



# **King's Stanley Pupil premium strategy statement – 3 Year Strategy 2021-2024**

## **The Pupil Premium Grant**

The Pupil Premium Grant (PPG) is funding provided to schools which is additional to main school funding. It is allocated according to the number of pupils on roll who are eligible for free school meals (FSM), a smaller amount allocated according to the number of children of service families and an allocation for each pupil who has been 'Looked After' (in care) for 6 months or more.

It is up to schools to decide how the Pupil Premium is spent, since they are best placed to assess what their pupils need in terms of additional provision. However, schools are accountable for the Pupil Premium and details of how the money is spent must be published on the school's website.

## **3-year long-term pupil premium strategy template**

3-year long-term pupil premium strategy template This template is based on the long-term approach to pupil premium planning recommended by the DfE and the Education Endowment Foundation (EEF). It will be reviewed and updated once per year.

## **Our philosophy at King's Stanley Primary School**

We believe in maximising the use of the Pupil Premium Grant by utilising a long-term strategy aligned to the School Development Plan priorities. This enables us to implement a blend of short, medium and long-term interventions, and align pupil premium use with wider school improvements and improving readiness to learn.

**Overcoming barriers to learning** is at the heart of our PPG use. We understand that needs and costs will differ depending on the barriers to learning being addressed. As such, we do not automatically allocate personal budgets per pupil in receipt of the PPG. Instead, we identify the barrier to be addressed and the interventions required, whether in small groups, large groups, the whole school or as individuals, and allocate a budget accordingly.

## **School overview**

<b>Detail</b>	<b>Data</b>
School name	King's Stanley C of E Primary School
Number of pupils in school	207
Proportion (%) of pupil premium eligible pupils	16% of children
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021 - 2024
Date this statement was published	September 2021

Date on which it will be reviewed	September 2022
Statement authorised by	Derk van den Broek
Pupil premium lead	Sarah Wilson
Governor / Trustee lead	Deborah Mendes

### Funding overview – 2021 - 2022

Detail	Amount
Pupil premium funding allocation this academic year	£45,625.00
Recovery premium funding allocation this academic year	£4,785.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0.00
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£50,410.00

### Disadvantaged pupil performance overview for last academic year

Measure	Score
<b>Meeting expected standard at KS1</b>	
Reading	56%
Writing	45%
Maths	67%
<b>Achieving high standard at KS1</b>	
Reading	11%
Writing	0%
Maths	11%
<b>Meeting expected standard at KS2</b>	
Reading	59%
Writing	61%
Maths	73%
<b>Achieving high standard at KS2</b>	
Reading	14%
Writing	6%
Maths	23%

### Part A: Pupil premium strategy plan

#### Statement of intent and priorities:

All members of staff and the governing body accept responsibility for 'socially disadvantaged' pupils and are committed to meeting their pastoral, social and academic needs within a caring and nurturing environment. We hope that each child will develop a love for learning and acquire skills and abilities commensurate with fulfilling their potential and as an adult finding employment.

Setting priorities is key to maximising the use of the PPG. At King's Stanley our priorities are as follows:

- Ensuring all teachers teach at a high standard in every class and aspire to be outstanding practitioners.
- Closing the attainment gap between disadvantaged pupils and their peers.
- Providing targeted academic support for pupils who are not making the expected progress.
- Addressing non-academic barriers to attainment such as attendance and behaviour.
- Ensuring that the PPG reaches the pupils who need it most.

### **Our implementation process:**

At King's Stanley, we believe in selecting a small number of priorities and giving them the best chance of success. We also believe in evidence-based interventions and learning from our experiences, which is why we utilise **annual light-touch** reviews to ensure our approach is effective and we can cease or amend interventions that are not having the intended impact.

We will:

#### **Explore**

- Identify a key priority that we can address
- Systematically explore appropriate programmes and practices
- Examine the fit and feasibility with the school

#### **Prepare**

- Develop a clear, logical and well-specified plan
- Assess the readiness of the school to deliver the plan
- Make practical preparations

#### **Deliver**

- Support staff and solve any problems using a flexible leadership approach
- Reinforce initial training with follow-on support
- Drive faithful adoption and intelligent adaptation

#### **Sustain**

- Plan for sustaining and scaling the intervention from the outset
- Continually acknowledge, support and reward good implementation practices

### **Barriers to Attainment and Challenges**

Academic barriers to attainment	Non-academic barriers to attainment
Some PP may not be working at an age related level and have conceptual gaps or misconceptions (reading, writing, maths).	Some of these children have high anxiety levels and Special Needs as a result of their backgrounds, starts to life or experiences. Many have differing levels of attachment disorder and emotional intelligence and a variety of teaching styles and approaches are needed to help them feel safe and in control.
In some cases, learning skills may need developing – concentration and focus skills, attitude to learning, attachment disorder, associated needs, organisation, commitment and resilience	Multiple needs for some PP children such as financial support for trips, school uniform and clubs.
Early language and reading skills, speech and language skills, phonics, writing for all including previous	Social and emotional needs for some children and their families.
Gaps in children's learning during COVID. In some cases, children did not access online teaching and learning.	Limited access of online learning during COVID of children in receipt of Pupil Premium funding impacts on overall attainment.
Insecure outcomes (Due to lack of modelling and support during online learning) in writing prevent disadvantaged learners from communicating in writing effectively for a range of purposes and audiences	

### Intended Outcomes

<b>Intervention</b>	<b>Improving teaching and learning for all pupils means that attainment and progress for all is improved</b>		
<b>Category</b>	<b>Quality of teaching</b>		
<b>Intended Outcomes:</b>	Develop coaching (videoing) strategies in order to facilitate CPD opportunities for all staff ( <b>Year 2</b> ). Improve T&L through further development of Magenta principle.	<b>Success Criteria:</b>	Staff become more aware of T&L practice and improve aspects of T&L opportunities for pupils. T&L continually improves and links to current research.

