



Pupil Premium Strategy Statement

1. Summary information					
School	Kingfisher Primary School				
Academic Year	2020 - 2021	Total PP budget	£ 90,115	Date of most recent PP Review	April 2020
Total number of pupils	201	Number of pupils eligible for PP	64	Date for next internal review of this strategy	January 2021

2. Current attainment – KS2		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in ARE reading, writing and maths	73%	77%
% making ARE in reading	73%	82%
% making ARE in writing	82%	88%
% making ARE in maths	82%	88%

3. 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.	Disadvantaged children enter school with significantly lower starting points than their peers
B.	Disadvantaged pupil's attainment is lower than other pupils within the school.
C.	Some disadvantaged pupils start school with limited speech and communication skills
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Low aspirations and expectations from home impact on outcomes and progress. Parents are harder to reach and more reluctant to engage with the school.

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	At the end of reception disadvantaged pupils language and communication skills are in line with not disadvantaged children	At the end of reception there are no gaps between disadvantaged and not disadvantaged language and communication skills
B.	There are no attainment gaps between disadvantaged and not disadvantaged children by the end of KS2	Progress of disadvantaged pupils is accelerated in all year groups At the end of KS2 there are no attainment gaps between disadvantaged and not disadvantaged children



Pupil Premium Strategy Statement

C.	Engagement and involvement of parents in children's education improves	Parents of disadvantaged pupils engage in workshops and other learning focused activities within the school. Disadvantaged pupils regularly complete homework set and this is actively supported by parents.
D.	Attendance improves	Attendance of disadvantaged children across the school is in line with all other children.
E.	Extend experiences	All children access range of experiences throughout school through our rich and broad curriculum.

5. Planned expenditure

Academic year

2020 - 2021

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 and 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?
At the end of reception disadvantaged pupils language and communication skills are in line with not disadvantaged children	<p>Additional TA support 10 hours a week (£8,000)</p> <p>Targeted pinny time for phonic and language acquisition. Repeated through all curriculum areas to strengthen vocabulary, understanding and memory</p> <p>Senior leader release time for coaching and securing quality first teaching – key focus language and writing development (£5,000)</p> <p>Additional teacher two hours per week to target specific children (£4,000)</p> <p>Sp and L therapy (£4,000)</p>	<p>Additional 2 hours a day of TA time secures targeted support for identified pupils. Progress evidence indicates that pupils supported make better than expected progress within the cycle.</p> <p>Writing progress was slower in 2020</p> <p>Pinny time – little and often approach improves children's retention and consolidation of new learning</p> <p>SLT time used to evaluate impact of provision and make quick and effective adaptations. Immediate feedback and modelling for staff team secures greater precision and more effective practise.</p>	<p>Weekly 1:1s with EYFS lead held by Head of School.</p> <p>Regular evaluations of interventions and interactions between pupils and adults led by SENCo.</p> <p>4 weekly Raising Achievement Meetings used to triangulate impact.</p> <p>Regular evaluation of learning within the EY provision.</p>	FA (AHT)	<p>January 2021</p> <p>June 2021</p>



