



Pupil premium strategy statement for Kenilworth Primary School



Overview

At Kenilworth Primary School, we are committed to providing excellent learning opportunities and experiences for all children. This belief is reflected in our school motto: 'Striving for Excellence through Enjoyment and Challenge.'

Our learning culture and nurturing environment ensures that we set the highest expectations for all and continually strive to ensure that children succeed and enjoy school.

Our results for our Pupil Premium children across the school are very much improved this year (see the tables below). However we will still continue to use the strategies put in place last year to further improve outcomes and progress for children receiving the Pupil Premium grant. .

When deciding how to spend the pupil premium grant, it is important that we look at the potential barriers to learning which may be faced by children in receipt of pupil premium in the context of our school. The reasons for potential underachievement are many and varied and include; reduced support at home; social and emotional difficulties due to complex family situations, specific learning difficulties or attendance and punctuality issues. Each child entitled to the pupil premium grant is unique in their situation and our response to their needs must reflect this.

We aim to build expertise which will enable us to provide a highly personalised programme of learning and support, which will help children to overcome barriers to learning and reach their targets at the end of each academic year.

- A high profile is given to Pupil Premium Pupils. There is a specific School Improvement plan target aimed at diminishing differences for children in receipt of the pupil premium grant.

We will fully review our strategy in July 2019 and regularly track the impact that it is having on progress attainment and emotional wellbeing for these children

1. Summary information					
School	Kenilworth Primary School				
Academic Year	2018-19	Total PP budget	£75,433	Date of most recent PP Review	Sept 2018
Total number of pupils	246	Number of pupils eligible for PP	65 (October 2018)	Date for next internal review of this strategy	February 2019

2. Current Attainment year - 6 2018				
9 children	<i>Pupils eligible for PP Kenilworth Primary School)</i>	Minus children on SEN register (3 children) And one who didn't take the test	<i>Pupils not eligible for PP (national average)</i>	
% achieving in reading, writing and maths combined	30%		60%	67% 2018
% achieving age related expectations in Reading	30%		60%	77% 2018
% achieving age related expectations in Writing	60%		100% (6 children) 42% GD	81% - 2018
% achieving age related expectations in Maths	50%		100%	80%
% making progress in reading	-2.59		-3.2	(National Non PP) +0.33
% making progress in writing	-1.2		+2.8	(National Non PP) +0.12
% making progress in maths	-0.7		-0.7	(National Non PP) +0.24

October 2018

2. Current Attainment year 2 – 2018			
9 children	<i>Pupils eligible for PP Kenilworth Primary School)</i>	Minus children with EHCPs	<i>Pupils not eligible for PP (national average)</i>
% achieving age related expectations in Reading	66.7 %	100%	78-2018
% achieving age related expectations in Writing	50%	75%	71-2018
% achieving age related expectations in Maths	66.7 %	100%	71-2018

2. Current Attainment for Early Years (data from 2018)		
	<i>Pupils eligible for PP Kenilworth Primary School)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving GLD overall	87.5%	82.4%

Following analysis of children's need we conclude that a high proportion (almost a quarter) of our Pupil premium children have special educational needs (some of these needs are complex –4 have Education Health and Care Plans in place) compared to our non-pupil premium children, this will have an impact on the overall attainment in some year groups, but progress needs to be aligned to that of those not receiving the Pupil Premium Grant.

Attainment also needs to be a priority.

Updated October 2018	Pupil Premium children	Non pupil premium children
Children with Special Educational Needs	24% (15/65)	9% (16/177)
Children with persistent absence (20 children)	30% (6/20)	70% (14/20)
Overall attendance for Pupil Premium children 2016/17	94.6%	96.2% Difference 1.5
Overall attendance for Pupil Premium children 2017/18	94.3%	95.2% Difference 0.9 The gap in attendance for Pupil Premium children has closed
October 2018		

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.	Progress in reading needs to be improved for all PP children including SEN children
B.	Attainment in writing needs to be improved through the school Including SEN children
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
C.	Some parents find it difficult to help their children at home.
D.	Attendance rates for pupil premium children improved at the end of 2016-17, but these are still low compared to non-pupil premium children

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	<p>Improve progress in reading – more children to reach ARE and GD</p> <p><i>We will do this through: intervention plans targeted for PPG children, cohort meetings focusing on PPG children, all PPG children to become focus readers, introducing ‘the skill and the will’, KS2 lunchtime reading club, reading rock stars, free reader book shelf shuffle and introducing whole class guided reading sessions (Trialling this with one KS1 class and one KS2 class in second half of autumn term).</i></p>	<i>Improved attainment and progress in reading. Higher percentage reaching ARE and GD. Improved progress measures.</i>
B.	<p>Improve progress in writing – more children to reach ARE and GD</p> <p><i>We will do this through: more opportunities for extended writing, introduction of new literacy scheme and new TAF assessments for each year group.</i></p>	Improved attainment and progress in writing. Higher percentage reaching ARE and GD.
C.	<p>Support for families to help their children with homework</p> <p><i>We will do this through: running parent workshops and running homework clubs</i></p>	All pp children will complete homework. This will have a positive impact on the pupil premium children.
D.	<p>Rates of absence will decrease for children eligible for PP</p> <p>See below</p>	All pp children will have 96% attendance unless there are exceptional circumstances.