	<p>To develop a consistent approach throughout the school to secure children's knowledge of times tables. Embed and monitor impact of marking policy and its consistency.</p> <p>To re-develop use of TAs after phase team meetings (every 4 weeks) to improve outcomes for pupils using pre-teach, post-teach and gap closing techniques and teaching.</p> <p>Monitor and evaluate the impact and consistency of phonics from EYFS to Year 2.</p> <p>To develop a high quality curriculum- within each subject - which is consistent throughout the school. National Tutoring Programme.</p>		<p>Children will achieve 100% in times tables assessments applicable to their year groups.</p> <p>Marking impact on learning and raise standards not teacher workload.</p> <p>All children supported and given effective interventions to prevent gaps in their learning. Regular meetings to discuss the impact. TAs to monitor and record closing of gaps.</p> <p>Y1 teacher supports learning of phonics from EYFS to Year 2 and all children make at least EXP progress.</p> <p>CPD for all subject leaders and support given and shared with subject cluster groups. High quality teaching for all children.</p> <p>Online tutoring to support the catch-up curriculum and address gaps in children's learning.</p>
<b>Implementation</b>	<p><b>Year 1</b></p> <p>Staff training via Magenta Principles Training. To model and recap of strategies used within the classroom.</p> <p>To have a consistent approach to teaching times tables based on National Curriculum objectives – age appropriate. To have regular direct teaching and use online resources e.g. Times Tables Rock Stars/Visual Prompts/Songs.</p> <p>Lesson observations and learning walks.</p> <p>Staff meetings and sharing of Marking and Feedback books to monitor effectiveness of teaching and learning.</p> <p>Book looks/Pupil Conferences.</p> <p>Regular 4 weekly 'Closing the Gap (CTG)' meetings within each phase. Children - who are struggling to learn their phonics and tables - will be identified and effective</p>	<p><b>Year 2</b></p> <p><i>How we will implement this intervention in <b>year 2</b> (in light of the year 1 annual light-touch review):</i></p> <p>Create working party for video coaching work.</p> <p>Build positive relationships with staff through coaching and mutual trust.</p> <p>Use of coaching techniques to discuss and upskill teaching practice &amp; learning opportunities.</p> <p>Build staff confidence in analysing own teaching practice from videos so that they identify areas to develop in T&amp;L.</p> <p>Use of video to analyse teaching and learning and use as a discussion too.</p> <p>Video analysis to form part of professional dialogue.</p>	<p><b>Year 3</b></p> <p><i>How we will implement this intervention in <b>year 3</b> (in light of the year 1 annual light-touch review):</i></p>

	<p>interventions will be put in place to address gaps in learning.</p> <p>INSIGHT to be used as a tracking tool - progress discussed in CTG meetings and interventions set accordingly.</p> <p>Monitoring and assessments of new phonics scheme. Lesson observations and support. Deep Dive into subject</p> <p>High quality and consistency of teaching. Subject leaders to monitor, support and observe teaching. Subject leaders to read and understand their subject and the deep dive preparation 'landing sheet' and become familiar with the questions.</p>		
	<b>Annual Review Notes</b>		
<b>Light-touch review notes</b>	<b>Annual Review Notes – Y1</b>	<b>Annual Review Notes – Y2</b>	<b>Annual Review Notes – Y3</b>

<b>Light-touch review overall assessment</b>	The intervention is performing: <ul style="list-style-type: none"> <li>• Far above expectations <input type="checkbox"/></li> <li>• Above expectations <input type="checkbox"/></li> <li>• As expected <input type="checkbox"/></li> <li>• Below expectations <input type="checkbox"/></li> <li>• Far below expectations <input type="checkbox"/></li> </ul>	The intervention is performing: <ul style="list-style-type: none"> <li>• Far above expectations <input type="checkbox"/></li> <li>• Above expectations <input type="checkbox"/></li> <li>• As expected <input type="checkbox"/></li> <li>• Below expectations <input type="checkbox"/></li> <li>• Far below expectations <input type="checkbox"/></li> </ul>	The intervention is performing: <ul style="list-style-type: none"> <li>• Far above expectations <input type="checkbox"/></li> <li>• Above expectations <input type="checkbox"/></li> <li>• As expected <input type="checkbox"/></li> <li>• Below expectations <input type="checkbox"/></li> <li>• Far below expectations <input type="checkbox"/></li> </ul>
<b>Anticipated Expenditure</b>	<b>Year 1</b>  <b>£7,375.00</b>	<b>Year 2</b>  <b>Is expenditure expected to increase, decrease or stay the same?</b>  Increase <input type="checkbox"/>  Decrease <input type="checkbox"/>  Stay the same <input type="checkbox"/>  <b>Anticipated - £££</b>	<b>Year 3</b>  <b>Is expenditure expected to increase, decrease or stay the same?</b>  Increase <input type="checkbox"/>  Decrease <input type="checkbox"/>  Stay the same <input type="checkbox"/>  <b>Anticipated - £££</b>
<b>Actual expenditure</b>			

