



## Pupil premium strategy statement for Kenilworth Primary School – 2019/2020



### 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 continuing to improve this year. However for particular reasons (a number of children with a high level of special needs), our year 6 data does not reflect this. We have evaluated the use of Pupil Premium grant last year and will continue to use the successful strategies put in place last year and will add the new ones.

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.

**We will fully review our strategy in July 2020 and regularly track the impact that it is having on progress attainment and emotional wellbeing for these children**

Commented [DH1]:

1. Summary information					
<b>School</b>	Kenilworth Primary School				
<b>Academic Year</b>	2019-20	<b>Total PP budget</b>	£72,830	<b>Date of most recent PP Review</b>	Sept 2019
<b>Total number of pupils</b>	232	<b>Number of pupils eligible for PP</b>	54 (as of September 2019)	<b>Date for next internal review of this strategy</b>	February 2020

2. Current Attainment year 6 2019			
	<i>Pupils eligible for PP Kenilworth Primary School)</i> 12 children	Minus 1 pp with very exceptional circumstances. Three children with an EHCP (2 of which started in year 5/6)	<i>Pupils not eligible for PP (national average)</i>
<b>% achieving in reading, writing and maths combined</b>	33.3%	50%	70.8%
<b>% achieving age related expectations in Reading</b>	33.3%	50%	78.1% 2019
<b>% achieving age related expectations in Writing</b>	41.7%	62.5%	83.2 % 2019
<b>% achieving age related expectations in Maths</b>	50%	62.5%	83.7%
<b>% making progress in reading</b>	-6.3	-4.2	(National Non PP) +0.32
<b>% making progress in writing</b>	-8.2	-5.7	(National Non PP) 0.28
<b>% making progress in maths</b>	-6.9	-5.6	(National Non PP) +0.37

September 2019

2. Current Attainment year 2 (2019)			
3 children one with ASC	<i>Pupils eligible for PP Kenilworth Primary School)</i>	Minus children with SEN	<i>Pupils not eligible for PP (national average)</i>
<b>% achieving age related expectations in Reading</b>	66.7%	100%	78.4% 2019
<b>% achieving age related expectations in Writing</b>	66.7%	100%	73.1%2019
<b>% achieving age related expectations in Maths</b>	66.7%	100%	79.1%2019

2. Current Attainment for Early Years (data from 2019)		
5 Children published.	<i>Pupils eligible for PP Kenilworth Primary School)</i>	<i>Pupils not eligible for PP (national average)</i>
<b>% achieving GLD overall</b>	3/5 60%% Children with us since nursery 2/3 = 66%	No National data available Hertfordshire 75.2%

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 September 2019	Pupil Premium children 53	Non pupil premium children
Children with Special Educational Needs	17% (9/63) September 2019 26% (17/65) July 2019	9% (16/177)
Children with persistent absence (30 children)	11/30 – 37%	63% (19/30)
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 since last year
Overall attendance for Pupil Premium children 2018.19	93.0%	94.7 Difference 1.7

September 2019

3. 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>	Many of the children eligible for PP also have special Educational needs 17% in September 2019).	
<b>B.</b>	Progress in reading and phonics needs to be improved	
<b>C.</b>	Progress in Writing and Maths needs to be improved	
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )		
<b>D.</b>	Some parents find it difficult to help their children at home.	
<b>E.</b>	Attendance rates for pupil premium children as of July 2019 were lower than non pp children (See above)	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	<p>Improve progress in reading and phonics (main focus)– more children to reach ARE and GD</p> <p><i>We will do this through:</i></p> <p><i>New Phonics scheme (Song of Sounds) and staff training delivered.</i></p> <p><i>There will be targeted interventions for those children not making enough progress.</i></p> <p><i>Zap the Gap immediate catch up interventions to support progress for those children who have not understood concepts in the lesson.</i></p> <p><i>New scheme for Guided Reading in KS2 (Literacy Shed).</i></p> <p><i>Targeted interventions (e.g. key PPG children receiving Project X reading and phonics intervention)</i></p> <p><i>Half-termly cohort meetings cohort meetings beginning in September, focusing on PPG children.</i></p> <p><i>Key PPG children to become focus readers.</i></p> <p><i>Consolidating 'the skill and the will'.</i></p> <p><i>KS2 lunchtime reading club.</i></p> <p><i>Reading rockstars,</i></p> <p><i>Free reader book shelf to be adjusted to bring free reading books into rooms.</i></p>	Improved attainment and progress in phonics reading. Higher percentage reaching ARE and GD.

