

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	232	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
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.	1:1 iPads have continued to be used successfully across school and were particularly important during the lockdown in the Spring Term. 98% of PP children were able to have access to their iPads at home and at least 78% of PP children were able to complete some of their work on these iPads. They were also able to participate in live lessons, which ensured daily contact with their class teachers. After 2 years of use, children are far more confident in how to use the technology and children in higher year groups are regularly using them for research which is making them more independent learners.

<p>To ensure that all staff have up to date knowledge of the curriculum, technology and teaching strategies.</p>	<p>Quality CPD for teachers and support staff. Work with BTSA, Stoke Maths Hub and English Excellence programme, Apple teacher (RB)</p>	<p>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.</p>	<p>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.</p>	<p>AGr SG</p>	<p>Half termly.</p>	<p>Staff have attended a range of training this year including RWI, Word Aware, Thinking, Talking, Doing Science, Maths Mastery, New EYFS framework training, Go Read, Reading and Writing moderation. This training has improved teaching across the academy.</p>
<p>To ensure there is a linear and consistent approach to teaching across the school.</p>	<p>Subscriptions have been bought to Power Maths and Bug Club. Continued support from RWI consultant trainer and materials purchased to support this.</p>	<p>Research into Power Maths and Bug Club in other schools has shown that progress and attainment can improve dramatically using these programmes.</p>	<p>Phase leaders and SLT to carry out learning walks, lesson observations and book scrutinies.</p>	<p>AGr SG SB KH</p>	<p>Half termly</p>	<p>A subscription to Pathways to Write was purchased and this has had a positive impact on teaching across the school. The English lead has observed lessons and teachers are now more confident with what they are teaching and all objectives are being given sufficient coverage. Book scrutinies have shown good progress across the year, but this has not shown in the data yet. Observations and work scrutinies of Power maths have shown that teaching is more consistent across the school and children are increasing in confidence when using visual representations in their work. The maths lead has identified that Power Maths is not currently offering enough opportunities for children to develop their fluency and therefore the scheme will be adapted slightly for the next academic year. A new scheme for Reading has been purchased for next year as Bug Club Comprehension was not having the impact required.</p>

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	Due to COVID restrictions we have not always been able to give feedback as we would like throughout the year-fix its have not always been able to be carried out by an individual with a grown up independently. A variety of verbal and written feedback has been used to ensure children have still made progress.
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 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, SA, KW, AGI	Half termly.	Due to COVID restrictions a HLTA was not able to be placed in Year 5 and 6 for the whole of this year. Analysis of data and work completed during lockdown showed that the impact of COVID had been greater on the Year 5 cohort than the Year 6 cohort and therefore after the Spring Lockdown, 2 HLTAs were placed in Year 5 to carry out smaller class teaching in English and Maths.

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, KW, AGI	Half termly.	TAs are used in Key stage 1 to support the teaching of RWI. They take small groups and also run 1:1 intervention sessions. Due to this support 61% of reception children have made expected or better progress. In year 1 82% of pupil premium children have made expected or better progress and 39% of year 2 children have made expected or better progress.
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 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.	KH	half termly.	Due to COVID restrictions Forest Schools has not been carried out this year as it has previously. Sessions were run in the Autumn term, but had to be run in larger groups. They were unable to start again after the Spring Lockdown.
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	Growth mindset display continue to be displayed in classrooms. Staff regularly talk to children about being resilient and developing a positive mindset. Lesson observations have shown teacher's verbalising their thinking to solve a problem in maths lessons, but this is not always seen in other areas.

<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>PP attendance for the past 12 months has been 91.2% compared to 95.4% for non PP children. Whilst this is a fall from the past COVID has impacted on attendance. We will continue to use Attend EDC next year.</p>
<p>To increase parental engagement at curriculum events and workshops and as a result have a positive impact on children's outcomes.</p>	<p>Lighthouse to hold regular parental workshops. Use of iPads to share children's learning.</p>	<p>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.</p>	<p>ES 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.</p>	<p>ES SA AGR</p>	<p>Half termly</p>	<p>COVID has impacted on the way we have been able to interact with parents, but despite this we have still had many positive interactions. Mrs Street ran 2 live digital parenting courses and these were attended by 10 parents. Regular posts were also made on both the Lighthouse and Kingsland social media pages with videos to support with Parenting through Lockdown, Christmas crafts, Christmas baking, Kids make lunch, Saturday Bake Club and The Lighthouse Let's Get Cooking. For the next academic year, we hope to return to face to face workshops.</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>	<p>Over the past 12 months there have been 929 incidents reported on CPOMS (these are whole school not just PP). The ability to report these incidents in a swift and secure way has ensured that any issues are dealt with correctly and that all children in school are safe.</p>
<p>Total budgeted cost</p>					<p>£76,060</p>	