Pupil Premium Strategy Statement

<p>Progress of disadvantaged pupils is accelerated in all year groups</p>	<p>TA led precision interventions all year groups (£31,000)</p> <p>Additional teacher time in year 6 to reduce group size and accelerate progress (£27,000)</p> <p>Senior Leader release time for evaluation, coaching and mentoring. Ensuring excellent quality first teaching and sequences of lessons (£4,000)</p> <p>Release time for raising achievement meetings with a focus on targeted groups (£4,200)</p> <p>SEND leader time for evaluation, coaching and support (£700)</p> <p>Staff training and development time (£4,000)</p>	<p>Gaps in attainment across the school are narrowing however some disadvantaged pupils still require additional support through 'Keep up or Catch up' precision interventions.</p> <p>The Covid19 pandemic has widened gaps between groups</p> <p>Precision interventions introduced by SEND lead to target specific needs of pupils has shown impact, therefore sharpening of precision teaching skills and timings of intervention will be further developed in 2020-2021</p> <p>TAs are increasingly skilled in leading precise interventions that ensure attainment gaps diminish.</p> <p>Additional teacher time in year 6 focuses on addressing gaps in learning and accelerating progress of all pupils. This will raise pupils confidence so that attainment gaps are diminished and long term memory is developed.</p> <p>Planning is consistently of high quality and provision engages pupils to further embed learning, equipping them with skills to tackle the next set of challenges.</p>	<p>On-going evaluation of impact of interventions.</p> <p>Regular evaluation of the impact of teaching on the learning, retention and progress of disadvantaged pupils.</p> <p>Regular joined up evaluations between work in exercise books, assessment data (both formal and informal), quality of questioning and learning and pupil attitudes and behaviours for learning.</p> <p>4 weekly Raising Achievement Meetings that focus on progress and learning</p>	<p>Head of School</p> <p>Executive Head</p>	<p>January 2021</p> <p>June 2021</p>
Total budgeted cost					£91,900
ii. 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?
Attendance improves	Education Welfare Officer (£3,500)	EWO works closely with HSSW to monitor attendance and work with families to	Regular 1:1s held with Home School Support Worker and Head of School	Head of School	Every term January 2021



Pupil Premium Strategy Statement

	<p>Home School Support Worker time for clinics, meetings and home visits (£6,500)</p> <p>Pastoral interventions to support pupil's wellbeing (£4,500)</p> <p>Curriculum development – Wide Horizons (£2500)</p>	<p>further improve attendance and engagement.</p> <p>Regular attendance clinics held – every 6 weeks and more regularly for target families who are persistently absent or who are at risk of becoming persistently absent.</p> <p>Home visits are undertaken when deemed necessary or when concerns are raised. These visits are designed to support the wellbeing of families</p> <p>Strategies and support is put in place.</p> <p>Pastoral interventions are held to support pupils them with their mental and emotional health and well-being</p> <p>Engaging and valuable curriculum that links between subjects and concepts.</p>	<p>Weekly evaluation of attendance figures and next steps planned</p> <p>Records of conversation and visit are used and evaluated during 1:1s</p> <p>Curriculum is consistently evaluated for engagement, relevance and value using several lenses – Teacher voice, Pupil voice, assessments, acquisition and application of learned knowledge and understanding.</p>	<p>Executive Head</p>	<p>April 2021</p> <p>June 2021</p>
Extend experiences	<p>Subsidised curriculum visits (£4000)</p> <p>Griffin Arts and Sports Festivals, Founders day, Science Symposium, Griffin Children's Chorus (£3000)</p> <p>Theatre Trips (£1,500)</p> <p>Hospitality (£500)</p> <p>Director of music support. (£1,500)</p>	<p>Pupils are provided with a wide range of experiences, trips and visits every term and throughout the year - This forms an integral part of the Wide Horizons and Proud Traditions agenda which is fundamental to the schools and Trust's vision.</p> <p>These include residential visits, visits to London and a range of cultural places of interest.</p> <p>As part of the Wide Horizon agenda the school will include parents in as many in school experiences as possible.</p> <p>Singing School status achieved through work with Director of Music and Park Lane school</p>	<p>Regular monitoring of the budget.</p> <p>Curriculum evaluations for value of experience and development of cultural capital – commitment to develop well-rounded, whole children to become active members of society and engage in the wider context of life in a responsible and respectful way, standing up to social injustice and critically thinking and contributing to a better world.</p> <p>Learning outcomes leading to a rich and varied foundation in preparation for the challenges of the next phase of their education – Year 1, Year 3 and Year 7. Time and support from the GST DOM to co-deliver singing assemblies and design singing curriculum.</p>	<p>Head of School</p> <p>Executive Head</p>	<p>January 2020</p> <p>April 2020</p> <p>July 2020</p>
Total budgeted cost					£26,000



