



Kensworth CE Academy - Pupil Premium Strategy Statement

PLAN 2019 - 20

1. Summary information					
School	Kensworth CE Academy				
Academic Year	2019 - 20	Total PP budget	£22,440	Date of most recent PP Review	August 19
Total number of pupils	75	Number of pupils eligible for PP	17 (23%)	Date for next internal review of this strategy	Feb 2020

2. Current attainment		
	<i>Pupils eligible for PP (your school) Expected progress this academic year</i>	<i>Pupils not eligible for PP (national average 2016-17)</i>
% achieving ARE reading, writing & maths	%	61% (all pupils)
Progress score in reading		0.33
Progress score in writing		0.18
Progress score in maths		0.28



3. Barriers to future attainment (for pupils eligible for PP)		
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)		
A.	Oral language skills & confidence are lower in KS1 and lower KS2 for some PPG children, than other children, slowing progress in reading, writing and maths.	
B.	Some children eligible for PP who have need been identified as SEND are making less progress than other pupils - sp & lang	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
C.	Some families have difficulties funding enrichment activities such as educational visits and clubs	
D.	Some children eligible for PPG/Ever6 are sometimes late to school or have a low attendance rate and this reduces learning time.	
E.	Some children who are eligible for PP read less at home and have a lower attainment in reading, this also impacts the amount they talk about a love of reading and books that interest children, which can impact their oracy.	
4. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)		Success
A.	Improve oral language skills for children eligible for PPG in KS1 and KS2; measured using the National Curriculum, SATs and the Year 1 Phonics assessment	Children eligible for PP make good progress so that by the end of the year pupils eligible for PPG meet age related expectations in the Year 1 Phonics screening check and the end of Key Stage expectations
B.	Continue to improve attainment & progress for children eligible for PPG, to diminish the difference between PPG and Non PPG. HA- PPG ensure good progress	Pupils eligible for PP who are not identified as having SEND are making as much progress as their peers evidenced in termly tracking



C.	Continue to provide additional support in order for children with additional SEND who are eligible for PPG to continue to make expected progress	SEND+PPG children will continue to make at least expected progress from starting points evidenced in assessment tracked termly and class based provision maps.
D.	Children eligible for PPG will have equal access to enrichment activities evidenced by registers of involvement	All families eligible for PPG will be offered support for enrichment activities Increased self-esteem, confidence and inclusion
E.	Continue to improve attendance for all children	All children eligible for PPG will have at least 97% attendance evidenced in Attendance data and registers
F.	Increased progress in reading for children eligible for PPG who are not heard read at home. This will be measured through the children's progress through the RWI programme, book bands and through teacher assessment.	Children who are eligible for PPG and are not heard read at home will be heard more frequently in school during 1:1 tuition.

5. Planned expenditure

Academic year

2018 - 2020

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 implement



<p>Use of different communication, social skills and language development interventions.</p> <p>Practitioners attended courses to enable delivery</p> <p>To foster nurture provision for children with the most need in school.</p> <p>Drop in support – short term or longer term care. Positive emotional wellbeing It has been identified that a small proportion of children in school including those in receipt of the PP benefit from Nurture provision.</p>	<p>Longer term change for all children</p> <p>To continue with the nurture provision for children with the most need in school.</p> <p>To train staff to accommodate between 6 – 8 children in the nurture group.</p> <p>Nurture support for low self-esteem, confidence building and anger management.</p>	<p>It has been identified that PP children are entering school without the communication and social skills to manage life in school and to make good progress. Some of these children are further up the school.</p>	<p>Pupil progress meeting and Provision Map reviews</p> <p>PP children will increase progress and attainment towards ARE and in some cases exceed them.</p> <p>Pupils are happy and positive about learning. They feel confident in their abilities and achieve well. There are fewer disruptions to learning.</p> <p>Pupil engagement in lessons is good with resilience to challenges noted.</p>	<p>OB to coordinate</p> <p>SR, MO</p>	<p>Data analysis (Arbour) monitor children entry and exit data half termly.</p>
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<p>ARE (Age Related Expectations): to improve progress of all PP pupils to ensure progress is in line with or exceeding expected levels of progress.</p>	<p>Tracking using Arbour. TA to continue to be PP Champion, to hear readers daily and have specific time to work on key areas of need as prescribed by the class teacher. Focus TA's to work with PP child in class and early identification of pupils that need to be added to intervention groups.</p> <p>TA timetable to be adjusted to support intervention.</p> <p>Intervention teachers to remove barriers to learning, engage parents and enhance academic progress, working with children who are below ARE of attainment for reading, writing and maths.</p>	<p>We want to invest PPG in ensuring that our pupils have a greater number of opportunities for small group work with teachers and highly skilled TAs to focus on specific areas such as spelling, handwriting, basic number skills, phonics and reading.</p> <p>Use of AfL is well documented as having significant impact. Where properly trained through CPD intervention is effective at raising attainment.</p> <p>Extra support and small group work gives young children the time to discuss ideas, build vocabulary and develop deeper thinking.</p>	<p>Pupil progress meetings Staff Meetings</p> <p>PP children will maintain progress with no gap between them and their peers. They will meet and exceed their ARE.</p>	<p>Class teachers</p> <p>All</p>	<p>Half termly</p>
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<p>Our core purpose is to teach every child to read – and to keep them reading. We know that this changes everything; readers have access to new words, new worlds and new ideas. They build an extensive vocabulary and gain new knowledge everyday for themselves. Children who read a lot do well at school – whatever their background. We have adopted a consistent whole school approach to teaching reading, writing and spelling. Fidelity to the teaching programme, rigorous assessment, tracking and tutoring ensures progress for every child.</p>	<p>Additional Teachers and experienced school staff identified to lead smaller group teaching of core areas. This ensures ‘quality first’ teaching.</p> <p>Phonics, reading and writing intervention throughout years R, 1 and 2 for focus group. To investigate the use of ‘fresh start’ for KS2 PP pupils new to school who do not have a firm grounding in phonics.</p>	<p>Some of the pupils need targeted support to catch up. This is a methodology which ensures that teaching is provided by experienced teachers and has been recognised as effective practise of teaching and learning. Audit of processes and procedures to evaluate the impact of current practise has identified greater need for implementing targeted programmes by TAs/HLTA rather than ‘plugging gaps’ where they may not have the necessary knowledge.</p>	<p>Pupil progress meetings. RWI assessments. Allocated interventions</p>	<p>Teachers SC, JC, MO.</p>	<p>Termly/ Half Termly</p>
<p>To ensure that all children are able to attend Educational visits which are linked to the curriculum</p>	<p>Offer parents/ carers the opportunity of having educational visits subsidised heavily.</p>	<p>This universal benefit is planned to reflect the falling income for vulnerable families.</p>	<p>Allocated as appropriate</p>	<p>Office Manager & teacher</p>	<p>Half termly</p>
<p>Good attendance is linked to higher attainment. All PP pupils to achieve a 97% target attendance.</p>	<p>Highlight attendance through certificates presented termly to children & presentation of silver and gold badges to work towards</p>	<p>Arriving at school regularly 15 minutes late can result in up to 10 days lost</p>	<p>Weekly register checks and termly EWO</p>	<p>OB & Office Manager</p>	<p>Weekly/Termly</p>



