

# Pupil Premium Strategy Statement 2020-21

<b>School</b>	King's Meadow School				
<b>Academic Year</b>	2020-2021	<b>PP funding received</b>	£70,503	<b>Date of most recent PP Review</b>	Sept 2020
		<b>PP allocated budget</b>	£85,701		
<b>Total number of pupils</b>	427	<b>Number of pupils eligible for PP</b>	57	<b>Date for next internal review of this strategy</b>	Jan 2021

## Current attainment 2019 – Year 1 Phonics (2020 not applicable)

	Pupils eligible for PP Classed as Disadvantaged		All Pupils	
	King's Meadow	Nat. Average (2018)	King's Meadow	Nat. Average (2019)
<b>% working at the expected standard</b>	100%	72%	87%	82%

## Current attainment 2019 – Key Stage 1 (2020 not applicable)

	Pupils eligible for PP Classed as Disadvantaged		All Pupils	
	King's Meadow	Nat. Average (2018)	King's Meadow	Nat. Average (2019)
<b>% working at or above in Reading</b>	50%	62%	83%	75%
<b>% working at or above in Writing</b>	50%	55%	79%	69%
<b>% working at or above in Maths</b>	50%	63%	77%	76%

## Current attainment 2019 – Key Stage 2 (2020 not applicable)

	Pupils eligible for PP Classed as Disadvantaged		All Pupils	
	King's Meadow	Nat. Average (2018)	King's Meadow	Nat. Average (2019)
<b>% achieving in reading, writing and maths</b>	46%	51%	71%	65%
<b>% working at or above in Reading</b>	54%	64%	79%	73%
<b>% working at or above in Writing</b>	62%	67%	84%	78%
<b>% working at or above in Maths</b>	69%	64%	80%	79%

1. Barriers to future attainment (for pupils eligible for PP, including high ability)					
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )					
<b>A.</b>	Emotional and social needs 53%PP pupils are having a detrimental effect on ability to engage in classroom learning.				
<b>B.</b>	23% of PP children are on SEN register compared to in school average of 10%. 89% are currently working below expected standard in one, two or all of the subject areas.				
<b>C.</b>	49% of PP have identified behaviour and concentration issues within a classroom setting.				
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )					
<b>D.</b>					
2. Desired outcomes					
	<i>Desired outcomes and how they will be measured</i>			<i>Success criteria</i>	
<b>A.</b>	PP children able to make expected progress in lessons as behavioural, emotional and social needs are supported.			Expected progress made by PP children across the school.	
<b>B.</b>	PP SEN and lower ability children to make accelerated progress.			Gap between the group and the cohort is narrowed.	
<b>C.</b>	PP children will continue to have the gap narrowed between % achieving expected outcomes in R, W + M in comparison to Non PP in cohort or PP national average.			Gap between the group and the cohort is narrowed in every year.	
<b>D.</b>					
3. Planned expenditure					
<b>Academic year</b>		<b>2020-2021</b>			
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?
Improved attainment in Maths, with a focus on Greater depth.	Staff Insets ongoing for Mastery Maths.  Booster and Intervention Groups for PP Children.	Via Ofsted we have identified this as an area across the school for improvement. Due to lock-down this was not completed last year.	SLT, Phase and Staff meetings to plan and evaluate. Lesson Observations Book Scrutiny and data collection Pupil Interviews	RC + SLT	<b>Termly Review</b>
Mental Health/well-being and growth mindset support. Increased self-esteem for all pupils.	Professional development opportunities. Working alongside the Mental Health Support Team	Observations, learning walks, pupil interviews.	SLT and Staff meetings. Learning walks Pupil Interviews	LG + SLT	<b>Termly Review</b>

	Classroom resources. Recovery curriculum				
C. PP children will have the gap narrowed between % achieving expected outcomes in R, W + M in comparison to Non PP in cohort or PP national average.	Year 6- Employing PP teacher 4 mornings Year 1 and 2 - Extra TAs supporting phonics to allow for smaller groups. Extra TA support for Guided Reading Sessions.	The NfER report on supporting the attainment of disadvantaged pupils points out that there are several key elements when supporting attainment. Employing more high quality, experienced staff means that smaller class groups allow for pupils' needs to be met more effectively; staff are deployed effectively, and we are able to share best practice and increase the quality of teaching throughout the school.	Regular meetings and feedback with year group staff to ensure children are all progressing. CAP meetings with all year group staff, led by head teacher and SLT. Planning scrutinised.	LD + SLT	<b>Termly Review</b> . £31,732  £8,000
C. PP children will have the gap narrowed between % achieving expected outcomes in R, W + M in comparison to Non PP in cohort or PP national average.	Literacy and Maths boosters offered to those who are working below the expected standard.	The NfER report on supporting the attainment of disadvantaged pupils points out that 'providing targeted support for under-performing pupils during curriculum time (as well as providing learning support outside of school hours)' helps support attainment.	Data reviews at each assessment point in order to think carefully about which children are in need of after school tuition and which group they should be in. Tasks set by Literacy co-ordinator and Year 6 teachers.	LD + SLT + JC + VM + MN	<b>Termly Review</b>  £21,300
<b>Total budgeted cost</b>					<b>£61,032</b>
<b>ii. Targeted support</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?</b>
PP children will have the gap narrowed between % achieving expected outcomes in R, W + M in comparison to Non PP in cohort or PP national average.	Year 6- Employing PP teacher 4 mornings teacher 2 mornings. Year 1 and 2 - Extra TAs supporting phonics to allow for smaller groups. Extra TA support for	The NfER report on supporting the attainment of disadvantaged pupils points out that there are several key elements when supporting attainment. Employing more high quality, experienced staff means that smaller class groups allow for pupils' needs to be met more effectively; staff are	Regular meetings and feedback with year group staff to ensure children are all progressing. CAP meetings with all year group staff, led by head teacher and SLT. Planning scrutinised.	LD + SLT	<b>Termly Review</b>
	Literacy and Maths tuition offered to those who are working below the expected standard.	The NfER report on supporting the attainment of disadvantaged pupils points out that 'providing targeted support for under-performing pupils during curriculum time (as well as providing learning support outside of school hours)' helps support attainment.	Data reviews at each assessment point in order to think carefully about which children are in need of after school tuition and which group they should be in. Tasks set by Literacy co-ordinator and Year 6 teachers.	LD + SLT	Termly Review

<p>PP children able to make expected progress in lessons as behavioural, <b><u>emotional and social needs</u></b> are supported.</p>	<p>Children supported to feel confident to learn.          -Arch readers in Year 3 and Year 4 supporting Literacy and emotional needs.          - Play therapy          - School visits to be funded.          - School jumpers to be purchased.          - After school clubs to be funded (when started).          - Lucky lunch (when able to cross bubbles)          - Mental health support team referrals          - Y6 (CDC and resilient mind sessions) to start Term 2.</p>	<p>The school needs 'strong social and emotional support strategies to help pupils in need of additional support, including through working with their families' (NfER).</p>	<p>Regular CAP meetings after assessment points reviewing barriers to learning and how they are being overcome.</p>	<p>LD + SLT</p>	<p><b>Termly Review</b></p> <ul style="list-style-type: none"> <li>• £620 – ARCH</li> <li>• £810 – SCHOOL TRIPS</li> <li>• £2,000 – RESIDENTIALS</li> <li>• £1,000 – ASC</li> <li>• £4,560 – LUCKY LUNCH</li> <li>• £6,855 – CLEARSKY</li> <li>• £3,800 – SLT LUNCH COVER</li> </ul>
<p>PP children able to make expected progress in lessons as behavioural, <b><u>emotional and social needs</u></b> are supported.</p>	<p>Children supported to feel confident to learn.          SF to continue to take over role of HSLW.</p>	<p>The school needs 'strong social and emotional support strategies to help pupils in need of additional support, including through working with their families' (NfER).</p>	<p>Regular meetings reviewing barriers to learning and how they are being overcome.</p>	<p>LD, MW, LG, SF</p>	<p><b>On-going</b></p>
<p>B. PP SEN children to make accelerated progress.</p>	<p>SENCo implementing training sessions and scrutinies of SEN data throughout the year. Interventions bought in and regularly assessed by SENCo. Data monitored carefully and input modified if necessary.</p>	<p>The school should 'ensure that teaching assistants (TAs) are well trained in supporting pupils' learning as well as in specific learning interventions, so TAs can provide effective support to individual pupils or small groups. They also ensure strong teamwork between teachers and support staff.' (NfER).</p>	<p>Regular scrutinies of SEN paperwork.          Learning walks completed by SENCo and SEN advisor.          CAP meetings.</p>	<p>LG</p>	<p><b>Termly Review</b></p> <p>£822</p>
<b>Total budgeted cost</b>					<b>£20,907</b>
<b>iii. 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?</b>
Ensure PP Children are engaged in all aspects of school life.	Subsidising cost of visits. Targeted support for after school activities. Lucky Lunch Musical box offered to Y5 and Y6 School uniform subsidised	Children are able to be part of all school activities. Pupil question.	Monitoring take up of activities.	LG and RL	On-going  MUSICAL BOX: 3x PIANO 3 x DRUMS <b>£3,762</b>
Improve opportunities for PP children, both inside and outside school.	40 things to do before I leave KMS. Book Clubs and Homework Club Greater engagement of families. Lucky Lunch	Children are able to experience a wide range of personal and social achievements.	Monitoring children's sheet.	LG	On-going
<b>Total budgeted cost</b>					<b>£3,762</b>
<b>Total Budgeted Cost for Sections i, ii and iii</b>					<b>£85,701</b>

