



Pupil Premium Funding 2018-19

Kessingland Church of England Primary Academy

What is Pupil Premium?

At Kessingland Church of England Primary Academy, we are committed to providing a balanced and broad curriculum for all our pupils, ensuring they reach their full potential in all areas of the curriculum. The school receives funding to ensure we provide additional support to further raise the achievement of disadvantaged pupils; this is called Pupil Premium. Every pupil who is eligible for free school meals, or who has been in receipt of them in the last six years, receives £1320 for the academic year. The school also receives funding for those pupils who are 'looked after', and service children.

Pupil Premium funding is allocated to most effectively target additional support where it is needed most. This support is organised and led by the Student and Family Support Team.

The nominated governor is: Mr. Keith Jennings

How we monitor Pupil Premium attainment and progress?

We use both internal and external data to measure the impact of the Pupil Premium Grant on our pupils' learning. We will review the effectiveness of the interventions we are using and adapt them to meet need when and where required. Further details are contained in the strategy as above.

Pupil Premium funding for the academic year September 2017 – July 2018

For the academic year 2017/18 we had 93 pupils in receipt of pupil premium funding and we received a total of £129,975 funding.

The pupil premium funding was used to provide support for the pupils in the following ways:

- To provide targeted Teaching Assistant support within the classroom and through interventions. Pupils received small group teaching, targeted and 'stretch and fix' intervention in both small groups and through 1:1 support.
- Employing a full-time Pastoral Support Worker and qualified Thrive practitioner
- Subsidising the payment of breakfast clubs and after-school clubs
- Employment of HLTAs to provide focussed curriculum support in Years 2 and 6.
- Subsidising the payment of school visits and events in school
- Reduced class sizes and additional support in Year 6, 4 and Reception
- Read Write Inc. training and additional support for phonics
- Individual support with school uniform, resources and activities outside of school

Pupil Premium Strategy Statement: Kessingland Church of England Primary Academy

1. Summary information					
School	Kessingland Church of England Primary Academy				
Academic Year	2018/19	Total PP budget	£125,400	Date of most recent PP Review	September 2019
Total number of pupils	250	Number of pupils eligible for PP	113	Date for next internal review of this strategy	Termly

2. Current attainment		
<i>Attainment of Y6 pupils 2017/18</i>	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>
% achieving expected standard or above in reading, writing and maths	42%	54%
% achieving expected standard or above in reading	74%	85%
% achieving expected standard or above in writing	58%	85%
% achieving expected standard or above in maths	63%	54%

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.	Pupils being 'ready to learn' (pupils in a secure place emotionally, mentally and socially)
B.	Communication and Language
C.	Gaps in Prior learning
D.	Quality first teaching in maths
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
D.	Consistent attendance and punctuality
E.	A lack of regular routines including reading at home, homework, spellings and being equipped for school (e.g. bringing in PE Kit)

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Pupil Premium pupils to make the same progress or better than non-disadvantaged pupils with the same starting points. To increase the % of pupil premium pupils attaining expected standard.	<ul style="list-style-type: none"> Tracking of attainment and progress to show expected or better than expected progress from starting points and compared to national.
B.	All PP pupils receive quality first teaching that is pitched accurately to meet their learning needs in Maths.	<ul style="list-style-type: none"> Class teaching is at least good over time with evidence of outstanding practice. Teachers and TA's feel confident in delivering 'Maths No Problem' and Same Day Interventions are being delivered and having a positive impact. Pupils are receiving quality feedback to support their learning.
C.	Opportunities are provided for individuals to address gaps or misconceptions which arise during main class teaching, enabling a rapid and focussed response to PP Pupils' learning needs.	<ul style="list-style-type: none"> Intervention records and detailed QLA will show gaps in learning are identified and addressed. Progress is accelerated. Interventions (according to need) to be offered in school time, before and after school.
D.	PP pupils to have access to a language and vocabulary rich curriculum improving standards in reading and writing through SSIF project, Helicopter Stories and Read Write Inc. Training.	<ul style="list-style-type: none"> KS2 to access a vocabulary rich curriculum (SSIF project) with improved outcomes for PP pupils in Reading. Helicopter Stories and small group phonics teaching will improve Phonics and Reading outcomes for EYFS/KS1 PP pupils.
E.	Appropriate pastoral support is provided for PP pupils. Children have opportunities to talk about their feelings in a controlled way and feel listened to and supported.	<ul style="list-style-type: none"> Referral system in place and children are identified and receiving support. Children will be supported and listened to which will enable them to be 'ready to learn', emotionally, mentally and socially. Children are ready to learn in class with greater independence and less interventions and support over time.
F.	Increased parental involvement for PP pupils in their child's education and development.	<ul style="list-style-type: none"> Additional parental support for pupils. Positive relationships established between families and school. Parenting support and initiatives in place. Parent Cafes to be attended by PP parents. PP parents to have attended at least one school initiative during the academic year.
G.	All pupils will have been offered at least one after school club or extra-curricular activity. Children will have experienced a broader curriculum and know there are a range of activities available linked towards their interests, skills and talents.	<ul style="list-style-type: none"> Pupils will be given the same opportunities as non-pupil premium pupils. Social, personal and emotional development of pupils will be enhanced; social skills, confidence and independence.