PP children to achieve ARE and above and develop a love of reading.	Daily readers and/or focussed readers; TA time allocated to reading support +focus children for volunteers	Studies of oral language show positive benefits on learning; including oral language skills and reading comprehension. The EEF toolkit recognises that successful reading approaches using carefully selected activities for pupils will support the children's understanding and comprehension skills.	Allocated interventions	Teachers	Half termly
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Total budgeted cost	£
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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?
1, 2 and 3	Small group interventions in Phonics, Reading and Maths (RWI)	Early interventions for accelerated progress is well documented	Regular observations by the HT. Tracking and monitoring sheets are used to measure impact for each intervention.	Teachers and TAs	Half termly
3.	Whole class and small group intervention and practice of maths skills	Proven improvement in maths outcomes within Learning Community		Teachers	Half termly



2 and 3	Additional 1:2 hours used for embedding and consolidating key skills & vocabulary learnt during lessons	Tutoring of key words and overlearning has been previously successful with children who have language difficulties or are disaffected	Regular observations by the HT.	Teachers & TAs	Half termly
4.	Continue to fund enrichment activities, visits and clubs	NfER recognises that the most effective schools for supporting disadvantaged children are those who take responsibility for helping all children succeed; they identify barriers and put support into place that will help them	School office to track and monitor PP children's individual spends and to ensure that parents/ carers are aware of money available to fund enrichment activities.	Teachers and Office Manager	Half termly
5.	Attendance data scrutinised half termly, letters home, 100% attendance certificates, 100% badges	If children do not attend school this will impact on their learning. The NfER briefing identifies addressing attendance as a key step	HT to monitor attendance closely, including data drops from the office and SPTO tracking of PP and attendance data	Office Manager, Headteacher and EWO	Half termly
6.	1:1 tuition from teachers and support staff will be used to hear the children read and discuss the books supporting the children's oral development.	The EEF toolkit shows that successful reading comprehension approaches using selected activities for pupils according to their reading capabilities help to support the children's understanding and improve their comprehension skills	HT and class teachers closely monitor SPTO reading data and ensure progress is being made. A love of reading is to be encouraged across the school and a focus on PP children.	Teachers & TAs	
Total budgeted cost					£
5. Review of expenditure 2019 - 20					
Previous Academic Year					



i. Quality of teaching for all				
Desire d 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
1.	Use of different communication, social skills and language development interventions. Practitioners attended courses to enable delivery To foster nurture provision		.	
2	ARE (Age Related Expectations): to improve progress of all PP pupils to ensure progress is in line with or exceeding expected levels of progress.		.	
	Our core purpose is to teach every child to read – and to keep them reading.			
	To ensure that all children are able to attend visits which are linked to the curriculum			



	Good attendance is linked to higher attainment. All PP pupils to achieve a 97% target attendance.			
	Continue to fund enrichment activities, visits and clubs			
ii. 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
	Small group interventions in Phonics, Reading and Maths (RWI)			
	Whole class and small group intervention and practice of maths skills	.		
	Additional 1:2 hours used for embedding and consolidating key skills & vocabulary learnt during lessons			£
	Attendance data scrutinised half termly, letters home, 100% attendance certificates, 100% badges			



	Continue to fund enrichment activities, visits and clubs			£
	1:1 tuition from teachers and support staff will be used to hear the children read and discuss the books supporting the children's oral development.			
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
Total cost £				

1. Additional detail
In this section you can annex or refer to additional information which you have used to support the sections above.
Progress/ Attainment