	<p><i>Whole class guided reading in KS2 (and in Year 1 from mid point in the year).</i></p> <p><i>Reading ambassadors from Yr 5 and 6 – 3x week to listen to children who aren't reading enough at home.</i></p> <p><i>Develop parental understanding of reading and additional story time to foster a love of reading across the school.</i></p>	
<b>B.</b>	<p>Improve progress in writing – more children to reach ARE and GD</p> <p><i>We will do this through: Zap the Gap intervention and targeted interventions for children to bridge the gap.</i></p> <p><i>Training for teachers to further develop their understanding of the journey of writing sequences -unpicking sequence of learning and exploring the journey.</i></p>	Improved attainment and progress in writing. Higher percentage reaching ARE and GD.
<b>C.</b>	<p>Improve progress in Maths – more children to reach ARE and GD</p> <p><i>We will do this through:</i></p> <ul style="list-style-type: none"> <li><i>-Zap the Gap interventions</i></li> <li><i>-Herts Gap Intervention (whereby we will identify gaps in learning and run targeted interventions to fill the gaps)</i></li> <li><i>-Times tables Rockstars (yr 2-6)</i></li> <li><i>-Introducing the Herts Maths fluency intervention (a Maths subject review highlighted that children are stronger with the arithmetic than reasoning and therefor need to develop their fluency for reasoning and talking about their maths).</i></li> <li><i>-New subject leader to work with borough advisors re supporting teachers moving PPG children from below ARE to ARE</i></li> <li><i>-Developing parental engagement</i></li> <li><i>-Preparing children for the real world by having sessions with explore learning where the apply skills to real life situations</i></li> </ul>	Improved attainment and progress in writing. Higher percentage reaching ARE and GD.
<b>D.</b>	<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. Consolidation of new homework scheme introduced 2018 leading to higher engagement</i></p>	All pp children will complete homework. This will have a positive impact on the pupil premium children.

E.	<p>Rates of absence will decrease for children eligible for PP</p> <p><i>We will do this through:</i></p> <ul style="list-style-type: none"> <li><i>-Revised home school agreement re attendance</i></li> <li><i>-Fixed penalty notices</i></li> <li><i>-Increased meetings with PPG families in danger of becoming persistent absentees</i></li> <li><i>-SLT to regularly monitor PPG children</i></li> <li><i>-Raising the profile of attendance</i></li> <li><i>-Targeted support</i></li> <li><i>-SLT member to take on responsibly for Attendance</i></li> <li><i>-The enforcement of FPN for children with more than 15 sessions of unauthorised absence in 2 terms</i></li> </ul>	<p>All pp children will have 96% attendance unless there are exceptional circumstances.</p>
----	--	---

5. Planned expenditure					
Academic year	2019/20				
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, B and C (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 support and gaps in learning are addressed immediately that enables them to have the best outcome  Careful monitoring of PP children – individual progress tracker, impact trackers, log, consistent monitoring to ensure they have understood the learning	Regular updates to sheets by class teachers, monitored by SENCOs	SENCO and Head Teacher	Half termly
D – For all Children receiving the PP grant	-Consolidation of homework grids (linked to topic) to raise engagement and give children choice over what they do for their homework. -Provide weekly homework clubs especially After school tuition for targeted Yr 6 pupils by the end of September	New homework grids will raise engagement with homework and give children a choice over what part they do for their homework and the order in which they do it.  After and before school clubs for children are available for those who have limited access to computers/space/support at home  All children have support with homework and can access the same support. 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  Book scrutinies focussing on PP children to track progress.	<b>Teacher SENCo SLT</b>	Weekly meetings and half termly cohort meetings
	Project X Reading and Writing in Years 3 and 4 Booster support year 6  Extra LSA year 5  Daily readers and small group guided reading with an adult for all pp children				
A. Improve attainment and progress for children with SEN	Use of LSA, TA times at beginning of day and afternoon sessions.  Short targeted interventions in school day. For example Project X and Zap the Gap.	1	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.	<b>SENCo and Head Teacher</b>	Regular meetings at least every 2 weeks – meetings with LSAs Half Termly cohort meetings
	Additional teacher 2 days per week working with SEN intervention groups and supporting LSAs  Regular meetings with LSAs doing the interventions	More specific monitored interventions can take place and be adjusted more frequently to enhance the impact.	Regular LSA meetings show progress.  Cohort meetings show progress.  Discuss and share ideas at weekly SLT meetings  Weekly book scrutiny focussing on PP children to track progress.	<b>SENCo LSAs teachers</b>	Half termly

