



# **Pupil Premium Funding 2019-20**

## **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 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 2018 – July 2019**

For the academic year 2018/19 we had 113 (100 Y1-6 and 13 EYFS pupils) in receipt of pupil premium funding and we received a total of £114,950 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.
- Subsidising the payment of school visits and events in school.
- Read Write Inc. training and additional support for phonics.
- Helicopter Stories training and SSIF project to provide opportunities for a language and vocabulary rich curriculum.
- Individual support with school uniform, resources and activities outside of school.
- Supporting Young Carers and Behaviour and reducing the number of behaviour incidents.

# Pupil Premium Strategy Statement: Kessingland Church of England Primary Academy

1. Summary information					
<b>School</b>	Kessingland Church of England Primary Academy				
<b>Academic Year</b>	2019/2020	<b>Total PP budget</b>	£132,000	<b>Date of most recent PP Review</b>	July 2019
<b>Total number of pupils</b>	255	<b>Number of pupils eligible for PP</b>	97 (Y1-6)	<b>Date for next internal review of this strategy</b>	January 2019

2. 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>	
<b>A.</b>	Pupils being 'ready to learn' (pupils in a secure place emotionally, mentally and socially)
<b>B.</b>	Quality first teaching (QFT) in English
<b>C.</b>	Gaps in Prior learning
<b>D.</b>	Low starting points in Reading
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
<b>D.</b>	Consistent attendance and punctuality
<b>E.</b>	A lack of regular routines including reading at home, homework, spellings and being equipped for school (e.g. bringing in PE Kit)

## Narrowing the Gap

We have found that there isn't any single intervention, which provides a complete solution to narrowing the gap, or to supporting our disadvantaged children in the way that suits them best. We try to take a range of approaches when spending Pupil Premium money that offers a breadth of support to groups of pupils.

In addition to the Pupil Premium money, many of our school systems were already in place to support children from all backgrounds and of all abilities. Our Pupil Progress meetings happen 5 times a year, and are an opportunity to discuss all children in school in some depth, with regard to both their academic attainment and pastoral issues. Our assessment, monitoring and tracking systems allow us to identify any children or groups of children who are not making sufficient academic progress. The teaching strategies employed by staff in the school enable all children to make progress and provided for a wide range of needs.

3. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Pupil Premium pupils to make the same or better progress 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"> <li>Tracking of attainment and progress to show expected or better than expected progress from starting points and compared to national.</li> </ul>
<b>B.</b>	All PP pupils continue to receive QFT that is pitched accurately to meet their learning needs in Reading and Writing.	<ul style="list-style-type: none"> <li>Class teaching is at least good over time with evidence of outstanding practice.</li> <li>Reading and Writing skills are taught progressively across all year groups and linked to all curriculum areas.</li> <li>Teachers and Teaching Assistants feel confident in delivering Reading (including Read Write Inc. and VIPERS) and Writing skills across the curriculum.</li> <li>Pupils are receiving quality feedback and resources to support their learning.</li> </ul>
<b>C.</b>	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"> <li>Intervention records and detailed PiXL QLA analysis will show gaps in learning are identified and addressed through 'therapies' linked to specific pupil needs.</li> <li>Progress is accelerated.</li> <li>Interventions (according to need) to be offered in school time, before and after school.</li> </ul>
<b>D.</b>	PP pupils to have access to high quality Phonics intervention and Reading curriculum starting with a synthetic approach to teaching Phonics and then building on comprehension skills in KS1 and KS2.	<ul style="list-style-type: none"> <li>Read Write Inc. Reading and Phonics groups will be in place and assessment trackers will show that progress is accelerated through QFT and one to one tutoring where needed.</li> <li>Pupils will show accelerated progress in Reading fluency, decoding and comprehension.</li> </ul>
<b>E.</b>	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"> <li>Referral system in place and children are identified and receiving support.</li> <li>Children will be supported and listened to which will enable them to be 'ready to learn', emotionally, mentally and socially.</li> <li>Children are ready to learn in class with greater independence and less interventions and support over time.</li> </ul>
<b>F.</b>	Increased parental involvement for PP Pupils in their child's education and development.	<ul style="list-style-type: none"> <li>Additional parental support for pupils. Positive relationships established between families and school.</li> <li>Parenting support and initiatives in place and Parent Cafes attended by PP parents.</li> <li>PP parents to have attended at least one school initiative during the academic year.</li> </ul>
<b>G.</b>	All pupils 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"> <li>Pupils will be given the same opportunities as non-PP pupils</li> <li>Social, personal and emotional development of pupils will be enhanced. Their social skills, confidence and independence will increase.</li> </ul>
<b>H.</b>	The % of PP pupils with an attendance below 95% will reduce and be in line with non-PP pupils.	<ul style="list-style-type: none"> <li>Number of persistent absentees for PP pupils is in line with non-PP pupils.</li> <li>EWO and SaFS team involvement will support attendance.</li> <li>Attendance for the children is in line with national at 96%</li> </ul>