5. 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?
A and B For all Children receiving the PP grant	Monitoring sheets for all class teachers reviewing what is in place for all PP children.	Ensuring that all children regardless of ability level are receiving an intervention that enables them to have the best outcome	Regular updates to sheets by class teachers, monitored by SENCOs	SENCO and Head teacher	Half termly
A and B For all Children receiving the PP grant	Provide homework clubs After school tuition for targeted pupils	After and before school clubs for children are available for those who have limited access to computers/space/support at home All children have the same access to education and that children	Children make use of these opportunities. They make better progress as a result.	SENCO LSAs teachers	Half termly
A and B For all Children receiving the PP grant	Ensure pp children take part in and benefit from additional programmes matched to ability. External support for reception guided reading and phonics Reading programme year 2 and 3 (project x)	Pupil Premium children need to be able to access as much support as possible to ensure that they make increased progress with their learning and are not disadvantaged.	Discuss pupil premium children as a group in cohort meetings and ensure that all are making accelerated progress Weekly book scrutiny focussing on PP children to track progress.	Teachers SENCO SLT	Weekly meetings and half termly cohort meetings

	<p>Pirate writing year 3 and 4 Booster support year 6</p> <p>Extra LSA year 5</p> <p>Daily readers and small group guided reading with an adult for all pp children</p>				
A. Improve attainment and progress for children with SEN	<p>Use of LSA, TA times at beginning of day and afternoon sessions.</p> <p>Short targeted interventions in school day. For example precision spelling, wave 3 maths, project X reading. Pirate writing</p>	<p>1:1 or very small of children working for a short period on a targeted intervention is more successful than supported work in class. These children are not missing out on teacher explanations in lesson time.</p>	<p>Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time. Consult with outside agencies eg.SPLD base leader to ensure that programmes of work are specific to children's needs. SENCo and LSAs will keep records of impact.</p>	SENCo and Headteacher	<p>Regular meetings at least every 2 weeks – meetings with LSAs Half Termly cohort meetings</p>
	<p>Additional teacher 2 days per week working with SEN intervention groups and supporting LSAs</p> <p>Regular meetings with LSAs doing the interventions</p>	<p>More specific monitored interventions can take place and be adjusted more frequently to enhance the impact.</p>	<p>Regular LSA meetings show progress.</p> <p>Cohort meetings show progress.</p> <p>Discuss and share ideas at weekly SLT meetings</p> <p>Weekly book scrutiny focussing on PP children to track progress.</p>	SENCo LSAs teachers	<p>Half termly</p>
B. Improved progress for middle and high attaining pupils	<p>Analysis gaps in children's learning</p> <p>Interventions to close these gaps and accelerate progress for PP children of all abilities.</p>	<p>. We want to ensure that PP pupils can achieve high attainment as well as simply 'meeting expected standards'. We want to ensure that these pupils are targeted in their classes</p>	<p>Discuss and share ideas at weekly SLT meetings</p> <p>Weekly book scrutiny focussing on PP children to track progress.</p>	SENCo head teacher class teachers	<p>Half Termly cohort meetings</p>
	<p>Additional teacher in year 6 to support progress for Higher and Middle ability children</p>	<p>Children will be pushed on to attain greater depth in reading writing and maths</p>	<p>Weekly book scrutiny focussing on PP children to track progress. Half termly cohort meetings</p>	Year 6 Teachers	<p>Half Termly cohort meetings</p>

C. Parents will feel more empowered to support their children with homework.	Regular workshops for parents. Phonics workshop KS1 Reading Cafes year 2/3 Maths coffee mornings Reading workshops in all classes	Parents' confidence with some of the topics taught can be a barrier to helping children with their homework. Staff recognise this and want to be proactive in supporting parents to feel empowered.	Regular workshops attended by parents Questionnaires about what they need support with. Comments welcomed about how we might help them. Parents will support children more at home.	Deputy and Headteacher	
SENCo/PP lead 2 days 2 LSAs Deputy head dedicated time for year 6 booster Proportion of TA salary for each class One to one support for specific children x 45 hours per week TA for EY to work with PP groups 2 terms IDL Dyslexia Programme Purple Mash Proportion for PP children) Widgit software Total from this section			£15,000 £20,000 £6,000 £10,500 £14,040 £3,900 £300 £200 £300 £70,240		