Intended Outcomes

<b>Intervention</b>	<b>Develop pupils learning to achieve expected and further develop greater depth</b>		
<b>Category</b>	<b>Quality of teaching</b>		
<b>Intended Outcomes:</b>	<p>To further develop effective provision in mathematics to support PP children achieving GRD.</p> <p>To review approaches to teaching Reading and Guided Reading.</p> <p>To address any gaps in phonetical knowledge throughout all key stages to support children's writing, spelling and reading. Monitor the impact of no-nonsense spelling</p> <p>To continue to develop writing across the school through genre progression and modelling.</p>	<b>Success Criteria:</b>	<p>Children achieving above National Average with times tables assessments at the end of year4.</p> <p>Children's work will show progression and develop their resilience to 'have a go' and develop independent thinking and approaches, creating opportunities for all to achieve. Maths standards improve (raised % GD depth).</p> <p>Reading and writing standards improve for all groups. Consistent systems for GR established. PP children achieve similar % at GRD as non-PP children.</p> <p>Greater Depth opportunities in writing evident in pupils' books. Staff have raised confidence in developing pupils' greater depth learning.</p> <p>Refresh training for all staff with T4W.</p> <p>National tutoring programme - Pearson Tutoring online to enable PP children to achieve to achieve greater than National average.</p>
<b>Implementation</b>	<p><b>Year 1</b></p> <p>Children will have access to greater depth resources to support their thinking.</p> <p>Targeted maths online Tutoring Programme (Pearson).</p> <p>Children will have daily Fluent in 5 activities to develop their understanding.</p> <p>Focused children to have focused online GRD maths tuition.</p>	<p><b>Year 2</b></p> <p><i>How we will implement this intervention in <b>year 2</b> (in light of the year 1 annual light-touch review):</i></p>	<p><b>Year 3</b></p> <p><i>How we will implement this intervention in <b>year 3</b> (in light of the year 1 annual light-touch review):</i></p>

	<p>Staff will share best practice and discuss the practicalities of developing Greater Depth tasks.</p> <p>Staff to explore alternative recording techniques and how to support pupils who find explanation / language challenging.</p> <p>All children will have the opportunity to explore 'Twist it' and 'Stretch it' tasks in all topic areas of maths (e.g. addition, fractions and statistics).</p> <p>Staff to have CPD and support with whole class guided reading – introduce at staff meeting.</p> <p>A consistent approach to GR systems to be agreed by staff.</p> <p>Staff meeting time to establish a shared understanding of ARE for reading and how GD can be achieved through whole class teaching</p>		
	<b>Annual Review Notes</b>		
<b>Light-touch review notes</b>	<b>Annual Review Notes – Y1</b>	<b>Annual Review Notes – Y2</b>	<b>Annual Review Notes – Y3</b>

<b>Light-touch review overall assessment</b>	<p>The intervention is performing:</p> <ul style="list-style-type: none"> <li>• Far above expectations <input type="checkbox"/></li> <li>• Above expectations <input type="checkbox"/></li> <li>• As expected <input type="checkbox"/></li> <li>• Below expectations <input type="checkbox"/></li> <li>• Far below expectations <input type="checkbox"/></li> </ul>	<p>The intervention is performing:</p> <ul style="list-style-type: none"> <li>• Far above expectations <input type="checkbox"/></li> <li>• Above expectations <input type="checkbox"/></li> <li>• As expected <input type="checkbox"/></li> <li>• Below expectations <input type="checkbox"/></li> <li>• Far below expectations <input type="checkbox"/></li> </ul>	<p>The intervention is performing:</p> <ul style="list-style-type: none"> <li>• Far above expectations <input type="checkbox"/></li> <li>• Above expectations <input type="checkbox"/></li> <li>• As expected <input type="checkbox"/></li> <li>• Below expectations <input type="checkbox"/></li> <li>• Far below expectations <input type="checkbox"/></li> </ul>
<b>Anticipated Expenditure</b>	<p><b>Year 1</b></p> <p><b>Anticipated - £3050.00</b></p>	<p><b>Year 2</b></p> <p><b>Is expenditure expected to increase, decrease or stay the same?</b></p> <p>Increase <input type="checkbox"/></p> <p>Decrease <input type="checkbox"/></p> <p>Stay the same <input type="checkbox"/></p> <p><b>Anticipated - £££</b></p>	<p><b>Year 3</b></p> <p><b>Is expenditure expected to increase, decrease or stay the same?</b></p> <p>Increase <input type="checkbox"/></p> <p>Decrease <input type="checkbox"/></p> <p>Stay the same <input type="checkbox"/></p> <p><b>Anticipated - £££</b></p>
<b>Actual expenditure</b>			

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**Intended Outcomes**

<b>Intervention</b>	<b>To develop a new understanding of the teaching of reading, from EYFS to Y6 with a focus on understanding the development of phonics and early reading to reading for meaning through higher level skills in preparation for KS3</b>		
<b>Category</b>	<b>Quality of teaching</b>		
<b>Intended Outcomes:</b>	<p>To develop phonic development and support in EYFS, Y1 and Y2</p> <p>To research and implement a new approach to guided reading.</p> <p>To review and develop the teaching of Reading for all groups across the school.</p> <p>To embed and sustain a reading culture that ensures all pupils read regularly and develop 'a love of books.'</p>	<b>Success Criteria:</b>	<p>All staff are confident with teaching the new phonic scheme – Little Wandles.</p> <p>A consistent approach of teaching phonics has been established where all staff are using the same language and terminology. The consistency of resources is being used too.</p> <p>The teaching of phonics match the same decodable books.</p> <p>Reading standards improve for all groups.</p> <p>Consistent systems for GR established.</p> <p>All staff will be confident to teach and support gaps in children's phonetical knowledge. All staff will receive appropriate CPD to facilitate development and high quality teaching of Little Wandles. The English Hub.</p> <p>Staff have raised confidence in developing pupils' greater depth learning.</p> <p>Pupils read regularly outside of normal class reading. Pupils (who need to) will have opportunities for additional reading in school. Greater Depth opportunities evident in pupils' books.</p> <p>Children's increase in vocabulary due to expose of high quality texts.</p> <p>Focus on the VIPERS skills in daily Reading lessons within KS2 (and KS1 in reading outside of RWI).</p>