B. Improved progress for middle and high attaining pupils	Analysis gaps in children's learning  Interventions to close these gaps and accelerate progress for PP children of all abilities.	Middle and higher ability pupils eligible for PP are making less progress than middle and high ability pupils across Key Stage 2. 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	Discuss and share ideas at weekly SLT meetings  Weekly book scrutiny focussing on PP children to track progress.	<b>SENCo/ Headteacher/ class teachers</b>	Half Termly cohort meetings
	Additional teacher in year 6 to support progress for Higher and Middle ability children	Children will be pushed on to attain greater depth in reading writing and maths	Weekly book scrutiny focussing on PP children to track progress. Half termly cohort meetings	<b>Year 6 Teachers</b>	Half Termly cohort meetings

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.	<b>Headteacher / SLT</b>	
				SENCo 2 days 2 LSAs Year 6 additional teacher 1 day Total from this section	£15,000 £20,000 £6,000 £41,000
<b>ii. 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>
D. Increased attendance rates Improved attendance for specific Pupil Premium children	Staff member to monitor attendance and report back to Headteacher on specific children's attendance. Headteacher to work 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, head etc. will collaborate to ensure school processes work smoothly together.	<b>HT / NT</b>	July 2020  Attendance staff member - £5,000 AIO - Family support worker - £5,000 £10,000
Children with specific behavioural or emotional issues are supported and have specific interventions.	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 behaviour translate into improved attainment.	<b>HT and Nurture lead</b>	December 2017
	Support particular children with learning needs and behaviour	Children will be coached so that they can talk about difficulties and focus on their learning	Monitor attitudes to learning		

	Use learning mentor, support worker and inclusion manager engage with parents before intervention begins.	Parental involvement is vital to the success of any intervention.	Using pre and post questionnaires and strength and difficulties questionnaires and Boxhall profiles.		
	Develop restorative approaches and focus on positive behaviours.	This will make a permanent difference to children's attitude.			
	Nurture (16,000)	Specific teaching of necessary skills and providing a safe base for communication ensures that children can manage the transitions and difficulties more easily.			
	Jepeca coaching (5,000)	Supports children to manage their lives and difficulties that may arise.			
	Training for staff to coach children	It will be highly beneficial to help children immediately.			
	Counselling (3,000)	Supports specific children to work through emotional difficulties.			
	Play therapy (1500) Art Therapy	Support for behavioural and emotional issues in specific ways			
<b>Total budgeted cost</b>			Family support £5,000 Attendance £10,000 Therapists £26,500 Learning mentor £16,000 Total form this section =£57,500		
<b>Overall Total</b>			£98,500		

6. Review of expenditure					
Previous Academic Year					
<b>i. Quality of teaching for all</b>					
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	
<b>ii. Targeted support</b>					
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	
<b>iii. Other approaches</b>					
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	

## 7. Additional detail

### Steps to accelerate PPG progress and attainment

- Improve PPG attendance
- Prioritised the achievement of PPG
- Aspirational targets set to help accelerate progress
- Targeted provisions in place (e.g. Zap the Gap and Project X). 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 and impact trackers
- Consistently good and outstanding teaching so all PPG children have access to a broad and rich curriculum (link to percentages)
- Nurture provisions
- Emotional health – mindup / mindfulness / empathy