4. Planned expenditure					
Academic year 2019/20					
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 or 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"> <li>Pupil Progress Meetings.</li> <li>School Monitoring cycle including book looks, learning walks and provision mapping.</li> </ul>	AC	Half-termly Pupil progress meetings and Data Harvests.
B – All PP pupils continue to receive QFT in English.	Whole School Focus on Reading and Writing. Reading CPD for all staff including use of comprehension strategies (VIPERS). Use of PiXL assessment to identify gaps in learning and therapies. Coaching, modelled teaching and support from NQT/ Teach First mentor.	On average, reading comprehension approaches deliver an additional six months' progress. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.	<ul style="list-style-type: none"> <li>School monitoring cycle including book looks, learning walks, use of PiXL assessments and pupil voice.</li> </ul>	SLT  English Team	
D – PP Pupils have access to high quality Phonics intervention and Reading support.	CPD for all Early Years and Key Stage 1 staff. Development days with Read Write Inc. advisor. Small Group Phonics and guided Reading groups with additional LSA support.	CPD: Usually, effective CPD that improves quality teaching and attainment is: supported by the school's leadership, sustained over at least two terms ,includes 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"> <li>Reading Leader in place to monitor and coach delivery of Read Write Inc.</li> <li>Development days working with RWI adviser.</li> <li>Whole School RWI training.</li> <li>Additional LSA support for Phonics and Reading groups.</li> </ul>	LA (Reading Leader)  LA/AW/ LG (Reading Team)	Half-termly assessments

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"> <li>Regular monitoring of Breakfast Club provision.</li> <li>Identification of after school clubs linked to interests (changed termly).</li> <li>Invitations sent to all PP pupils and costs subsidised.</li> </ul>	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"> <li>Full time pastoral support.</li> <li>Up to date Thrive training and monitoring of Thrive action plans.</li> <li>Weekly updates between SLT and SaFS teams.</li> <li>Regular opportunities for parents to engage with school e.g. Class Dojo, Share events, 'Stay and Play sessions', Cafes for All, Performances.</li> </ul>	SS (SaFS Lead)	Termly
C - For identified gaps in learning to be addressed.	Planned and focussed interventions according to need evidenced on school provision map. Small group interventions planned directly from QLA from termly assessments. 1:1 support before school.	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.	<ul style="list-style-type: none"> <li>Updated provision mapping on Pupil Asset.</li> <li>Individual PP targets reviewed and monitored.</li> </ul>	SS (SaFS Lead)	Half termly

### iii. Other Approaches

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

## 6.Review of Expenditure (2018-19)

### i. Quality of teaching for all

Desired outcome	Chosen action/approach	Impact:	Lessons learned
A - PP to make the same progress or better than non-disadvantaged pupils with the same starting points. To increase the % of PP pupils attaining expected standard.	LSAs to support 'Stretch and Fix' Interventions. Individual Next Steps.	41.7% of PP pupils achieved GLD compared to 78.3% of Non-PP pupils. This was an increase of 15.4% compared to the previous cohort. The APS increased by 3.4 points.  PP and non-PP pupils achieved the same in Reading showing there was no evident gap between PP and Non-PP pupils. In writing, 56.3% of PP pupils achieved expected standard or above. 62.5% of PP pupils achieved expected standard.	Progress was accelerated for pupils in Reception, Year 2 and Year 6 because of targeted intervention, use of small groups and clear individual next steps.  Ensure high quality transition to ensure that Nursery, Year 1 and Year 5 pupils have clear targets and next steps so intervention can start at the beginning of Autumn Term.
B – All PP pupils receive QFT that is pitched accurately to their learning needs in maths.	Purchase of Maths No Problem resources (Textbooks, Workbooks, Online Guides, Manipulatives). Quality training and Maths CPD for all staff. Additional LSA support for small group interventions in the afternoon.	All pupils in Years 1-6 have access to 'Maths No Problem' scheme and teachers are using the resources to deliver Mastery Maths lessons. All teaching staff (EYFS – KS2) have received Maths Mastery training from a member of NCETM and frequent internal training from Maths Lead. Staff have had an opportunity to attend Shanghai Maths Showcase lessons. Maths Lead has been part of a Teacher Research group led by the Norfolk Maths Hub (NCETM).	Ensure that new staff have the opportunity to observe teaching of 'Maths No Problem' and have CPD on the Mastery Approach.  Opportunities for all staff to replicate the TRG model in teaching groups in order to observe and evaluate teaching practice.