6. Review of expenditure

Previous Academic Year

i. Quality of teaching for all and 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
Reduce gap between Disadvantaged and not disadvantaged in yr R	Additional TA support 10 hours a week	The progress of all pupils was at least expected following evaluations at the end of March 2020.	TA precise interventions worked well however greater time and opportunity needs to be placed on support with memory recall and writing skills particularly for disadvantaged pupils	(£8,000)
	Targeted pinny time.	Attainment gaps between PP and non PP children had reduced in all areas. The interventions and fluid approach to the provision enabled all children to make pleasing progress.	Coaching and development through senior leader support worked well to ensure provision and learning opportunities were strong. Continue with greater focus on precision and development of language and writing	(£4,000)
	Senior leader release time	Attainment and retention of skills was negatively impacted upon by the school closures.	Speech and language therapy impacts positively on achievement of pupils and supports readiness for KS1. Continue.	(£4000)
	Additional teacher time 2 hours a week		Additional teacher time added capacity and greater opportunities for development. Continue but develop this time to include joint planning with a focus on pedagogy and deeper learning.	(£4000)
	Speech and language therapy			



Pupil Premium Strategy Statement

Progress of disadvantaged pupils accelerates across the school and attainment gap diminished in all year groups.	TA led interventions	Gaps between pupils eligible for pupil premium and pupils who are not eligible reduced in the majority of year groups.	Precision teach interventions effective across the school. Continue.	(£28,000)
	Additional teacher time in yr 2 and 6	Attainment gaps at the end of KS2 widened this year with 40% of disadvantaged pupils having significant SEN needs.	Additional teacher ensures greater opportunity for precise tailored delivery of lessons and accelerates learning and progress. Continue.	(£24,000)
	Release time for Raising Achievement Meetings	Progress of pupils in year 2 and 6 accelerated.	Raising achievement meetings are effective and provide time to evaluate and plan next steps in all classes with a focus on deeper understanding and increased long-term memory. Continue.	(£3,200)
	Speech and Language therapy		Speech and language therapy and the continued intervention provided by school staff team effectively support pupils to improve literacy and communication skills and further accessing the curriculum at deeper levels. Continue with greater in school intervention as required.	(£4000)
Total budgeted cost				£

ii. 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
Attendance improves	Education Welfare Officer Home School Support Worker time Counselling for specific vulnerable families	Attendance at the end of 2018-19 academic year was 95.58% for the whole school with persistent absence at 3.8% Attendance at the end of March 2020 was 95.10% for the whole school with persistent absence at 3.6%. Attendance of vulnerable families has improved though a programme of support must be maintained to continue improvement.	Attendance of pupils continues to rise. Continue working with families where impact has been evident. Redesign approach for families that need to increase further to contribute to a combined school attendance average of 98%. Continue to decline applications for term-time holidays.	(£3000) (£4,500)



Pupil Premium Strategy Statement

Extend experiences – Wide Horizons, Proud Traditions	Subsidised curriculum visits	All pupils have access to free co-curricular clubs which are very popular. External visitors and educational visits all link to the curriculum and are free.	Curriculum visits have a significant impact on pupil engagement in their learning. It also impacts positively on their readiness for the next stage of their education as it broadens their experience and language acquisition.	(£4000)
	Griffin Arts and Sports Festivals, Founders day, Science Symposium	If there is any cost incurred, disadvantaged pupils are subsidised accordingly to ensure that no child is left out and the curriculum offer is never narrowed for any group of children.	Our festivals and traditions add great value and richness to the curriculum that we offer. Pupils experience places and people that without them they would not have the opportunity to do so.	(£3000)
	Theatre visits			(£1.500)
	Hospitality	Increased parental engagement.	Parental engagement in EYFS is strong and consistent. As pupils move up the school engagement from parents reduces considerably.	(£300)
Total budgeted cost				£

7. Additional detail

N/A