

# Pupil premium strategy statement 2018-19 – 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.
- We are aware that there are a growing number of families who could be classed as 'just about managing' who are not in receipt of pupil premium. We consider this group to be possibly disadvantaged.

1. Summary information					
<b>School</b>	Kemsley Primary Academy				
<b>Academic Year</b>	<b>2018/19</b>	<b>Total PP budget</b>	£91,000	<b>Date of most recent PP Review</b>	Sept 2018
<b>Total number of pupils</b>	211	<b>Number of pupils eligible for PP</b>	33%	<b>Date for next internal review of this strategy</b>	Feb 2019

2. Attainment at end of 2017/18 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:	89%	TBC
<b>Key Stage 1: Attainment</b>		
% achieving 'expected' in reading	67%	TBC
% achieving 'expected' in writing	67%	TBC
% achieving 'expected' in maths	83%	TBC
% achieving 'greater depth' in reading	17%	TBC
% achieving 'greater depth' in writing	0%	TBC

% achieving 'greater depth' in maths	0%	TBC
<b>Key Stage 2: Attainment</b>		
% achieving 'expected' in reading	78%	TBC
% achieving 'expected' in writing	78%	TBC
% achieving 'expected' in maths	67%	TBC
% achieving in reading, writing and maths	67%	TBC
% achieving 'greater depth' in reading	TBC	TBC
% achieving 'greater depth' in writing	0%	
% achieving 'greater depth' in maths	TBC	TBC
% achieving 'greater depth' in reading, writing and maths	0%	TBC
<b>Key Stage 2: Progress KS1 to KS2</b>		
Progress score reading	TBC	In school comparison – TBC
Progress score writing	TBC	In school comparison – TBC
Progress score maths	TBC	In school comparison – TBC

<b>2. Barriers to future attainment (for pupils eligible for PP, including high ability)</b>		
<b>In-school barriers</b> <i>(issues to be addressed in school, such as poor oral language skills)</i>		
<b>A.</b>	Poor communication skills on entry to the school delays development of oracy and writing and is linked to poor vocabulary development	
<b>B.</b>	Low levels of aspiration that children have for themselves to achieve and progress at the highest levels	
<b>C.</b>	Low levels of physical and emotional wellbeing for many children and lack of strategies to tackle this impacts on ability to fully focus on learning resulting in slower progress	
<b>External barriers</b> <i>(issues which also require action outside school, such as low attendance rates)</i>		
<b>D.</b>	Pupil premium attendance rates are below the national average (95.6% compared to 96% nationally) and significantly below non pupil premium in school attendance (96.5%)	
<b>3. Desired outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	The percentage of children in year R achieving the expected levels for all strands of Communication and language will increase on those for 2017-18 'Measures' of vocabulary knowledge will show significant improvements throughout the year in all year groups (from baseline information)	All new entrants to the school will be assessed for speech and language skills. All concerns will be addressed by the school's Speech and Language therapist. Where needed, programmes will be put in place to support children in their development and will be run by the school's Speech and Language assistant. Where necessary, children will be referred for further help. Vocabulary development will be a core focus within the school and be assessed, and addressed, through in class provision.
<b>B.</b>	The percentage of all children (pupil premium as a focus group) attaining at the highest levels will increase in all assessments in comparison to 2018 outcomes.	Pupil premium attainment and progress will be utilised by the school's Vulnerable Groups Lead to ensure that those capable of attaining at higher levels are identified and supported as required. Where required, individual PP children will have a plan of action to further progress and steps to success to jointly agreed targets to scaffold the raising of their own aspirations.
<b>C.</b>	Leuven Wellbeing and Involvement scores will identify accelerated increases for those PP children requiring intervention across the year (from baseline scores)	Resilience questionnaires will be utilised with all children in year 2 upwards. 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
<b>D.</b>	The percentage differential in attendance rates between pupil premium children and non-pupil premium children will be reduced in comparison to the differential in 2017-18	PP children with attendance below the school's expected level of 97% will be highlighted by the Attendance and Wellbeing officer. A targeted approach to working with these children will be put in place and assessed, on an ongoing basis. Specific support to ensure that children are able to be in school will be identified as appropriate