<u>Implementation</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>
	<p>A consistent approach used to teach and deliver the teaching of early reading and phonics – Little Wandles.</p> <p>Resources and books will be purchased and used to support new scheme.</p> <p>Wholes school teaching of phonics.</p> <p>Staff introduced to Ashley Booth and start using to support whole class guided reading – introduce at staff meeting.</p> <p>All staff to have in-depth training of the teaching of phonics.</p> <p>Use a specific and appropriate phonics intervention, such as Nessy, dancing bears to support any identified children to reinforcing and support their understanding of phonics.</p> <p>A consistent approach to GR systems to be agreed by staff.</p> <p>Staff meeting time to establish a shared understanding of ARE for reading and how GD can be achieved through whole class teaching.</p> <p>Teachers will deliver 3 x guided reading sessions per week based on shared texts. Priority readers given more opportunities to read in school.</p>	<p><i>How we will implement this intervention in <b>year 2</b> (in light of the year 1 annual light-touch review):</i></p>	<p><i>How we will implement this intervention in <b>year 3</b> (in light of the year 1 annual light-touch review):</i></p>

	<p>To have rigorous approaches in place to ensure pupils read regularly.</p> <p>To have high quality texts available for teaching resources.</p> <p>To use a consistent approach when teaching reading.</p> <p>Book Club Y5/6 children.</p>		
	<b>Annual Review Notes</b>		
<b>Light-touch review notes</b>	<b>Annual Review Notes – Y1</b>	<b>Annual Review Notes – Y2</b>	<b>Annual Review Notes – Y3</b>
<b>Light-touch review overall assessment</b>	<p>The intervention is performing:</p> <ul style="list-style-type: none"> <li>• Far above expectations <input type="checkbox"/></li> <li>• Above expectations <input type="checkbox"/></li> <li>• As expected <input type="checkbox"/></li> </ul>	<p>The intervention is performing:</p> <ul style="list-style-type: none"> <li>• Far above expectations <input type="checkbox"/></li> <li>• Above expectations <input type="checkbox"/></li> <li>• As expected <input type="checkbox"/></li> </ul>	<p>The intervention is performing:</p> <ul style="list-style-type: none"> <li>• Far above expectations <input type="checkbox"/></li> <li>• Above expectations <input type="checkbox"/></li> <li>• As expected <input type="checkbox"/></li> </ul>

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<b>Anticipated Expenditure</b>	<b>Year 1</b> <b>Anticipated –</b> <b>Guided Reading - £7700.00</b>	<b>Year 2</b> <b>Is expenditure expected to increase, decrease or stay the same?</b>  <b>Increase</b> <input type="checkbox"/>  <b>Decrease</b> <input type="checkbox"/>  <b>Stay the same</b> <input type="checkbox"/>  <b>Anticipated - £££</b>	<b>Year 3</b> <b>Is expenditure expected to increase, decrease or stay the same?</b>  <b>Increase</b> <input type="checkbox"/>  <b>Decrease</b> <input type="checkbox"/>  <b>Stay the same</b> <input type="checkbox"/>  <b>Anticipated - £££</b>
<b>Actual expenditure</b>			

**Intended Outcomes**

<b>Intervention</b>	<b>One-to-one and small group support for disadvantaged pupils: creating additional teaching and learning opportunities using TA</b>		
<b>Category</b>	<b>Targeted Academic Support</b>		
<b>Intended Outcomes:</b>	Aim for EYFS pupils to reach a good level of development on exit of EYFS.  Aim to improve phonic outcomes for PP children in KS1	<b>Success Criteria:</b>	Increased number of EYFS pupils reaching a good level of development on exit of EYFS.  Phonic outcomes improved for PP children in KS1.

	<p>Aim for all KS1 pupils to make at least expected progress in years 1 and 2 and at least reaching age related expectations (ARE)</p> <p>Aim for all KS2 pupils to be on target to be at least secondary ready at the end of KS2</p> <p>Aim for writing of PP to match non-PP</p>		<p>All KS1 pupils will make at least expected progress in years 1 and 2 and at least reaching age related expectations (ARE).</p> <p>All KS2 pupils to be on target to be at least secondary ready at the end of KS2.</p> <p>Writing of PP will match non-PP</p> <p>Two teaching assistants to work each afternoon to carry out precision teaching – targeted intervention programmes. Evidence consistently shows the positive impact that targeted academic support can have.</p> <p>Evidence consistently shows the positive impact precision teaching support can have.</p> <p>Trained teaching assistant to support children during each afternoon. Targeted academic support.</p>
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<u>Implementation</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>
	<p>Staff trained in precision teaching. groups identified and timetabled to facilitate 10 week intervention blocks of precision teaching.</p> <p>Identified children will have significantly fallen within their phonics phase groups. Run daily precision teaching sessions. (2hrs per day x 37 weeks).</p> <p>Precision Teaching (Bespoke teaching) for Y1/2, Y3/4 and Y5/6 five afternoons per week.</p> <p>Before school Nessy Phonics interventions.</p>	<p><i>How we will implement this intervention in <b>year 2</b> (in light of the year 1 annual light-touch review):</i></p>	<p><i>How we will implement this intervention in <b>year 3</b> (in light of the year 1 annual light-touch review):</i></p>