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?
D. Increased attendance rates Improved attendance for specific Pupil Premium children	Staff member to monitor attendance and report back to head teachers on specific children's attendance. with Attendance Improvement Officer refer to Family Support Worker if needed	Children need to be in school to be able to make progress Pupil premium children's attendance is still slightly lower than non-pupil premium children. Children's attendance is monitored and followed up immediately Children needing to access additional support will benefit from this consistently.	Thorough briefing of headteacher about existing absence issues. Attendance officer, family support workers and Learning mentor head etc. will collaborate to ensure school processes work smoothly together.	Head teachers	January 2019 Attendance staff member - 3 hrs per week at £10 per hour £1170 per week AIO - Family support worker - £5,000
D Children with specific behavioural or emotional issues are supported	Identify a targeted behaviour intervention for identified students.	Children will need specific interventions tailored to their needs and circumstances.	Monitor behaviour but also monitor whether improvements in emotional	Headteacher Nurture lead	January 2019

and have specific Interventions.	Support particular children with learning needs and Behaviour	Children will be coached so that they can talk about difficulties and focus on their learning	wellbeing and behaviour translate into improved attainment and attendance Monitor attitudes to learning		Nurture/parent and child support with attendance
ABD. Children will have additional support for emotional needs	Jepeca coaching Counselling Art Therapy	Children will have a positive attitude to their learning and their wellbeing will be improved	Monitor attitude to learning and progress	Senco/ PPLEad HT and DHT	Termly
ABD	Financial support for trips and residential	Children will feel fully included in school life and will be more motivated	Review impact of trip on wellbeing and attainment	HT	Termly
ABD	Breakfast club subsidy	Children will have a settled start	Review impact on wellbeing and behaviour	HT	Termly
Attendance staff member - 3 hrs per week at £10 per hour AIO and Family support worker Learning Mentor – proportion of H3 salary dedicated to PP children Counsellor Jepeca Art therapy Trips Breakfast club Total from this section			£1170 per year £5,000 £1000 £3900 £1950 £975 £2500 £500 £16995		
Total for the year = 87,235					

6. Review of expenditure				
Previous Academic Year 2018-19				
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	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 progress in reading (more children to reach ARE or GD)	Intervention plans targeted for PPG children (e.g. project X)	Closely targeted intervention plans were successfully run for targeted PPG children. The impact of this can be seen through impact trackers, case studies, benchmark assessments and start and exit data. Impact trackers have been effective in ensuring and monitoring interventions have the intended impact as judged by measuring the start point, mid-point and end point of each intervention. Now need to focus on ensuring PPG children are using and applying what they have learnt in their interventions independently to ensure progress of reading.	To continue with this approach next year. The impact of interventions could be clearly seen but now need to focus on ensuring PPG children are using and applying what they have learnt in their interventions independently to ensure progress of reading. This will be done through introducing Zap the Gap interventions whereby any gaps identified in PPG children's learning will be picked up immediately and addressed that day by class teacher/TA/LAS.	£8,000
	Cohort meetings focusing on progress of PPG children	Cohort meetings successfully run half termly focusing on progress of PPG children.	To continue with next year.	N/A
	All PPG children were focus readers	All PPG children were focus readers and read 4x week with TA/LSA.		£10,000
	-introduced 'the skill and the will'	Introduced the 'skill and the will' to foster a love of reading, especially with targeted PPG children. This enables PPG children (and all children) to choose a book to challenge them and also a book to foster their love of reading.	Continue to implement next year.	£1000