#### 4. Planned expenditure

Academic year

2018/19

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
A Vocabulary Development	Focused and specific teaching of vocabulary within Literacy lessons	Significant research has identified a large differential in the vocabulary of children from 'poor' homes in comparison to those from more affluent homes. A poor vocabulary range can lead to a reluctance to read and a limited curriculum. Ensuring that vocabulary building is a key element of literacy lessons will ensure that all children have access to an enriched bank of words.	-A defined approach to ensuring that vocabulary is integral to all literacy lessons will be in place and monitored. Support will be provided if this is not being implemented. -Assessment of children's vocabulary will be undertaken at regular intervals throughout the year to assess the impact of the use of this approach	Literacy lead / SENCo	<b>Review in Jan 2019</b>  <b>Costings:</b> <b>£1000 additional release time</b> <b>£1000 for resourcing for assessments</b>
C Physical and emotional wellbeing	Emotional wellbeing will be assessed through the use of Leuven scale by teaching staff. Children in years 2-6 will undertake the 'Student Resilience Survey'. Children at 'risk' will be identified  Physical wellbeing will be further developed through the embedding of the 'daily mile' initiative alongside the introduction of the impact of food intake upon the body through the use of the school's Snack Shack and delivery of free daily fruit for all children in KS2	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  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.	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. Children scoring 'low' on the resilience scale will have specific interventions (see targeted intervention)  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.  The percentage of children, in each year group, who are able to complete the daily mile will be tracked.	SENCo / Vulnerable Groups Lead  11b411 Lead / SENCo	January 2019  <b>Time costings for SENCo ensuring programme in place / analysis of data and effective timetabling for follow up £4,000</b>  <b>Subsidising of experiences £8,000 (including ensuring forest school programme for all)</b>
<b>Total budgeted cost</b>					£15,000

## 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?
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&amp;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>	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. Research shows that poor communication in the early years can lead to poor vocabulary development, lower social interaction and difficulty in accessing	<p>Monitoring of effectiveness of defined intervention programmes through records of individual progress</p> <p>Observation of the implementation, by the S&amp;L TA, of the S&amp;L programmes recommended</p>	SENCo	<p>January 2019</p> <p><b>£21,500 (S&amp;L therapist and assistant)</b> <b>(£900 subsidised by EYPP)</b></p>
B Low levels of aspiration that children have for themselves to achieve and progress at the highest levels	TAs will spend afternoon sessions on focused work with those children who did not achieve core lesson objectives (PP children as priority)	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)	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	SENCo	<p>January 2019</p> <p><b>Use of main class TA time (pm) in all classrooms</b> <b>£25,000 approximated cost for use of TA time</b></p>
B Low levels of aspiration that children have for themselves to achieve and progress at the highest levels	The school will develop a new role (Vulnerable Groups Lead) that provides qualified teacher support, tracking and intervention of pupil premium attainment and progress with a specific focus on ensuring the percentage of PP attaining at greater depth increases	The EEF toolkit suggests targeted interventions matched to specific students can be effective particularly if these are led by qualified teachers. Low levels of aspiration within children from disadvantaged backgrounds is evident within the school through the children's 'self-evaluation' against year group expectations against our agreed learning values.	<p>Termly data collations will evidence the percentage of children on track to attain at greater depth in all year groups. Progress will be assessed through book looks.</p> <p>The impact of 1:1 and group programmes will be assessed by the Vulnerable Groups Lead Teacher</p>	<p>Vulnerable Groups Lead teacher</p> <p>SENCo</p>	<p>January 2019</p> <p><b>£22,000 cost to school of Vulnerable Groups Lead teacher</b></p>

C Physical and emotional wellbeing	Leuven data and outcomes from Student resilience surveys will be utilised to target individual children for specific 1:1 / group work to develop resilience / focus on wellbeing	Student resilience surveys are a researched tool in gathering information on children's own perceptions of their resilience and support mechanisms that they feel that they have in place. Using this data, alongside the school's collation of Leuven (wellbeing an involvement data) will provide a means of being proactive in providing support to children in developing their resilience levels.	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	SENCo / Pastoral support team	January 2019 <b>Pastoral support team / SENCo time £6,000</b>
<b>Total budgeted cost</b>					£74,500
<b>v. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation? Costings</b>
D Attendance levels of pupil premium children	<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 regarding attendance</p> <p>Pupil premium children with attendance less than 97% historically will be targeted as a specific group.</p>	<p>Marvellous Me has proven to be an effective method of communication this year with 93% 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 information regarding attendance for those PP children identified to be historically low attenders</p> <p>Understanding of the impact of low attendance can be a significant factor in some children not attending at specific times. In addition, some families are unable to access wrap around care to ensure attendance continues when day to day family life is interrupted. Having an understanding of the impact of low attendance, and being aware of the options that school offers to support will provide a stronger framework in which to challenge poor attendance figures.</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> <p>Attendance is tracked on a weekly basis. Those children who are targeted PP children will be specifically highlighted and trends will be mapped.</p>	<p>Attendance and Wellbeing officer</p> <p>Attendance and wellbeing officer / Vulnerable Groups Lead Teacher</p>	<p>Continued use of MM / targeted campaigns regarding attendance for PP linked parents/carers <b>Cost: £350</b></p> <p><b>Cost: £2000</b> (as portion of role)</p>
<b>Total budgeted cost</b>					£2,350