**Annual Review Notes**

Annual Review Notes			
Light-touch review notes	Annual Review Notes – Y1	Annual Review Notes – Y2	Annual Review Notes – Y3
Light-touch review overall assessment	The intervention is performing: <ul style="list-style-type: none"> <li>• Far above expectations <input type="checkbox"/></li> <li>• Above expectations <input type="checkbox"/></li> <li>• As expected <input type="checkbox"/></li> <li>• Below expectations <input type="checkbox"/></li> <li>• Far below expectations <input type="checkbox"/></li> </ul>	The intervention is performing: <ul style="list-style-type: none"> <li>• Far above expectations <input type="checkbox"/></li> <li>• Above expectations <input type="checkbox"/></li> <li>• As expected <input type="checkbox"/></li> <li>• Below expectations <input type="checkbox"/></li> <li>• Far below expectations <input type="checkbox"/></li> </ul>	The intervention is performing: <ul style="list-style-type: none"> <li>• Far above expectations <input type="checkbox"/></li> <li>• Above expectations <input type="checkbox"/></li> <li>• As expected <input type="checkbox"/></li> <li>• Below expectations <input type="checkbox"/></li> <li>• Far below expectations <input type="checkbox"/></li> </ul>
Anticipated Expenditure	<b>Year 1</b>  Anticipated - £14,200.00	<b>Year 2</b>  Is expenditure expected to increase, decrease or stay the same?	<b>Year 3</b>  Is expenditure expected to increase, decrease or stay the same?

		Increase <input type="checkbox"/> Decrease <input type="checkbox"/> Stay the same <input type="checkbox"/> Anticipated - £££	Increase <input type="checkbox"/> Decrease <input type="checkbox"/> Stay the same <input type="checkbox"/> Anticipated - £££
<b>Actual expenditure</b>			

**Intended Outcomes**

<b>Intervention</b>	Greater staff knowledge and understanding to support children with autism; improve social and emotional outcomes for children and their families.		
<b>Category</b>	<b>Wider Strategies</b>		
<b>Intended Outcomes:</b>	Staff training in supporting children with emotional and learning needs so pupils make better progress in their learning.	<b>Success Criteria:</b>	<p>Staff understanding increased, pupils feel safer in school, staff training in place to support some difficult needs.</p> <p>Greater staff knowledge and understanding to support children with ADHD and promote learning.</p> <p>Successful ADHD training supports the development of relationships and resilience</p> <p>School keeps up to date with local services to support children and families. Sign posting and referring where appropriate, e.g. Early Help, Play Therapy, Teens in Crisis</p> <p>Emotional and support available each lunchtime and during the afternoon to support them academically too (The Hub).</p>

			Children supported at lunchtimes with emotional support.
<b>Implementation</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>
	<p>Support for pupils' emotional needs through weekly meetings.</p> <p>Resources for anger management, sadness, anxiety and communication resources</p> <p>Support emotional needs of pupils so that they make better progress in their learning.</p> <p>Children and parents are supported by appropriate agencies.</p> <p>Emotional and wellbeing support available – CM each lunchtime (half an hour)</p> <p>Maintain and develop The Hub as a safe space for vulnerable pupils.</p>	<p><i>How we will implement this intervention in <b>year 2</b> (in light of the year 1 annual light-touch review):</i></p>	<p><i>How we will implement this intervention in <b>year 3</b> (in light of the year 1 annual light-touch review):</i></p>
	<b>Annual Review Notes</b>		
<b>Light-touch review notes</b>	<b>Annual Review Notes – Y1</b>	<b>Annual Review Notes – Y2</b>	<b>Annual Review Notes – Y3</b>

<b>Light-touch review overall assessment</b>	<p>The intervention is performing:</p> <ul style="list-style-type: none"> <li>• Far above expectations <input type="checkbox"/></li> <li>• Above expectations <input type="checkbox"/></li> <li>• As expected <input type="checkbox"/></li> <li>• Below expectations <input type="checkbox"/></li> <li>• Far below expectations <input type="checkbox"/></li> </ul>	<p>The intervention is performing:</p> <ul style="list-style-type: none"> <li>• Far above expectations <input type="checkbox"/></li> <li>• Above expectations <input type="checkbox"/></li> <li>• As expected <input type="checkbox"/></li> <li>• Below expectations <input type="checkbox"/></li> <li>• Far below expectations <input type="checkbox"/></li> </ul>	<p>The intervention is performing:</p> <ul style="list-style-type: none"> <li>• Far above expectations <input type="checkbox"/></li> <li>• Above expectations <input type="checkbox"/></li> <li>• As expected <input type="checkbox"/></li> <li>• Below expectations <input type="checkbox"/></li> <li>• Far below expectations <input type="checkbox"/></li> </ul>
<b>Anticipated Expenditure</b>	<p><b>Year 1</b></p> <p><b>Anticipated - £6000.00</b></p>	<p><b>Year 2</b></p> <p><b>Is expenditure expected to increase, decrease or stay the same?</b></p> <p>Increase <input type="checkbox"/></p> <p>Decrease <input type="checkbox"/></p> <p>Stay the same <input type="checkbox"/></p> <p><b>Anticipated - £££</b></p>	<p><b>Year 3</b></p> <p><b>Is expenditure expected to increase, decrease or stay the same?</b></p> <p>Increase <input type="checkbox"/></p> <p>Decrease <input type="checkbox"/></p> <p>Stay the same <input type="checkbox"/></p> <p><b>Anticipated - £££</b></p>
<b>Actual expenditure</b>			