	-KS2 lunchtime reading club	Lunchtime reading club successfully run – helped to foster a love of reading with key PPG children from Years 3 and 4. However we still need to target those PPG children who aren't reading enough at home to impact on overall progress and attainment.	Continue to run lunchtime reading club to foster a love of reading. The lesson learned is to now implement Reading Ambassadors from September 2019 to ensure all PPG children (and all children) are reading at least 3x weeks (reading ambassadors will be children from Years 5 and 6 who will listen to children from other year groups who are not reading enough at home).	N/A
	-Reading rock stars	Reading Rockstars very successful in encouraging and motivating more PPG children (and all children) to read. This can be seen as in 17/18 there was an average of 50-60 children in the reading rockstars bag every week, whereas this year the average was 80 -110 children. (Children to read 5x week to get in the reading rockstars bag). TAs now more vigilant at checking and monitoring reading rockstars.	Continue to implement next year.	£300
	--Free reader book shelf shuffled and phonics books linked to guided reading purchased	Made books more suitable to reading age related for year group	Continue	£500
	-Introduced whole class guided reading	WHGR was successful in Years 3,4 and 5, and Year 2 later on in the year. Impact can be seen through	WHGR had an impact in Years 3, 4 and 5 (and mid point Year 2) so we will continue with this next year and also extend to Year 6.	£200
Improve progress in writing – more children to reach ARE and GD	Closely targeted interventions	Targeted interventions were clearly having an impact (as shown through impact trackers and case studies). However this was not always seen in the data because children were not always independently applying what they had learnt in their interventions into their class work.	Targeted interventions were clearly having an impact (as shown through impact trackers and case studies). However this was not always seen in the data because children were not always independently applying what they had learnt in their interventions into their class work. The lesson learned from this was that we will introduce 'Zap the Gap' intervention will be	See LSA time below

			an intervention where gaps are immediately identified and followed up in class.	
	Introduction of new literacy scheme (Hamilton)	Effective in aligning planning throughout the school and provided well pitched and challenging resources.	New scheme to be introduced for Guided Reading to help align and resign Guided Reading (literacy shed).	£500
	New TAF assessments for each year group (particularly targeted for PPG children)	Allowed teachers to focus and narrow their assessments and highlighted areas for teachers to intervene and adapt their teaching	To continue with next year.	N/A
iii. Other approaches				
Desired outcome	Chosen action/approach	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
Support for families to help their children with homework	Running parent workshops (phonics and reading)	Parent workshops run for phonics and reading	To continue with next year and focus on strategies to encourage parental involvement and attendance.	£200
	Running homework clubs	Allowing key children frequent opportunities to access and complete homework with access to a variety of resources.	To continue with next year	N/A
	New homework grids introduced to give children more choice over their homework activities and rise engagement.	All children including PP children have been more engaged in homework. Parents have commented that it is more manageable.	To continue with next year	N/A
Rates of absence will decrease for children eligible for PP	-Reminder letters, meeting with parents -Family support worked for key children (4 PPG children) -Attendance awards -Attendance in news letter -Planned attendance officer	4 pp children had family support workers. However, attendance was still an issue as needs were more complex. HT liaised with 6 sets of parents where there were health and emotional needs, but attendance, although better was still an issue.	To further improve attendance next year we will: -revise home school agreement re attendance -fixed penalty notice -more meetings with PPG families in danger of becoming persistent absentees, SLT / regular monitoring of PPG children	FSWorker - £4000

			<ul style="list-style-type: none"> -raising the profile of attendance -targeted support for key PPG children -Introduce Zap the Gap interventions for key PPG children with low attendance – these interventions will be in place the bridge the gap with work that has been missed. -NT now in charge 	
Outside Agencies	<p>Art Therapy – key PPG children</p> <p>Counselling – key PPG children</p>		Ongoing – to monitor impact	£50/session - £1500
Trips and breakfast club	Trips – subsidised for key PPG children (especially residential Yr 5 and Yr 6 trips)		Ongoing – to monitor impact	£2000
	Breakfast Club – key PPG children			£1000
	Additional clubs (e.g. dance club) – key PPG child having dance club			£400
Nurture	For key PPG children.		Ongoing – to monitor impact	£4000
Key programmes (IDL cloud, Purple Mash, Widget)	For key PPG children.			Idl - £300 Widget - £300 Purple Mash- £100
Deputy Head dedicated time for Year 6 booster	For PPG children.			£6000

SENCo / PP Lead	For PPG children.		Ongoing – to monitor impact	£10,000
2 LSAs	To support key PPG children.	Impact seen through progress and attainment.	To continue next year.	£12,000 (-8000 above)
One to one support for specific children x45 hours per week	To support key PPG children	Impact seen through progress and attainment.	To continue next year.	£14,040
TA for EY to work with key PP children.	To support key PPG children	Impact seen through progress and attainment.	To continue next year.	£3,900

Total £80,240

7. Additional detail

Steps to accelerate PPG progress and attainment

- Prioritised the achievement of PPG
- Aspirational targets set to help accelerate progress
- Improve PPG attendance
- Targeted provisions in place. Regular evaluation of effectiveness of provisions and the impact they're having.
- Close tracking and rigorous monitoring
- Fluid interventions and closely monitoring the impact (through impact trackers)
- Monitoring through cohort meetings, impact trackers
- Consistently good and outstanding teaching so all PPG children have access to a broad and rich curriculum
- Nurture intentions
- Emotional health – mindup / mindfulness / empathy