

Pupil premium strategy statement for Kingsland C.E. Academy

1. Summary information					
School	Kingsland CE Academy				
Academic Year	2019/2020	Total PP budget	£318,320	Date of most recent PP Review	
Total number of pupils	473	Number of pupils eligible for PP	210	Date for next internal review of this strategy	October 2019

2. Current attainment -KS1		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths	42.3%	%
% making progress in reading	53.8%	%
% making progress in writing	46.2%	%
% making progress in maths	53.8%	%

2. Current attainment -KS2		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths	47.4%	%
% making progress in reading	57.9%	%
% making progress in writing	65.8%	%
% making progress in maths	63.2%	%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers (issues to be addressed in school, such as poor oral language skills)

A.	Poor language skills on entry to school.
B.	Lack of parental engagement.
C.	Low levels of aspiration.
D.	Low acquisition of language

External barriers (issues which also require action outside school, such as low attendance rates)

D.	Poor attendance.
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4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
	All disadvantaged children will make similar progress as non disadvantaged children in all subjects.	100% of PP children will make expected progress throughout the year.
	Disadvantaged children will made accelerated progress throughout the year in order to diminish the difference in attainment between PP and non PP children.	20% of PP children will made accelerated progress within the year and therefore changed pathway.
	Improvement in PP children's literacy skills (in line with SDP).	End of key stage SAT results will improve for PP children in KS1 and KS2.
	Improvement in vocabulary for all children across the school.	

5. Planned expenditure					
Academic year	2019/2020				
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?
To ensure that all children have access to a wide range of apps and teaching tools which will increase their progress and attainment.	1:1 iPads for all children.	Visits to other schools who are using 1:1 iPads have shown that they can have a positive impact on the progress and attainment of children across the school. Children are also more motivated to learn and enjoy school.	SLT to monitor work and teaching regularly. Progress and attainment of children will be tracked by SLT.	AGr SG	Half termly.
To ensure that all staff have up to date knowledge of the curriculum, technology and teaching strategies.	Quality CPD for teachers and support staff. Work with BTSA, Stoke Maths Hub and English Excellence programme, Apple teacher (RB)	EEF evidence shows that quality first teaching can only occur with teachers who are confident in their subject knowledge. Improving the quality of teaching is a key factor in improving outcomes for children.	Phase leaders and SLT to carry out learning walks, lesson observations and book scrutinies. Staff to keep CPD logs throughout the year and reflect upon the CPD they have received regularly.	AGr SG	Half termly.
To ensure there is a linear and consistent approach to teaching across the school.	Subscriptions have been bought to Power Maths and Bug Club. Continued support from RWI consultant trainer and materials purchased to support this.	Research into Power Maths and Bug Club in other schools has shown that progress and attainment can improve dramatically using these programmes.	Phase leaders and SLT to carry out learning walks, lesson observations and book scrutinies.	AGr SG SB SD	Half termly
To ensure that feedback is being given in a purposeful and timely manner in order to achieve maximum progress and attainment.	Marking policy which includes in the moment marking. Fix its to be carried out with individuals and a grown up rather than independently.	EEF states that effective feedback can improve pupil outcomes by up to 8 months.	Phase leaders and SLT to carry out learning walks, lesson observations and book scrutinies.	AGr SG	Half termly
Total budgeted cost					
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 implementation?
To improve the outcomes for children in year 5 and 6.	HLTA allocated to both year groups, so small class teaching can occur.	In August 2018, the EEF stated that reducing class size could have an impact of increasing outcomes by up to 3 months. Having used this strategy last year, we have also found that it improved our combined results in KS2 by 3%.	Phase leaders and SLT to carry out learning walks, lesson observations and book scrutinies. Academic progress will be tracked by SLT. Termly pupil progress meetings will be held.	SG, AG, SD, KW, AGI	Half termly.
To improve the outcomes for all children across the school.	TA support	Teaching assistants will take small groups to support with classwork and interventions in the afternoon. Small group tuition and interventions have all been shown on the EEF to have a positive impact of up to 4 months improvement on children's outcomes.	Phase leaders and SLT to carry out learning walks, lesson observations and book scrutinies. Academic progress will be tracked by SLT. Termly pupil progress meetings will be held	SG, AG, SD, KW, AGI	Half termly.
Total budgeted cost					
iii. 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?
To encourage children to experience nature and the great outdoors. To improve children's fitness and overall well being. To improve children's confidence and self-esteem.	Forest Schools	Forest research have proven that effective implementation of Forest schools can have a positive impact on children's confidence, social skills, communication, motivation, knowledge and understanding of the world and physical skills	Teachers to complete observations of key skills developed during forest school sessions.	TB	half termly.
To ensure that children have a range of experiences in Primary school that they may not otherwise experience. To develop children's knowledge of topics being taught.	Minibuses and subsidised visits.	Evidence shows that children are often more engaged in their learning whilst on a visit or following a visit. Visits can improve their understanding of more complex concepts.	Following a visit staff to create a one page review of the visit including photos, teacher voice and pupil voice.	ES and SA	Termly.

<p>To ensure that children have a positive attitude towards their work. To develop children's aspirations for their futures.</p>	<p>Growth mindsets, metacognition and self regulation. *World of Work week w/b 21/10</p>	<p>EEF evidence shows that effective implementation of these approaches can have as much as a 7 month improvement on children's progress and attainment.</p>	<p>Phase leaders and SLT to carry out learning walks, lesson observations and book scrutinies.</p>	<p>PB AGr</p>	<p>Termly</p>
<p>To ensure that children are in school every day.</p>	<p>Attend EDC Regular tracking/monitoring of PA children. Build partnerships with Attend EDC, school and families. Incentives via 1-1 iPads for regular attendance</p>	<p>Children who have large or regular periods of absence often fall behind due to gaps in their learning. Improvement of attendance will have a positive impact of progress and attainment.</p>	<p>KW to meet regularly with Marie from Attend EDC to discuss progress and pupils who need to be a focus.</p>	<p>KW</p>	<p>half termly</p>
<p>To ensure that all children within school are safe. To ensure that all staff in school are aware of any issues within a timely manner.</p>	<p>CPOMs software. Safeguarding/inclusion team, regular information sharing meetings, support from other professionals e.g. EPS, Better Together project, mental health support workers</p>	<p>Use of CPoMs software in school last year had a positive impact as staff were always promptly aware of any potential issues that children in their class may be facing. They could then use this knowledge to implement behaviour strategies and interventions.</p>	<p>Safe-guarding lead to monitor and provide feedback to staff.</p>	<p>KW</p>	<p>Termly.</p>
Total budgeted cost					