## Intended Outcomes

<b>Intervention</b>	<b>To develop a policy and practice to support mental health and wellbeing in children and adults</b>		
<b>Category</b>	<b>Wider Strategies</b>		
<b>Intended Outcomes:</b>	<p>To develop a policy and practice to support mental health and wellbeing in children and adults.</p> <p>Research how The Thrive philosophy could be used to support staff and pupils at KSPS.</p>	<b>Success Criteria:</b>	<p>Children are able to tackle challenges well, they are more resilient –pupil conferencing.</p> <p>Children’ health and wellbeing supported through using the 5 ways to wellbeing.</p> <p>Family uptake in supporting them with healthier lifestyles increase. Mental health policy and practice developed. Mental Health Champion taking place.</p> <p>E-safety at home supported effectively –parents’ feedback.</p> <p>Vulnerable pupils will have a purposeful, safe space to make progress</p> <p>The thrive approached will support the school’s culture and pupils directly where appropriate.</p>
<b>Implementation</b>	<b><u>Year 1</u></b>	<b><u>Year 2</u></b>	<b><u>Year 3</u></b>
	<p>To develop the role of ‘Mental Health Champion’</p> <p>To engage families to lead healthier lifestyles.</p> <p>Improve social and emotional outcomes for children and their families.</p> <p>Support emotional needs of pupils so that they make better progress in their learning.</p> <p>To further develop approaches to e-safety at home.</p>	<p><i>How we will implement this intervention in <b>year 2</b> (in light of the year 1 annual light-touch review):</i></p>	<p><i>How we will implement this intervention in <b>year 3</b> (in light of the year 1 annual light-touch review):</i></p>

	<p>Signed up to the SCARF curriculum – allows teachers to access fully resourced mental health curriculum</p> <p>To implement the thrive approach to support the school's culture and pupils directly where appropriate. Training for all staff.</p>		
	<b>Annual Review Notes</b>		
<b>Light-touch review notes</b>	<b>Annual Review Notes – Y1</b>	<b>Annual Review Notes – Y2</b>	<b>Annual Review Notes – Y3</b>
<b>Light-touch review overall assessment</b>	<p>The intervention is performing:</p> <ul style="list-style-type: none"> <li>• Far above expectations <input type="checkbox"/></li> <li>• Above expectations <input type="checkbox"/></li> <li>• As expected <input type="checkbox"/></li> </ul>	<p>The intervention is performing:</p> <ul style="list-style-type: none"> <li>• Far above expectations <input type="checkbox"/></li> <li>• Above expectations <input type="checkbox"/></li> <li>• As expected <input type="checkbox"/></li> </ul>	<p>The intervention is performing:</p> <ul style="list-style-type: none"> <li>• Far above expectations <input type="checkbox"/></li> <li>• Above expectations <input type="checkbox"/></li> <li>• As expected <input type="checkbox"/></li> </ul>

	<ul style="list-style-type: none"> <li>• Below expectations <input type="checkbox"/></li> <li>• Far below expectations <input type="checkbox"/></li> </ul>	<ul style="list-style-type: none"> <li>• Below expectations <input type="checkbox"/></li> <li>• Far below expectations <input type="checkbox"/></li> </ul>	<ul style="list-style-type: none"> <li>• Below expectations <input type="checkbox"/></li> <li>• Far below expectations <input type="checkbox"/></li> </ul>
<b>Anticipated Expenditure</b>	<b>Year 1</b> Anticipated - £4167.00	<b>Year 2</b> Is expenditure expected to increase, decrease or stay the same? Increase <input type="checkbox"/> Decrease <input type="checkbox"/> Stay the same <input type="checkbox"/> Anticipated - £££	<b>Year 3</b> Is expenditure expected to increase, decrease or stay the same? Increase <input type="checkbox"/> Decrease <input type="checkbox"/> Stay the same <input type="checkbox"/> Anticipated - £££
<b>Actual expenditure</b>			

### Intended Outcomes

<b>Intervention</b>	Ensure that PP children have the same opportunities for enrichment outside of the curriculum that non PP children get.		
<b>Category</b>	Wider Strategies		
<b>Intended Outcomes:</b>	Ensure that PP children have the same opportunities for enrichment outside of the curriculum that non PP children get.	<b>Success Criteria:</b>	All children will participate in school residential trips o Children will attend a range of school based clubs Financial support given to PP children. School to pay for three places each term for music for PP children

<b>Implementation</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>
	<p>To allow all disadvantaged pupils to access the residential no matter what financial background they have. Residential Subsidy – Y6 PGL</p> <p>Pay for Holiday Clubs during half-term and Summer Holidays.</p> <p>Support disadvantaged parents/guardians to subsidise Kingfishers afterschool club fees.</p> <p>To develop Kingfishers – improve before and after school facilities</p> <p>To allow disadvantaged pupils the same access to extra-curricular activities. E.g. Music lessons and Rock Steady.</p> <p>Gymnastics club</p> <p>To allow all disadvantaged pupils access to milk in Key Stage 2</p>	<p><i>How we will implement this intervention in <b>year 2</b> (in light of the year 1 annual light-touch review):</i></p>	<p><i>How we will implement this intervention in <b>year 3</b> (in light of the year 1 annual light-touch review):</i></p>
<b>Annual Review Notes</b>			
<b>Light-touch review notes</b>	<b>Annual Review Notes – Y1</b>	<b>Annual Review Notes – Y2</b>	<b>Annual Review Notes – Y3</b>

<b>Light-touch review overall assessment</b>	<p>The intervention is performing:</p> <ul style="list-style-type: none"> <li>• Far above expectations <input type="checkbox"/></li> <li>• Above expectations <input type="checkbox"/></li> <li>• As expected <input type="checkbox"/></li> <li>• Below expectations <input type="checkbox"/></li> <li>• Far below expectations</li> </ul>	<p>The intervention is performing:</p> <ul style="list-style-type: none"> <li>• Far above expectations <input type="checkbox"/></li> <li>• Above expectations <input type="checkbox"/></li> <li>• As expected <input type="checkbox"/></li> <li>• Below expectations <input type="checkbox"/></li> <li>• Far below expectations</li> </ul>	<p>The intervention is performing:</p> <ul style="list-style-type: none"> <li>• Far above expectations <input type="checkbox"/></li> <li>• Above expectations <input type="checkbox"/></li> <li>• As expected <input type="checkbox"/></li> <li>• Below expectations <input type="checkbox"/></li> <li>• Far below expectations</li> </ul>
<b>Anticipated Expenditure</b>	<p><b>Year 1</b></p> <p><b>Anticipated - £4250.00</b></p>	<p><b>Year 2</b></p> <p><b>Is expenditure expected to increase, decrease or stay the same?</b></p> <p>Increase <input type="checkbox"/></p> <p>Decrease <input type="checkbox"/></p> <p>Stay the same <input type="checkbox"/></p> <p><b>Anticipated - £££</b></p>	<p><b>Year 3</b></p> <p><b>Is expenditure expected to increase, decrease or stay the same?</b></p> <p>Increase <input type="checkbox"/></p> <p>Decrease <input type="checkbox"/></p> <p>Stay the same <input type="checkbox"/></p> <p><b>Anticipated - £££</b></p>
<b>Actual expenditure</b>			

