

# KINGSMOOR PRIMARY SCHOOL

## Pupil premium strategy statement



### School overview

Metric	Data
School name	Kingsmoor Primary School
Pupils in school	176
Proportion of disadvantaged pupils	2019-20 (11%) 2020-21 (11%)
Pupil premium allocation this academic year	2019-20 (£31000) 2020-21 (33280)
Academic year or years covered by statement	2019- 2021
Publish date	September 2019
Review date	September 2021
Statement authorised by	Joanne Warren
Pupil premium lead	Joanne Warren
Governor lead	Tracey Lowe

### Strategy aims for disadvantaged pupils (Sept 20-Sept 21)

Aim	Target	Target date
Progress in Reading	Achieve national average progress scores in KS1/KS2 Reading	Sept 21
Progress in Writing	Achieve national average progress scores in KS1/KS2 Writing	Sept 21
Progress in Maths	Achieve national average progress scores in KS1/KS2 Maths	Sept 21
Progress in phonics	For all Year 1 and Year 2 children to pass Phonics screening	Sept 21
Individual/small group interventions implemented to close gaps in learning	Achieve national average progress scores in KS1/KS2 Reading/Writing/Maths	Sept 21
To enrich pupil's curriculum through outdoor activities – promoting wellbeing and focus on mental health	All children to undertake Forest school every term. Pupil's self-esteem/resilience/confidence/communication and language developed.	Sept 21
Pastoral support for children and families	For pupils to show progress socially and emotionally in school and at home. Relationships with peers to develop positively. (Additional PFSA support)	Sept 21

## Teaching priorities for current academic year Sept 2020-July 2021

Measure	Activity
Training for all staff – Quality first teaching	Staff will be skilled at delivering high quality whole class/group/1:1 interventions
Training in developing phonics implementations and Reading	Staff to take part in English hubs unlocking excellence training and support groups
Training in emotional literacy and supportive therapies for children with social and emotional mental health challenges.	Staff to take part in Educational psychologist training on emotion coaching, Lego therapy.
Resources/equipment/pupil tracking software	Purchasing of necessary equipment required to support individuals and group interventions.
Barriers to learning these priorities address	Ensuring staff use evidence-based whole-class teaching interventions.
Projected spending	£750

## Targeted academic support for current academic year (Sept 20-July 2021)

Measure	Activity
In class support	Teaching assistant support for pupils addressing gaps in reading, phonics, writing, spelling and Maths. This could be on a 1:1 level or small group.
Group and individual interventions	Establish small group interventions for disadvantaged pupils falling behind age-related expectations or not making expected progress. This includes interventions to extend children working at expected/above. It may also include social/emotional/friendship groups to support children in building positive relationships
Barriers to learning these priorities address	Providing catch-up in Reading, Phonics, writing and Maths.
Projected spending	£22304

## Wider strategies for current academic year (Sept 20-July 2021)

Measure	Activity
School to develop the wider entitlement curriculum	Ensure that all disadvantaged pupils are able to access the full curriculum. This includes: residential, trips, lessons, sporting activities, swimming,
Forest school	Termly forest School for all children to develop: Resilience/resourcefulness/teamwork/confidence and self-esteem/
Pastoral support	School PFSA to work an afternoon each week to support PP children who require additional support with their social and emotional needs. This includes friendship group intervention and 1:1 support.
Barriers to learning these priorities address	Intervention groups implemented across each year group. TAs employed during the afternoon to close gaps in Reading/writing and Maths.
Projected spending	£4800

## Monitoring and Implementation (Sept 20-July 2021)

Area	Challenge	How we address this
Teaching	Ensuring enough time is given to allow staff to have quality professional development.	Use of INSET days and additional cover being provided for staff training. School development plan linked to needs of disadvantaged.
Targeted support	Ensuring effective deployment of staff. Ensure intervention takes places. Ensure adequate resources are available.	Make sure an adequate number of staff are available to undertake interventions. Intervention timetable in place for each year group and impact discussed during pupil progress meetings. Resources purchased. Disadvantaged pupils linked into SDP.
Wider strategies	Engagement of families. Ensuring training and deployment of staff. Ensure adequate resources are available – shelter in forest school area.	Staff training in place. Develop strong relationships with families. Working together in partnership. Strong relationships with PFSA and external agencies. Curriculum plans in place – plans take into account curriculum links and the incorporation of transferable skills.

## Review: last year's aims and outcomes (Sept 2019-March 20)

Due to school closures and the disruption to learning from March 2020 to September 2020 limited progress has been made. National data cannot be reported as there were no standardised tests at the end of the academic year. Kingsmoor has used internal data and pupil progress meeting from Autumn 2019 and Spring 2020 to track our pupil premium children and the progress they have made. As numbers of pupil premium pupils in year groups is minimal – specific data is not made public to avoid possible identification of pupils.

A small funding balance remains in pupil premium for the year 20-21. This is due to additional hours that haven't been worked by staff (intervention, 1:1, Forest School, PFSA) during the Summer term lockdown and the Spring term lockdown.

Aim	Outcome
Progress in Reading Progress in Writing Progress in Mathematics	Our internal data from Autumn 20 to March 20 shows that there is a slight decrease in the number of children who have made expected progress during this period of time in Reading, Writing and Maths. These children are being carefully monitored within each year group and appropriate interventions implemented.
Phonics Screening	The Year 1 phonics screening did not take place in June 2020. These children (In Year 2) completed the Phonics screening test in December 2020. 92% of this cohort achieved the phonics screening. (50% of the children who are pupil premium.)
Children reading for pleasure – reading initiative	Our whole school reading initiative has been extremely worthwhile and has seen a positive impact across the whole school and maintaining attainment.