagement programmes | <p>Joint 'whole community' programmes that encompass developments in the school simultaneously as introducing to the community (7 habits programme)</p> <p>Communication tools are consistently being reviewed and updated to ensure optimal opportunities for parents to be in contact with the school. Marvellous Me will be utilised to greater effect with specific PP communications</p> | <p>Collaborative working between home and school is the most effective way of ensuring the best possible progress for children. Providing opportunity to work on a project at the same time (tailored appropriately) will provide more robust frameworks for children and families to work within</p> <p>Marvellous Me has proven to be an effective method of communication this year with 84% of children having a linked adult accessing the system. Focus will be ensuring 100% of PP children have a linked contact on MM enabling specific communications / sharing of news and topical information from classrooms</p> | <p>The 7 habits programme will be spearheaded by the Pastoral Support Lead who is highly knowledgeable in the impact of the habits upon individuals as learners and in terms of effective families. Workshop impact will be monitored through parental voice / questionnaires</p> <p>Engagement levels can be tracked through the MM dashboard. Specific, targeted information will be sent to PP parents/carers to ensure sign up levels are optimal</p> | Pastoral support lead | <p>End T2, T4, T6 Time of PSL / resources £3,500</p> <p>Continued use of MM / targeted campaigns for PP linked parents/carers £350</p> |
| Total budgeted cost | | | | | £3,850 |

Review – February 2018

- Marvellous Me has been well received as a communication tool and is utilised regularly in each classroom to give parents information about activities and successes of children in their school day. This engenders the start of conversations at home with regard to what the children have been learning about. As of 19th February 2018, 90% of all children in school have at least one parent/carer attached to their Marvellous Me accounts meaning that positive messages can be readily shared. Continued focus is upon reaching the 10% of parents yet to engage to ensure that 100% of all pupils have a linked adult to their Marvellous Me messages account.

| 5. Review of expenditure | | | | |
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| Previous Academic Year | | 2016/17 | | |
| Academic outcomes related to specific actions / approaches are given at the end of the table | | | | |
| i. Quality of teaching for all | | | | |
| Desired outcome | Chosen action/approach | Estimated impact: Included impact on pupils not eligible for PP, if appropriate. | Lessons learned (and whether the approach will be continued) | Cost |
| All children with identified need will have specific, focused support that is tracked for effectiveness | SENCo focus / monitoring and support | Mixed. This was a wide remit. The vast majority of children in the school made good progress in year from their individual start points | Specified and focused interventions will be tracked and monitored for effectiveness through the next academic year. Specific success criteria will be provided to ensure clear boundaries to ascertain impact | £11,000 |
| Increasing education around healthy eating initiatives | The installation of a 'Snack shack' for use by all pupils to develop ability to know about, and create, healthy meals from scratch | Not yet known. Delays in the installation of the shack means that it was finalised in June 2017 and so no specific impact has been seen | The Snack shack will form a crucial part of the school's focus on an increasingly proactive approach to ensuring physical wellbeing for children. | £15,000 |
| ii. Targeted support | | | | |
| Desired outcome | Chosen action/approach | Estimated impact: Included impact on pupils not eligible for PP, if appropriate. | Lessons learned (and whether the approach will be continued) | Cost |
| Increasing the % of PP children attaining expected levels | Accelerated learning for those at risk of underachievement | Mixed. Accelerated learning is an intervention that focuses on those children working just below age expected levels. While PP children were prioritised for this support, the most vulnerable were often working well below the age expected levels and were therefore unlikely to benefit | Accelerated learning will not be continued. While the intervention had some merit and enabled some children to 'catch up' to age related expected levels, its impact was somewhat limited on a small population. The focus children were on the programme for up to 6 weeks which resulted in a low number of children being able to benefit over the year. | £15,000 |
| PP (and other) children at risk of low self-esteem (and potential low attendance) are effectively supported to improve overall wellbeing and attendance levels | Variety of interventions as defined by PSL and SENCo | Mixed. Attendance levels at the end of the academic year were good (96.7% overall) however, various groups were somewhat disadvantaged. Children eligible for the pupil premium had overall attendance figures of 95% | Many aspects of the Pastoral team's work has impact, however, the focus for the PP strategy last year was widespread and quite vague. This year, the focus is very much upon the effective and accurate use of Leuven wellbeing and involvement assessments to target proactive intervention and support. | £11,000 |
| | Play therapy as a specific intervention | Play therapy is highly effective as denoted by the entry and exit data provided for each individual | Play therapy support for those children identified as likely to benefit will continue | £6,000 |

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| Swift intervention and support for speech, language and communication needs for the youngest children | Employment of a S&L therapist on a regular basis and specified TA | Good. Speech and language cases are rapidly assessed when identified by class teachers. The EY team are increasingly able to ascertain communication issues very quickly. The ability to have diagnoses and individualised programmes tailored rapidly has resulted in rapid support and a large percentage of children being signed off support rapidly. Where children require more in depth support, this is able to happen quickly through further referral with specialist knowledge of the issues identified being shared | Approach to continue | £21,500 |
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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 |
|--|--|--|--|-------|
| Ensuring all PP children are able to access enrichment activities | Subsidising of PP children for school trips / experiences Subsidising of breakfast and after school clubs for PP children | Quantitative data not available. General wellbeing of all cohorts improved due to ability for all children to attend events regardless of financial situation | Approach will be continued with specific funds set aside to ensure that all children can access enrichment activities regardless of personal circumstances. However, this will be specifically linked to the school's 11b411 approach that has a wider focus on experiential learning | £900 |
| Enabling parents to support their children with specific learning objectives | Parent and carer workshop schedule | Mixed. Workshops were well attended throughout the year. However, the workshops did not target many of the families that would have been a clear focus. | The clear academic focus for each of the workshops may well have caused a barrier for some parents/carers. A different approach will be taken this year with workshops that focus on effective families / quality time at home building relationships with children. Workshops will enable parents/carers to work alongside their children encouraging adults to attend. | £1000 |

6. Additional detail - outcomes

Comparison of outcomes for Kemsley children in receipt of pupil premium against non pupil-premium nationally will be given below when figures are released.