

Pupil Premium Proposed Spending Plan 2018-19

Provision	In place	Next step	Intended outcome	How this will be monitored?	Cost	TOTAL	Evidence
<p>Inclusion team: Qualified Forest schools practitioner. • Non-teaching SENCO • Learning Mentor • Safeguarding assistant • Lighthouse Leader • Additional SENDs services • Additional Educational Psychologist services • Parental workshops</p>	✓	<p>SENCO to remain a full time, non-teaching post for maximum impact. Full time Learning Mentor position (also a PREVENT trainer) Safeguarding assistant is a part time position. All staff will complete Safeguarding Level 1 on a 3-year cycle. Governors to attend Safeguarding training. All children to participate in Forest Schools Activities.</p>	<p>Children's needs are quickly identified, for disadvantaged children and those with additional needs. All children will be safe at Kingsland. All adults are responsible for Safeguarding at Kingsland. All staff will receive PREVENT training. Children who require additional support services are able to access them quickly. Additional services from SENDs and EPS will ensure children do not fall behind. Disadvantaged children participate in Forest Schools activities.</p>	<p>To engage and support our most vulnerable families. Early Help outcomes. "Team around the child" team to meet every half term to discuss families and share information. Assemblies – to ensure children know that there is support in school. Regular training for staff on safeguarding. Performance management</p>	<p>Combined salary costs for identified staff: Forest Schools SENCO & Safeguarding Learning Mentor Additional SEND support Additional EPS support TOTAL COST:</p>	£38,809	The introduction of a Lighthouse Leader has ensured that we have increased the number of parental workshops on offer. Forest schools has continued to be enjoyed by children at Kingsland with improvements in behaviour and confidence continuing to be seen throughout forest school sessions.
Teaching assistants to be deployed where need is greatest to provide small group interventions and deliver quality teaching.	✓ TAs deployed according to need.	<p>Teaching assistant CPD to be kept up to date for whole school improvements – English is a whole school focus for this year. SENCO to lead on specialist programmes of intervention matched to children's needs so they make better than expected progress. TAs to be used in the afternoon to run 1:1 RWI interventions.</p>	<p>Disadvantaged children will benefit from small group interventions, based on whole school improvements, and those targeting their specific needs. Progress for disadvantaged children will be accelerated so that the gap between school and national diminishes.</p>	<p>Academic progress monitored by the exec Principal, Vice Principal, Assistant Principal and SENCO by using DCPro. Termly Pupil progress meetings with class teachers following data upload onto DCPro. SENCO will monitor the delivery of interventions by TAs.</p>	<p>Combined salary costs for identified staff TOTAL COST:</p>	£87,701	TAs have been used effectively in KS1 to run RWI interventions. This has ensured that all children in KS1 have made some progress in phonics throughout the past 12 months. TAs have also effectively delivered a range of SEN interventions, which has ensured that SEN children have been able to meet their passport targets.
Resources	Ongoing	<p>Continue to provide high quality resources to ensure high quality curriculum is enhanced. Continue to use CPOM's software to monitor CP, safeguarding, SEND, Attendance of all pupils including disadvantaged. Subject leaders to research new resources that could be purchased to enhance the teaching and learning of their subject in the curriculum.</p>	<p>Resources will ensure children with a variety of needs and learning styles are able to access the curriculum and make good progress. Staff to use and record all details regarding children's welfare on CPOMs. Resources match the needs of the children. Children are inspired to learn about new ideas and technology.</p>	<p>Phase Leaders to ensure appropriate and high quality resources are purchased and used. SENCO to ensure appropriate and high quality resources are matched to the needs of children. Subject leaders to ensure new resources are used effectively. Safeguarding leads to monitor CPOM's and provide support for staff.</p>	<p>Identified items from Curriculum and SENCO resource budgets: CPOMs software TOTAL COST:</p>	£35,000	CPOMs software has ensured that all safe guarding issues and known about by all relevant members of staff. As a result staff are more confident in ensuring that they are reporting incidents correctly in the correct manner. Online subscriptions to Times Tables Rock Stars and Purple Mash have continued for this academic year.
Training for all staff	Ongoing	Ongoing CPD linked to school priorities.	<p>High quality training will impact on children's learning, including disadvantaged children. All children, including disadvantaged children, will receive high quality first teaching, resulting in good progress from starting points.</p>	<p>CPD logs. Performance management. Learning walks, lesson observations, pupil interviews. Outcomes and progress measured each half term.</p>	<p>Training costs: TOTAL COST:</p>	£3,000	In line with our School Improvement Plan, all staff have received Read, write Inc training. Throughout the year this has had a positive impact on the achievements of KS1 children in phonics. In 2018 70% of children passed their phonics screening, while in 2019 72% of children passed their phonics screening. CPD has also been delivered on using technology in the classroom in readiness for whole school iPads in the next academic year.
Parent workshops/training/drop in sessions	✓	<p>Lighthouse leader to continue to work alongside parents to ensure programmes are beneficial and of interest. SENCO to work with parents. Staff to work with parents to help with homework.</p>	<p>Parental involvement has a significant impact on children's education and achievement.</p>	<p>Registers kept of parental attendance at workshops and events. Parental feedback from surveys. Tracking on DCPro.</p>	<p>Materials and resources for Parental workshops:</p>	£1500	A variety of workshops have been held in the lighthouse. 44% of places taken throughout the year were by parents of disadvantaged children.