5. Review of expenditure				
Previous Academic Year		2017/18		
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
Development of core skills for all	1:1 reading for all children	Impact was seen within children's reading 'levels' as evidenced through KS2 outcomes where 81% of all children attained at expected levels. 78% of pupil premium children attained the expected level.	The impact of 1:1 reading has been significant. This will continue as part of everyday practice in all classrooms.	£1000 (programme development and resourcing)
	Spelling programme enabling children to work at own pace	SPaG outcomes for KS2 were slightly lower than 2016/17, however, spelling scores, on average, were higher.	The spelling system has been successful to a point. Spelling is stronger throughout KS2. However, it is clear that enabling children to work through the system at their own pace is not working for some children who struggle to be motivated. The approach will be adapted to ensure that all children 'test' against their spellings once per week. A focus on high frequency words will be emphasised in KS1.	
	Times table programme that is individualised	Times table knowledge is increasing throughout all year groups as evidenced through ongoing assessment through in class testing.	The approach to times tables will continue. This has been successful.	
Physical and emotional wellbeing	Use of SDQ	Leuven Data shows that children's wellbeing and involvement has improved, on average, across the year. Incorporating the data within pupil progress meetings has had the effect of heightening focus upon this contribution to children's readiness to learn. Interventions have been put in place more rapidly when patterns of low wellbeing have been established.	SDQs were useful but many children found them 'difficult' to respond to. These will be replaced with Student Resilience Questionnaires that require children to consider the networks that they have in place to support them. The approach of incorporating information regarding wellbeing within the range of data considered at pupil progress meetings will continue.	£5000
	Physical wellbeing through Daily Mile and aspects of 11b411 programme	The percentage of children able to run a mile within 15 minutes has increased throughout the year (as evidenced through data submitted for the school's 2 <sup>nd</sup> year of the sports 'gold mark').	The programmes will continue and pupil premium will be utilised again to subsidise the 11b411 experiences.	£12000
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

Oral communication skills rapidly assessed and addressed for children in Reception	Use of in-house S&L assistant and regular visits from contracted S&L therapist to ensure children are assessed effectively and provided with targeted support programmes	Early identification and support for S&L issues has been successful – 80% of children attained GLD for communication and language from a baseline of 46.7%.	The approach will be continued	£21,500 NB: £600 received from EYPP was used to subsidise this
Specific focus on the development of core skills / application of skills	TAs spend afternoon sessions on focused work with those children who did not achieve core lesson objectives (PP children as priority)	This approach to rapid focused intervention for children that do not attain the set lesson objective has been highly successful. Records are kept by TAs and passed to the SENCo each half term for tracking and monitoring. At the end of KS2 assessments, 70% of year 6 disadvantaged children attained the expected level in reading, writing and maths combined compared to 71% of non-disadvantaged children. This attainment gap of 1% is significantly diminished from 2016-17 academic year when the gap in KS2 was 19%.	This approach is now in place and sustainable. As a result of the success, it will be continued throughout the next academic year.	£25,000 (across the school)
Physical and emotional wellbeing	Targeting of individuals for 1:1 group work where they have been identified through Leuven data.  Play therapy for those children with specific / severe incidents	Proactive support through early interventions (eg scheduled talk time, lego intervention, drawing and talking) for those children flagging as having low wellbeing and esteem has had a strong impact with average Leuven scores through the school increasing over the year.  The school's play therapist was not in school for some parts of last year and sustained interventions were therefore not feasible.	This 'preventative' approach to supporting children rather than a purely reactive approach was highly successful. This will continue. The 'Student Resilience Survey' documents will be utilised as a further source of information to ascertain how children perceive their own support networks and ability to be resilient.  Drama therapy was utilised in the school last year as this was requested as support by Virtual school for looked after children. In order to ensure flexibility of provision of therapy and to enable cost effective approaches, the resident play therapist will no longer be continued.	£12,000  £6,000
<b>iii. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b> £3500



<p>D Parental engagement programmes</p>	<p>Joint 'whole community' programmes that encompass developments in the school simultaneously to the community (7 habits programme)</p> <p>Communication tools enhanced to engage parents further</p>	<p>The 7 habits programme did not work well due to the absence of the Pastoral support lead. Initial parental interest in the programme was minimal with only 4 parents engaged.</p> <p>Marvellous Me has proven to have a significant impact upon parental engagement. At the end of the academic year 93% of children in the school had at least one adult linked to them through the system. Trials were undertaken at the end of the year to send out letters via the app to ensure that parents received them rather than relying upon paper copies that can get misplaced. This was highly successful.</p>	<p>This will be discontinued.</p> <p>Marvellous Me will be continued. Now that the app has been successfully introduced, it will be utilised in a more specific and targeted fashion to engage specific groups.</p>	<p>£350</p>
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## 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.