## Intended Outcomes

<b>Intervention</b>	Early Help is accessed appropriately by the FSW (Family Support Worker) and the SENCO (Special Educational Needs Co-ordinator) to provide support for the families on the pupils' learning and well-being.		
<b>Category</b>	<b>Wider Strategies</b>		
<b>Intended Outcomes:</b>	<p>To support children identified as needing additional emotional support.</p> <p>To improve children's confidence, self-esteem, self-belief and attitude to learning by removing any barriers to learning.</p> <p>FSW to meet with children who would benefit from support and advice.</p> <p>To resource and introduce the 5 ways to wellbeing in the school. Have a wellbeing council or wellbeing projects within the school parliament</p> <p>To make regular contact with families to support them and advise them of different 'Early Help' pathways and support them with financial difficulties.</p> <p>SENCO to work closely with families and ensure needs are addressed of pupil premium children.</p>	<b>Success Criteria:</b>	<p>Regular meetings with FSW and SENCO.</p> <p>Children's academic and social and emotional needs being met.</p> <p>Pupils and staff will know the 5 ways to wellbeing how they can help them and PP children will feel supported with their wellbeing. Extra Wellbeing and nurture support will be provided for those children who need it through the wellbeing club.</p> <p>Families and children feel supported and are signposted to the relevant agencies.</p>
<b>Staff Lead:</b>	<b>Teaching and Learning UPS group; all teachers</b>		
<b>Implementation</b>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>
	.	<i>How we will implement this intervention in <b>year 2</b> (in light of the year 1 annual light-touch review):</i>	<i>How we will implement this intervention in <b>year 3</b> (in light of the year 1 annual light-touch review):</i>
<b>Annual Review Notes</b>			

Light-touch review notes	Annual Review Notes – Y1	Annual Review Notes – Y2	Annual Review Notes – Y3
Light-touch review overall assessment	The intervention is performing: <ul style="list-style-type: none"> <li>• Far above expectations <input type="checkbox"/></li> <li>• Above expectations <input type="checkbox"/></li> <li>• As expected <input type="checkbox"/></li> <li>• Below expectations <input type="checkbox"/></li> <li>• Far below expectations <input type="checkbox"/></li> </ul>	The intervention is performing: <ul style="list-style-type: none"> <li>• Far above expectations <input type="checkbox"/></li> <li>• Above expectations <input type="checkbox"/></li> <li>• As expected <input type="checkbox"/></li> <li>• Below expectations <input type="checkbox"/></li> <li>• Far below expectations <input type="checkbox"/></li> </ul>	The intervention is performing: <ul style="list-style-type: none"> <li>• Far above expectations <input type="checkbox"/></li> <li>• Above expectations <input type="checkbox"/></li> <li>• As expected <input type="checkbox"/></li> <li>• Below expectations <input type="checkbox"/></li> <li>• Far below expectations <input type="checkbox"/></li> </ul>
Anticipated Expenditure	Year 1  Anticipated - £3300.00	Year 2  Is expenditure expected to increase, decrease or stay the same?  Increase <input type="checkbox"/>	Year 3  Is expenditure expected to increase, decrease or stay the same?  Increase <input type="checkbox"/>

		Decrease <input type="checkbox"/> Stay the same <input type="checkbox"/> Anticipated - £££	Decrease <input type="checkbox"/> Stay the same <input type="checkbox"/> Anticipated - £££
<b>Actual expenditure</b>			

**Activity in this academic year**

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

**Teaching (for example, CPD, recruitment and retention)**

Budgeted cost: £10,665.00

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<i>Little Wandles Resources.</i>	Whole School training in phonics Consistency of teaching resources throughout all classrooms Supporting teaching and learning of reading/phonics in EYFS and KS. Improve more rigorous teaching of phonics and to have a consistent approach throughout the school. Evidence: English Lead, phonics screening test, regular phonics assessments and observer notes,	£5000.00
<i>Regular teaching of times tables and access to online supportive materials. White Rose mastery resources to support pupils outcomes.</i>	Consistency of times table teaching – both written and oracy.  Mastery approach - Maths No Problem - structure of Maths lessons gives all children the opportunity to progress through Do It, Twist It, Stretch It -	£500.00

