

Pupil premium strategy statement for Kingsland C.E. Academy

| 1. Summary information | | | | | |
|-------------------------------|----------------------|---|----------|---|-----------|
| School | Kingsland CE Academy | | | | |
| Academic Year | 2020/2021 | Total PP budget | £262,275 | Date of most recent PP Review | |
| Total number of pupils | 476 | Number of pupils eligible for PP | 195 | Date for next internal review of this strategy | July 2021 |

Kingsland CE Academy is a Church of England faith School and is part of St. Bart's Multi-Academy Trust. It is 2 form entry school.

The school is located in an area of high deprivation and therefore as a result a high percentage of our children are eligible for pupil premium.

The staff Kingsland C.E. Academy, have high aspirations and ambitions for our children and we believe that no child should be left behind. We are determined to ensure that our children are given every chance to realise their full potential.

In order to ensure maximum progress:

ALL teaching staff and support staff are involved in the analysis of data and identification of pupils.

ALL staff are aware of who pupil premium and vulnerable children are.

All pupil premium children benefit from the funding, not just those who are underachieving.

Underachievement at all levels is targeted.

Children's individual needs are considered carefully.

Staff believe in ALL children.

Staff adopt a 'solution-focused' approach to overcoming barriers.

| 2. Current attainment - EYFS (based on 2019-2020) | | |
|---|-------------------------------|---------------------------------|
| | <i>Pupils eligible for PP</i> | <i>All Pupils (your school)</i> |
| % achieving GLD in Reading | 27% | 73% |
| % achieving GLD in Writing | 27% | 73% |
| % achieving GLD in Number | 31% | 77% |
| % achieving GLD in Shape | 31% | 79% |

| Phonics Screening Check-Year 1 (based on 2019-2020) | | | |
|--|-------------------------------|---------------------|-----------------|
| | <i>Pupils eligible for PP</i> | <i>Whole School</i> | <i>National</i> |
| Year 1 | 74% | 75% | 82% |
| Year 2 (cumulative) | 100% | 95% | 92% |

| 2. Current attainment -KS1 (based on 2019-2020) | | |
|--|---|--|
| | <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% | |
| % achieving the expected standard in reading | 53.8% | 75% |
| % achieving the expected standard in writing | 46.2% | 69% |
| % achieving the expected standard in maths | 53.8% | 76% |

| 2. Current attainment -KS2 (based on 2019-2020) | | |
|--|---|--|
| | <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% | 65% |
| % achieving the expected standard in reading | 57.9% | 73% |
| % achieving the expected standard in writing | 65.8% | 78% |
| % achieving the expected standard in maths | 63.2% | 79% |

| Attendance Data | | |
|------------------------|-------------------------------|---------------------|
| | <i>Pupils eligible for PP</i> | <i>Whole School</i> |
| 2017-2018 | 93.9% | 94% |
| 2018-2019 | 95.5% | 94.7% |
| 2019-2020 | 86.6% | 87.8% |

3. Areas for development:

| | |
|-----------|--|
| A. | Development of speaking and listening skills on entry to school. |
| B. | Enhancing parental engagement. |
| C. | Building on the development of language. |
| D. | Raising expectations and aspirations |
| E. | Building levels of independence. |
| F. | Improving attendance. |

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. | Gap narrows between pupil premium and non-pupil premium pupils. |
| | 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. |
| | Increased parental engagement for disadvantaged pupils. | Increased attendance at workshops and parent consultations. |

5. Planned provision

Academic year

2020/2021

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 (accounting for 25% of total expenditure)

| 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? | Evaluation (Due to Covid 19-evaluation is up to end of March 2020) |
|---|--|---|---|-----------------------|---|---|
| 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 | | | | | | £65,831 |
|--|--|---|--|-----------------------|---|----------|
| ii. Targeted support (accounting for 46% of total expenditure) | | | | | | |
| 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 implem entation ? | |
| 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 | | | | | | £120,384 |
| iii. Other approaches (accounting for 29% of total expenditure) | | | | | | |
| 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 implem entation ? | |
| 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. | |

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|--|--|--|--|------------------|-------------|--|
| To ensure that children have a positive attitude towards their work. To develop children's aspirations for their futures. | Growth mindsets, metacognition and self regulation. | EEF evidence shows that effective implementation of these approaches can have as much as a 7 month improvement on children's progress and attainment. | Phase leaders and SLT to carry out learning walks, lesson observations and book scrutinies. | PB AGr | Termly | |
| To ensure that children are in school every day. | Attend EDC Regular tracking/ monitoring of PA children. Build partnerships with Attend EDC, school and families. Incentives via 1-1 iPads for regular attendance | 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. | KW to meet regularly with Marie from Attend EDC to discuss progress and pupils who need to be a focus. | KW | half termly | |
| To increase parental engagement at curriculum events and workshops and as a result have a positive impact on children's outcomes. | Lighthouse to hold regular parental workshops. Use of iPads to share children's learning. | Parents play a crucial role when it comes to supporting their child's learning. Children who read at home regularly with an adult and receive support with their homework, perform much better than those who do not have that support. The EEF's Teaching and learning toolkit suggests that effective parental engagement can lead to improvements of 3+ months over a year. | EST to keep registers of parents attending workshops. Regular parental surveys to be carried out to gain feedback about which support would be most useful. Staff to keep track of parents who are not attending parent consultations. Alternative methods of feedback to be investigated. | EST SA AGr | Half termly | |
| 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. | CPOMs software. Safeguarding/inclusion team, regular information sharing meetings, support from other professionals e.g. EPS, Better Together project, mental health support workers | 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. | Safe-guarding lead to monitor and provide feedback to staff. | KW | Termly. | |
| Total budgeted cost | | | | | £76,060 | |