H.	The % of Pupil Premium pupils with an attendance below 95% will reduce and be in line with non-pupil premium pupils.	<ul style="list-style-type: none"> • Number of persistent absentees for PP pupils is in line with non-PP pupils. • EWO and SaFS team involvement will support attendance. • Attendance for the children is in line with national at 96%.
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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?
A - For PP pupils to make the same progress of better than non-PP pupils.	Termly pupil progress meetings QLA to identify gaps Targeted and 'stretch and fix' interventions in place. Learning walk and book looks focussed on PP pupils. Individual PP targets reviewed termly.	Sutton Trust found that, 'The effects of high quality teaching are especially significant for pupils from disadvantaged backgrounds: over a school year, these pupils gain 1.5 years' worth of learning with very effective teachers.	<ul style="list-style-type: none"> • Pupil Progress Meetings. • School Monitoring cycle including book looks, learning walks and provision mapping. 	AC (Ass Lead)	Half-termly Pupil progress meetings and Data Harvests.
B - For PP pupils to receive quality first teaching in Maths accurately matched to their needs	Whole school focus to support quality first teaching and ensure that same day interventions and teaching of Mastery closes the gaps for all children as well as PP children.	Mastery learning appears to be a promising strategy for narrowing the attainment gap. Low-attaining pupils may gain one or two more months of additional progress from this strategy than high-attaining students.	<ul style="list-style-type: none"> • Quality CPD for all staff led by external provider. (Chris Gallagher) • Introduction of 'Maths No Problem' teaching scheme. • LSA support to enable teachers to deliver Same Day Interventions. 	KE (Maths Lead)	Termly
D - For all pupils to have access to a language and vocabulary	CPD for staff SSIF project (Y3,4,5) Helicopter Stories training	CPD: Usually, effective CPD that improves quality teaching and attainment is: supported by the school's leadership, sustained over at least two terms, includes	<ul style="list-style-type: none"> • SSIF project training and opportunities for staff to work with The Inspiration Trust. 	KE (SSIF) AW (EYFS lead)	Termly

rich curriculum improving standards in reading and writing.	(Nursery/ Reception) Read Write Inc. Training and small group phonic teaching in EYFS/KS1.	expert input, peer collaboration, and opportunities for teachers to consider and experiment with their learning and get feedback on their work.	<ul style="list-style-type: none"> • Helicopter Stories training. • Read Write Inc. training. • Additional LSA support for phonics. 	LA (Phonics Lead)	
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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?
G -For pupils to have basic needs met to ensure they are ready physically, mentally and emotionally to learn.	Breakfast Club A range of before and after school clubs, including: sport, drama, music, computing as well as academic targeted support.	Breakfast clubs improve attendance and punctuality as well as providing a nutritious breakfast. Evidence indicates pupils make two additional months progress from before or after school programmes and are more likely to have an impact when not solely academic in focus. (EEF Toolkit)	<ul style="list-style-type: none"> • Regular monitoring of Breakfast Club provision. • Identification of after school clubs linked to interests changed termly. • Invitations sent to all PP pupils and costs subsidised. 	AC	Half-termly
E/F - For pupils to have basic needs met to ensure they are ready physically, mentally and emotionally to learn.	Pastoral Support Qualified Thrive Practitioner leading Thrive sessions Pastoral lead available before and after school every day to meet with parents.	Important to build positive and supportive relationships with pupils and families. Parents play a crucial role in supporting their children's learning, and levels of parental engagement are linked with children's attainment. Parental engagement can have a positive impact of 2-3 months (EEF Toolkit)	<ul style="list-style-type: none"> • Full time pastoral support • Up to date Thrive training and monitoring of Thrive action plans • Weekly updates between SLT and SaFS teams • Regular opportunities for parents to engage with school e.g. class dojo, share events, 'Stay and Play sessions', Cafes for All, performances. 	SS (SaFS Lead)	Termly

C - For identified gaps in learning to be addressed.	<p>Planned and focussed interventions according to need evidenced on school provision map.</p> <p>Small group interventions planned directly from QLA from termly assessments.</p> <p>1:1 support before school.</p>	<p>Short, regular sessions (about 30 minutes, three to five times a week) over a set period of time (six to twelve weeks) appear to result in optimum impact (approximately 5 months). Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial.</p>	<ul style="list-style-type: none"> • Updated provision mapping on Pupil Asset. • Individual PP targets reviewed and monitored. 	SS (SaFS Lead)	Half termly
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iii. Other Approaches