	<p>carefully crafted lessons. Supports Maths Scheme. Improves, more rigorous teaching of maths and will support pupil outcomes.</p> <p>Evidence: Maths lead, pupil conferencing, book looks and times tables assessments</p>	
<i>National Tutoring Programme.</i>	<p>Online tutoring to support the catch-up curriculum and address gaps in children's learning. PP children to have 10 sessions online tutoring. Children to have extra support to address gaps from previous years curriculum.</p> <p>Evidence: pupil conferencing, tutoring notes, baseline, Insight</p>	£270 x 5 = £1350
<i>Learning walks, observation, training of new phonics from EYFS to Year 2.</i>	<p>Monitor, support and assessment of new phonics teaching resources so all children achieve 100% in phonics assessments.</p> <p>Evidence: Teacher voice, lesson observation, pupil voice, assessments and Insight.</p>	£1000.00
<i>To develop a high quality curriculum- within each subject - which is consistent throughout the school</i>	<p>All staff to work closely with a learning cluster group, develop their subject and raise standards within their subject. All subject leaders look at provision, attainment and progress for PP in their subject area and report on this. Staff release time to monitor, plan and observe.</p> <p>Evidence: comparative judgement results, Insight, writing books, presentation books</p>	£2000.00 (1- - 13 days supply cover)
<i>Reading Books</i>	<p>Cultural Diversity books and books used to support Guided Reading. Exposure of good quality texts improves vocabulary. Evidence shows reading comprehension strategies are high impact (+6months). High quality texts are a key component for improvement in reading.</p> <p>Evidence: Teacher voice, lesson observation, pupil voice</p>	£1200.00
<i>Magenta teaching strategy resourcing and support</i>	<p>Whole school training. To analyse effective teaching strategies to improve teaching and learning..</p> <p>Evidence: Teacher voice, CTG (Closing the gap) feedback, pupil voice</p>	£500.00

<i>White Rose – Maths Resource</i>	Supports Maths Scheme. Improves, more rigorous teaching of maths and will support pupil outcomes. Evidence: CTG notes, intervention records, Insight	£525.00
<i>CPD Subject training</i>	Supports teaching and Learning in the classroom. All staff to attend CPD courses to improve teaching and learning. Evidence: Subject Lead, book looks, learning walks, pupil conferencing	£3600.00
<i>Book Prices</i>	Supports Reading for Pleasure – children awarded prizes Evidence: Subject Lead, pupil conferencing	£500.00
<i>Guided Reading Books</i>	Supports the new approach to high quality guided and reading sessions, Evidence: Subject Lead, pupil conferencing, Insight	£1200.00
<i>Marking and feedback books. All staff to us a consistent approach to marking and feedback</i>	Efficient and effective marking which is central to high quality teaching and learning. Evidence: Impact on learning (book looks), pupil conferencing, Insight, reduced workload	£250.00

#### Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ [insert amount]

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<i>Precision Teaching (TA)– KS1</i>	Interventions each day – interventions. Evidence consistently shows the positive impact that targeted academic support can have. Evidence: baseline assessments, intervention records and pupil voice	£4000.00
<i>Precision Teaching (2 x TA – KS2)</i>	Interventions each day – interventions. Evidence consistently shows the positive impact that targeted academic support can have. Evidence: baseline assessments, intervention records and pupil voice	£8000.00
<i>Nessy – each day (TA)</i>	Phonics interventions – each morning. Evidence consistently shows the positive impact that targeted academic support can have. Evidence: baseline assessments, intervention records and pupil voice	£2200.00

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ [insert amount]

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Pupil Premium funding ensures opportunities and experiences are available in Arts/Music/Sports/Culture in line with peers.</i></p>	<p>To allow all disadvantaged pupils to access the residential no matter what financial background they have. Residential Subsidy – Y6 PGL</p> <p>Pay for Holiday Clubs during half-term and Summer Holidays.</p> <p>Support disadvantaged parents/guardians to subsidise Kingfishers afterschool club fees.</p> <p>To allow disadvantaged pupils the same access to extra-curricular activities. E.g. Music lesson.</p> <p>Gymnastics club Evidence: registering for clubs and pupil premium attending clubs and residential.</p>	<p>KS2 whole class musical instrument lessons - £1000</p> <p>Individual musical lessons and instruments - £120</p> <p>Kingfishers - £250</p> <p>Gymnastics - £130.00</p>
<p><i>To embed the Thrive Approach (developmental and trauma-sensitive approach to meeting the emotional and social needs of children.)</i></p>	<p>Supports the social and emotional development of all children but also helps to manage distressed behaviour and reduce exclusions. Evidence: Thrive portal, exclusions data, intervention records</p>	<p>Two year subscription - £2536.00 Training sessions x 2 - £1631.00</p>
<p><i>To continue to employ specialist staff to work with vulnerable children</i></p>	<p>To support those PP children identifies as needing additional emotional and social support at lunchtime</p> <p>To run The Hub to support children emotionally and socially.</p> <p>Evidence: book look, records, supported emotionally and socially</p>	<p>Specialised TA 5 x per week (1/2 hour each day) £2000</p> <p>TA – Run The Hub 5 x Afternoons £4000</p>
<p><i>Early Help is accessed appropriately by the FSW (Family Support Worker) and the SENCO (Special Educational Needs Co-ordinator) to provide support for the families on the pupils' learning and well-being.</i></p>	<p>To support children identified as needing additional emotional support. To improve children's confidence, self-esteem, self-belief and attitude to learning by removing any barriers to learning.</p> <p>FSW to meet with children who would benefit from support and advice.</p>	<p>£3300.00</p> <p>One day per week</p>

	<p>To make regular contact with families to support them and advise them of different 'Early Help' pathways and support them with financial difficulties.</p> <p>SENCO to work closely with families and ensure needs are addressed of pupil premium children.</p> <p>Evidence: parents and children supported emotionally and sign posted to the correct help and support. CPOMS</p>	
<i>To develop the facilities within the before and after school club to support the well-being of children and provide opportunities to learn and develop skills</i>	Provide cooking facilities and work space areas to develop and learn.	£1750.00
<i>To pay for milk for PP children</i>	<p>To provide milk for all pupil premium children each day</p> <p>Evidence: accessing milk daily</p>	£1000.00

**Total budgeted cost: £ 49,517.00**

Part B: Review of outcomes in the previous academic year

### **Pupil premium strategy outcomes**

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

*Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.*

*If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?*

### **Externally provided programmes**

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider