

Pupil Premium Strategy Statement 2021-22

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| School | King's Meadow School | | | | |
| Academic Year | 2021-2022 | PP funding received | £79,243 | Date of most recent PP Review | September 2021 |
| | | PP allocated budget | | | |
| Total number of pupils | 450 | Number of pupils eligible for PP | 61 | Date for next internal review of this strategy | Jan 2022 |

Current attainment 2019 – Year 1 Phonics (2020 and 2021 not applicable)

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

Current attainment 2019 – Key Stage 1 (2020 and 2021 not applicable)

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

Current attainment 2019 – Key Stage 2 (2020 and 2021 not applicable)

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

| 1. Barriers to future attainment (for pupils eligible for PP, including high ability) | | | | | |
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| In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>) | | | | | |
| A. | Emotional and social needs 70%PP pupils are having a detrimental effect on ability to engage in classroom learning. | | | | |
| B. | 23% of PP children are on SEN register compared to in school average of 13%. 89% are currently working below expected standard in one, two or all of the subject areas. | | | | |
| C. | 61% of PP have identified behaviour and concentration issues within a classroom setting. | | | | |
| External barriers (<i>issues which also require action outside school, such as low attendance rates</i>) | | | | | |
| D. | | | | | |
| 2. Desired outcomes | | | | | |
| | <i>Desired outcomes and how they will be measured</i> | | | <i>Success criteria</i> | |
| A. | 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. | PP SEN and lower ability children to make accelerated progress. | | | Gap between the group and the cohort is narrowed. | |
| C. | 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. | |
| D. | | | | | |
| 3. Planned expenditure | | | | | |
| Academic year | | 2021-2022 | | | |
| 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? |
| A recovery programme to minimise loss of academic knowledge in Reading, Writing and Maths that may have occurred during the national pandemic. | Staff Insets ongoing for Reading, Writing and Maths. Booster and Intervention Groups for PP Children. | Identification of children via the CAP meetings to minimise loss of academic knowledge that may have occurred during the national pandemic. | SLT, Phase and Staff meetings to plan and evaluate. Lesson Observations Book Scrutiny and data collection CAP meetings Pupil Interviews | RL + SLT | Termly Review |
| A recovery programme to support mental/physical wellbeing that may have | Professional development opportunities. | Identification of children via staff observations and parental consultations to improve children's mental/physical wellbeing. | SLT and Staff meetings. Learning walks Pupil Interviews Observations, | LG + SLT | Termly Review |

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| occurred during the national pandemic. Increased self-esteem for all pupils. | Working alongside the Mental Health Support Team Classroom resources. Recovery curriculum | | Pupil interviews. | | |
| 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 | Termly Review £24,017 – RK £9k – HLTA/TA time |
| 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 + RK + RP + MN | Termly Review £21,925 – MN £21,300 – LUNCHTIME BOOSTERS |
| Total budgeted cost | | | | | £76,242 |
| 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? |
| 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 | 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 | Termly Review |
| | 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 + RP | Termly Review |

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| PP children able to make expected progress in lessons as behavioural, emotional and social needs are supported. | 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. - Lucky lunch - Mental health support team referrals - Y6 (CDC and resilient mind sessions) Term 2 and Term 3. | The school needs 'strong social and emotional support strategies to help pupils in need of additional support, including through working with their families' (NfER). | Regular CAP meetings after assessment points reviewing barriers to learning and how they are being overcome. | LD + SLT | Termly Review <ul style="list-style-type: none"> ● £840 – ARCH ● £810 – SCHOOL TRIPS ● £2K – RESIDENTIALS ● £1.5K – ASC ● £4,560 – LUCKY LUNCH ● £5121 – CLEARSKY ● £3,800 – SLT LUNCH COVER |
| PP children able to make expected progress in lessons as behavioural, emotional and social needs are supported. | Children supported to feel confident to learn. SF to continue to take over role of HSLW. MW & SF to attend Family Links training and gain accreditation | The school needs 'strong social and emotional support strategies to help pupils in need of additional support, including through working with their families' (NfER). | Regular meetings reviewing barriers to learning and how they are being overcome. | LD, MW, LG, SF | On-going |
| B. 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. | 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). | Regular scrutinies of SEN paperwork. Learning walks completed by SENCo and SEN advisor. CAP meetings. | LG | Termly Review <ul style="list-style-type: none"> ● £822 – LITERACY CATCH UP SESSIONS |
| Total budgeted cost | | | | | £19,453 |
| 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? |

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| 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 Music Lessons Gymnastics £6,500 |
| 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 |
| Total budgeted cost | | | | | £6500 |
| Total Budgeted Cost for Sections i, ii and iii | | | | | £89,707 |

| 4. Review of expenditure | | | | |
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| Previous Academic Year | | 2020 – 21 | | |
| 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. | Yr 1 children achieving expected is 33% which is below their GLD of 50% (1 child). Yr 2 children achieving expected plus 43% which is above their GLD of 29% Yr 3 children achieving expected plus is 50% which is below last year's KS1 data of 60% (1 child). Yr 4 children achieving expected plus is at 55% which is above their KS1 data of 45% Yr 5 children achieving expected plus is 63% which is above KS1 data 50%. Yr 6 children achieving expected plus is 60% which in line with their GLD but below KS1 data of 80%. (2 children) | Due to lock down, not all INSETs planned were carried out and Mastery Maths was not able to be rolled out fully. The summer statutory assessments were not completed. Therefore, this will continue next year. | |
| Mental Health/well-being and growth mindset support. Increased self-esteem for all pupils. | Professional development opportunities. Working alongside the Mental Health Support Team Classroom resources. Recovery curriculum | Growth mindset is embedded throughout the school and children need constant reminding. We worked alongside the MHST and carried out both 1:1 and group referrals. Y6 children also were able to benefit from the Mental Health activators team in term 6. Pupil questionnaire was carried out and the results showed that the children had a good understanding of mental health and growth mindset and knew how to embed strategies to support this. | Lockdown caused interruptions to programmes being carried out. Staff need reminding to carry on with these procedures and teachings. | |
| 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. | Due to KS1 and KS2 SATs not being undertaken nationally based on the government cancelling all statutory assessments in 2021, we have assessed our own summer 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. | |

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| | Extra TA support for Guided Reading Sessions. Literacy and Maths boosters offered to those who are working below the expected standard. | | Continue Literacy and Maths booster groups. Greater depth boosters to continue. | |
| PP children able to make expected progress in lessons as behavioural, emotional and social needs are supported. | Children supported to feel confident to learn. SF to continue to take over role of HSLW. ELSA training carried out. | Children have strategies in place to support their own social and emotional needs. ELSA training is now completed ready to begin in September '21. Families are now being contacted regularly by SF/MW to make sure they feel supported. | 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 progress. 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 school visits were able to do so (although this was a lot less than usual due to not being allowed on school visits during the pandemic). School supplies purchased when required. Due to the pandemic and bubbles, Lucky lunch and musical lessons had to stop. School uniform was subsidised throughout the year. | All actions to continue. | |
| PP Funding Received Total Budgeted Cost for Sections i, ii and iii | | | | £85,701 |