G - Ensuring that PP pupils have access and involvement in all enrichment and extra curriculum activities.	<p>Subsidised costs for a range of extra-curricular activities including museum trips, theatre visits, residential trips and coracle building.</p> <p>Forest School Lead offering Forest School sessions and outdoor adventure learning to all pupils.</p>	<p>Parents of PP are four times less likely to be able to pay for extra opportunities for their children.</p> <p>Pupils who take part in outdoor adventure learning make approximately four additional months progress.</p>	<p>Monitoring of Forest School sessions through planning, intervention records, learning walks and perceptions.</p> <p>Pupil perceptions and ensuring all pupils have been offered further opportunities.</p>	AC	Half-termly
H – Ensure that supportive measures are in place to reduce number of PP pupils who have an attendance less than 95%.	<p>Purchase services of EWO to help monitor attendance.</p> <p>Attendance incentives including attendance raffle, 100% certificates and whole school rewards.</p> <p>Supportive pastoral meetings and phone calls.</p>	<p>Attendance has a significant impact on pupils. If pupils are not in school, they are missing out on learning.</p> <p>Lateness also has an impact of a child's wellbeing as well as social development.</p>	<p>Attendance reports for governors will show the impact on PP pupils.</p> <p>Attendance meetings will be held with parents and minuted and actioned.</p>	SS/ SB	Half-termly

6.Review of Expenditure

i.Quality of teaching for all

Desired outcome	Chosen action/approach	Impact:	Lessons learned
PP pupils' Reading, Writing and Maths attainment improves in line with Non-PP pupils.	Small group teaching Extra support in Y6 Small teaching groups in Y4 Additional support and extra teacher in Reception	Small group support was used to target individual PP pupils. Disadvantaged pupils significantly out-performed their peers nationally in reading (10%) and 30% higher than in 2017. maths, PP pupils performed in line and achieved 36% higher than in 2017 and 15% higher in writing than 2017.	Progress was accelerated in Reception and Y6 as a result of extra support and small group teaching. However, support and focussed teaching would had a bigger impact if started earlier in the year.
All PP pupils receive quality first teaching that is pitched accurately to their learning needs providing appropriate challenge to allow progress to be made.	Reading SSIF project in place for Y4 pupils VIPERS Talk for writing training BIPs with a whole school focus on Reading Daily Reading Small group Guided Reading Read Write Inc. Phonics training and small group support in place.	Y6 Reading SATs results were the highest the school has seen ever. At the end of Summer Term, the average progress score for Kessingland was higher than all SSIF schools with a Y5 cohort.	SSIF project and training has supported teachers to provide a vocabulary-rich curriculum. Early results show that the SSIF project is having an impact on reading. The SSIF project will be continued and extended to Years 3, 4 and 5 to provide a vocabulary-rich curriculum so the impact can be fully monitored and evaluated.
Opportunities are provided for individuals to address gaps or misconceptions which arise during main class teaching, enabling a rapid and focussed response to PP pupils' learning needs.	Interventions delivered by LSAs Pupil Progress meetings QLA analysis completed after termly assessments to identify the gaps in learning	Staff were starting to feel confident in being able to communicate the needs and gaps in learning for PP pupils in their class. Achievement team meetings enabled staff to understand their pupils. QLA analysis	Same day interventions must happen and misconceptions need to be followed up immediately. Interventions need to be timetabled immediately, in response to assessments. This will ensure that gaps are addressed quickly, enabling the next steps in learning.

Appropriate pastoral support is provided for PP pupils.	Full time pastoral support worker Student and Family Support Ambassador to support Young Carers	Strong relationships have been established with parents and pupils enabling early intervention and support to be put in place in a timely fashion.	Pastoral support is highly effective at building and sustaining positive relationships with pupils and parents. This has been identified as a strength of the school. Strong relationships are established and need to continue to support PP pupils and their families.
The attendance of PP children improves.	Breakfast Club Home visits Supportive pastoral phone calls	Breakfast club was attended by 10% of PP pupils, but provided those pupils with a calm, positive start, enabling them to be ready for learning.	Breakfast club to continue to support PP pupils. Invitation to be extended to encourage more PP pupils to access the breakfast club.
Opportunities are provided for pupils to be successful and confident in extra-curricular	Wider Opportunities (Y5) Breakfast club After school club Subsidised trips – Thrigby Hall, Eaton Vale, Hands on Heritage	All pupils were offered a range of extra-curricular activities and where needed, pupils were subsidised so that finance was not a barrier to opportunities.	Funding needs to continue to subsidise opportunities so that finance doesn't act as a barrier and the children are provided with extra-curricular opportunities. Ensure that all pupils are given extra-curricular opportunities
Gaps are closed for PP pupils in EYFS setting.	Smaller classes New EYFS lead	The introduction of a new EYFS lead enabled gaps to be identified, targeted and addressed.	The number of children achieving GLD was below national average and gaps and intervention was not identified soon enough.