4. Review of expenditure				
Previous Academic Year		2019 – 20		
i. Quality of teaching for all ii. Targeted support 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
Improved attainment in Maths, with a focus on Greater depth.	Staff Insets ongoing for Mastery Maths.  Booster and Intervention Groups for PP Children.	*All of these figures are based on Spring data prior to Lockdown. Yr 1 children achieving expected is 67% which is above the GLD of 30%. Yr 2 children achieving expected plus 72% which is below their GLD of 86% but up on Summer Term 2019 of 56%. (1 child) Yr 3 children achieving expected plus is 29% below last year's KS1 data and GLD of 43%. (1 child) Yr 4 children achieving expected plus is in line with KS1 data of 58% below last year's KS1 data and GLD of 72%. (1 child) Yr 5 children achieving expected plus is 44% which is below both KS1 data and GLD of 56% (2 children) Yr 6 children achieving expected plus is 50% below their GLD and KS1 data of 67%. (1 child)	Due to lock down, not all INSETs planned were carried out and Mastery Maths was not able to be rolled out fully. The summer assessments and statutory assessments were not completed. Therefore, this will continue next year.	
Mindfulness/well-being Increased self-esteem for all pupils.	Staff training. Professional development opportunities.  Classroom resources.	Mindfulness and well-being is now embedded throughout the school and sessions are being carried out consistently throughout the school. This is evident in learning walks/lesson observations and marking in children's books.	Mindfulness sessions are now embedded throughout the school. Due to lock-down, these sessions need to be continued to be embedded into day-to-day learning and ethos in the school.	
C PP children will have the gap narrowed between % achieving expected outcomes in R, W + M in comparison to Non PP in cohort or PP national average.	Year 6- Employing PP teacher 4 mornings Year 1 and 2 - Extra TAs supporting phonics to allow for smaller groups. Extra TA support for Guided Reading Sessions. Literacy and Maths boosters offered to those who are	Due to KS1 and KS2 SATs not being undertaken nationally based on the government cancelling all statutory assessments in 2020, we have assessed our own spring data with progress being made.	Continue with use of additional teaching staff to ensure gap continues to be narrowed. On-going impact to be monitored.  Continue with specific interventions and monitor on-going impact.  Continue Literacy and Maths booster groups. Greater depth boosters to continue.	

	working below the expected standard.			
PP children able to make expected progress in lessons as behavioural, <b>emotional and social needs</b> are supported.	Home School Link Worker (HSLW) hours. Children supported to feel confident to learn.	HSLW left December 2019 but has been replaced by a safe-guarding team with SF now taking on some of the role. Mental Health Support Team are now working alongside pupils within the school – set to start different sessions with children prior to lockdown.	Continue to monitor children’s emotional and social needs and work alongside the mental health support team.	
PP SEN children to make accelerated progress.	SENCo implementing training sessions and scrutinies of SEN data throughout the year. Interventions bought in and regularly assessed by SENCo. Data monitored carefully and input modified if necessary.	There were 14 SEN children receiving PP.  Although progress is constant, the majority of the children are not making accelerated.  All 14 children have emotional and social needs. 7 of 14 children started KMS after Year 2.	All actions to continue.	
iii.Ensure PP Children are engaged in all aspects of school life.  Improve opportunities for PP children, both inside and outside school.	Subsidising cost of visits. Targeted support for after school activities. Lucky Lunch Musical box offered to Y5 and Y6 School uniform subsidised  40 things to do before I leave KMS. Book Clubs and Homework Club Greater engagement of families. Lucky Lunch	All pupils who wished to attend residentials and school visits were able to do so. School supplies purchased when required. PP children enjoyed their free music lessons and performance admirably in the Musical Extravaganza.  After school clubs funded when and where required.	All actions to continue.	
<b>PP Funding Received</b> <b>Total Budgeted Cost for Sections i, ii and iii</b>				£86,693