<p>Extra curricular activities and after school clubs. Use of school minibuses. Good to Be Green weekly rewards.</p>	✓	<p>A range of ASC (provided by staff and external agencies) to be offered to all children, updated each half term. A third minibus to be purchased to allow for whole classes to make visits. Three school minibuses used regularly for ASC, activities during the school day, and educational visits. Ensure registers are kept, with disadvantaged children highlighted. Celebration assembly to link with "Good to be Green" to provide motivation for academic and behavioural success.</p>	<p>Extra curricular activities will have a positive significant impact of children's confidence, behaviour and learning outcomes.</p>	<p>KH to coordinate and lead on ASC and activities, and monitor disadvantaged children's attendance. Teachers to lead celebration assembly. KW to monitor behaviour logs and G2BG records. JLT to evaluate effectiveness of Celebration assembly throughout the year.</p>	<p>Travel costs to sporting competitions, events and educational visits: Mini bus costs: Good 2b Green weekly rewards: TOTAL COST:</p>	£8000	A wide range of after school clubs has been offered throughout the year to all age ranges. Approximately 44% of places offered were taken by disadvantaged children. These children have improved their commitment and resilience by attending these clubs. As a result of so many children attending after school clubs, Kingsland has been awarded the Gold Sports Mark.
<p>Educational visits, including residential education. Visitors to school (e.g. owl man, visiting theatre groups)</p>	✓	<p>Subsidy of visits for PP children. Subsidies for Stanley Head residential visit so that PP children can fully participate.</p>	<p>Visits and residential learning will develop more positive opinions and attitudes towards school. Confidence and relationships will improve, therefore raising attainment. Children will be given experiences differently to what they may experience otherwise. Aspirations will be raised.</p>	<p>Phase leaders to ensure visits to support the curriculum take place. Monitor pupil progress through DCPro.</p>	<p>Educational visits, including residential trips: TOTAL COST:</p>	£7500	The visit to Stanley Head was subsidised for children in receipt of Pupil Premium. As a result of this subsidy 92% of the disadvantaged children in Year 6 were able to attend the week long residential. We have also subsidised visits throughout the year by paying for the transport to and from. This has ensured that children are able to enjoy experiences with the rest of their class and enjoy the educational benefits the visits have covered.
Attendance	✓	<p>Work with EWO service and Attend EDC to raise whole school attendance – with emphasis on PP children. Good to Be Green Celebration Assembly provides rewards linked to attendance. PP children monitored closely.</p>	<p>Good attendance at school ensures full participation in all aspects of school life leading to improvement in progress and attainment.</p>	<p>to monitor attendance, and how this impacts on learning (DCPro) EWO to work with parents and families. Safeguarding Assistant to lead on EH for families with poor attendance. Daily check on vulnerable families. Attendance linked to G2BG rewards.</p>	<p>SLA for EWO (attend EDC): Salary costs: G2BG rewards: TOTAL COST:</p>	£32,900	We have continued to work closely with Attend EDC and as a result the number of persistent non attenders has decreased from 18% to 10%.
<p>Data Tracking: • DCPro – online tracking of all groups of children, for all subjects, updated every half term. • Fisher Family Trust Aspire programme (FFT) • Perspectives Lite – observation, performance management, survey tool.</p>	✓ DCPro is updated termly, and analysed to allow next steps to be put in place for groups of children. FFT allows all factors to be monitored.	<p>Ensure all staff are aware who the PP children in their class/cohort are, and that next steps are carefully planned for to ensure progress is made.</p>	<p>The gap between school and national PP children will diminish as a result of a sharper focus on data.</p>	<p>Exec Principal/Vice Principal/ Assistant Principal and SENCO to check DCPro and FFT is being used appropriately, purposefully for academic progress and the planning for next steps for target groups.</p>	<p>Salary costs for identified staff: Programmes: TOTAL COST:</p>	£6,200	Continued use of DCPro has enabled all teaching staff to track the progress of disadvantaged children and has supported them in choosing children to target with 1:1 support. The reports available have enabled SLT to identify areas of school where support is needed the most to bridge the gap between disadvantaged and non-disadvantaged.
<p>Teaching & Learning: • Additional HLTA in Year 6 and Year 5. • Full time non-teaching SENCO to support and develop intervention timetables, meet training needs, and monitor TSA delivery of interventions.</p>	✓	<p>Year 6 and Year 5 split into smaller groups, a mixture of disadvantaged and non-disadvantaged children. Interventions across both key stages to support and develop writing, grammar and spelling.</p>	<p>Children will make rapid progress to boost attainment, therefore diminishing gaps between school and national, with emphasis on PP children.</p>	<p>Phase leaders to monitor through lesson observations, learning walks and book scrutinies. Academic progress monitored by Exec Principal, VP, Assistant Principal and SENCO using DCPro and FFT. Termly pupil progress meetings.</p>	<p>Combined salary costs of identified staff: (% of costs):</p>	£75,000	The use of HLTAs to provide small groups has helped improve the percentage of children who achieved expected in reading, writing and maths combined from 49% in 2018 to 53% in 2019. This will be continued next year and the impact will be seen from year 5 children having 2 years taught in smaller groups.

Introduction of growth mindsets and metacognition.		<p>Trail growth mindsets with one years 4 class and assess impact.</p> <p>Training from Jon Collier on Growth mindsets for all staff.</p> <p>Attendance on BTSa metacognition course and implementation across school.</p>	<p>Children will have raised aspirations.</p> <p>Children will understand how they learn best and have a range of strategies to help them become more effective learners.</p>	<p>Chn to complete a pupil questionnaire before starting growth mindsets and after a 6 week block. PP lead and SLT to calculate success rate.</p>	<p>Whole school training from BTSa: Metacognition training from BTSa Resources:</p>	<p>£120</p>	<p>Training has been received for this and some classes have started to introduce the concept of growth mindsets to their classes. However, this will be an ongoing target for next year ensuring that there is a whole school focus.</p>
						<p>TOTAL RECEIVED: £264,000</p>	
						<p>TOTAL SPEND: £295,730</p>	