<p>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.</p>	<p>LSA support for small group interventions in the afternoons</p> <p>Release for Pupil Premium Reviews three times a year.</p>	<p>Provision mapping clearly shows identified targets that have been closely monitored so the impact can be measured.</p> <p>Evidence of Same Day Interventions showing misconceptions addressed.</p> <p>Termly Reviews show that PP pupils have been identified including next steps and actions to ensure pupils make progress.</p>	<p>Introduction of PiXL assessment will support staff in identifying specific gaps in pupils learning and vulnerabilities. Targeted 'Therapies' can then be implemented and monitored.</p> <p>Short focussed interventions and precise identification of need e.g. working memory, reading fluency, self-esteem are much more effective interventions.</p>
<p>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.</p>	<p>Helicopter Stories Training.</p> <p>Training of additional staff (apprentices) on planning and teaching phonics using RWI scheme.</p> <p>SSIF CPD training.</p> <p>Release time to work with Inspiration Trust.</p>	<p>EYFS staff have attended training and disseminated to EYFS staff. Read Write Inc. has been introduced in Nursery and pupils entering Reception are able to recognise more sounds.</p> <p>SSIF project provide the basis for the new curriculum and exposed pupils to a rich vocabulary.</p>	<p>Helicopter stories needs to continue across Early Years.</p> <p>Read Write Inc. training needs to be given all staff and reading delivered in addition to the Phonics groups.</p> <p>Introduction of a Reading Leader and new assessments will allow coaching to take place, improve, and refine Read Write Inc. teaching.</p>
<p>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.</p>	<p>Full time Pastoral Support Worker.</p> <p>Thrive training, 1:1 support and group sessions.</p> <p>Student and Family Support Ambassador.</p> <p>Young Carers Project.</p>	<p>All Young Carers have received additional support.</p> <p>14/94 (15%) PP pupils have received individual Thrive support and all pupils have received whole class Thrive teaching.</p> <p>65% of parents have received advice and support from pastoral team as well as daily access on the playground.</p>	<p>Pastoral support is a vital resource for all PP pupils and needs to be continued and extended.</p>



F – Increased parental involvement for PP pupils in their child's education and development.	<p>Subsidise cost of CGP homework books and TT Rockstars.</p> <p>Subsidising payments for school opportunities.</p>	<p>All PP pupils in Y2-6 have accessed TT Rockstars and CGP homework books.</p> <p>Payments for events and trips have been subsidised for PP pupils including: Eaton Vale, Hands on Heritage and Rock Band.</p>	Continue to use CGP homework books for pupils in Y2-6.
G – All pupils will have been offered at least one after school club or extra-curricular activity. Children will have a broader curriculum and know there are a range of activities available linked towards their interests, skills and talents.	<p>Wide range of after school clubs available for all children.</p> <p>Breakfast Club.</p> <p>Targeted curriculum, enrichment and enhancement activities.</p> <p>Forest Schools Practitioner.</p>	<p>Wide range of clubs and activities available to all pupils - choir, drama, rounders, football, DT, ICT, KS1 Sport, Street Dance.</p> <p>16/94 (17%) pupils attended Breakfast Club in Summer Term.</p> <p>29/94 (31%) pupils attended an after school club in Summer Term.</p> <p>In Summer Term, 100% of pupils took part in Forest School Sessions.</p>	<p>Pupil Voice for all PP pupils to see which clubs and after school events they would like to access.</p> <p>Continued planned opportunities for all year groups and PP pupils to access Forest Schools.</p>
H – The % of Pupil Premium pupils with an attendance below 95% will reduce and be in line with non-pupil premium pupils.	<p>Support from EWO and attendance service.</p> <p>Attendance incentives and rewards.</p>	<p>Attendance for PP pupils 2018/19 is 91.37% (29 PA) compared to 95.37% (8 PA).</p> <p>The attendance group (not including children who have medical reasons, were travelling or on success - based timetables) show that 94.56% (11 PA) compared to non PP 95.91% (6 PA) showing the gap is narrowing.</p>	<p>Early intervention linked to attendance.</p> <p>Weekly pastoral calls to prevent persistent absentees.</p> <p>Continued use of attendance incentives and rewards including rewards for pupils with most improved attendance.</p>