

King's Stanley Pupil Premium Strategy Statement 2020



School overview

Metric	Data
King's Stanley Primary School	
Pupils in school	208
Proportion of disadvantaged pupils	20 FSM 4 Service
Pupil premium allocation this academic year	£28,414.27
Academic year or years covered by statement	2020 - 2021
Publish date	September 2020
Review date	September 2021
Statement authorised by	Mr van den Broek
Pupil premium lead	Sarah Wilson
Governor lead	.Mrs D Mendes

King's Stanley Pupil Premium Strategy – A tiered approach to Pupil Premium Spending (Teaching, Targeted Academic Support and Wider Strategies)

- **Teaching and whole school** – Spending on improving teaching. Professional development, training and support for NQTs. Ensuring an effective teacher is in the front of every class and that every teacher is supported to keep improving, is the key ingredients of a successful school.
- **Targeted academic support** – Teachers and TA's to be fully trained and equipped to provide targeted academic support to small groups and one-to-one.
- **Wider Strategies** – These relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support.

Overview of pupil premium strategy:

- Improve attainment for pupils eligible for pupil premium funding so that they make at least good progress from their starting points.
- Diminish gaps in knowledge and skills in core subjects
- Improve reading, writing and mathematical skills
- Increase attendance rates and improve punctuality

Pupil premium funding ensures opportunities and experiences are available in the arts, sports and culture, in line with their peers:

- Ensuring all disadvantaged children have the same opportunities as their peers
- Engaging with the families facing most challenges.
- To build relationships with families and help them support their children with more opportunities, health and well-being and improved attendance.

Overall aims:

- To reduce attainment gap between schools disadvantaged pupils and others across year groups.
- To raise attainment of both disadvantaged pupils and their peers.

Early years foundation stage attainment by pupil group report

This is final data for 2018/2019.

Percentage of pupils achieving a good level of development at end of the early years foundation stage						
Breakdown	All pupils	Male	Female	FSM	Non-FSM	SEN EHCP
Cohort	31	12	19	3	28	N/A
School %	74	67	79	33	79	N/A
National %	72	66	78	74	74	72

Percentage of pupils achieving at least the expected level in each of the learning goals ?										
Areas of learning	Early learning goals	Breakdown	All pupils	Male	Female	FSM ?	Non-FSM ?	SEN EHCP ?	SEN support ?	No SEN ?

Literacy ?	Reading	School %	81	83	79	33	86	N/A	100	80
	Reading	National % ?	77	72	82	79	79	77	77	81
	Writing	School %	74	67	79	33	79	N/A	100	73
	Writing	National % ?	74	68	80	76	76	74	74	78
Maths ?	Numbers	School %	87	100	79	33	93	N/A	100	87
	Numbers	National % ?	80	76	83	82	82	80	80	84
	Shape, space and measures	School %	87	100	79	33	93	N/A	100	87
	Shape, space and measures	National % ?	82	78	85	84	84	82	82	86

Year 1 Phonics Attainment – 2018/2019

Phonics year 1 attainment by pupil group									
Breakdown	Cohort	Number absent / didn't take the check	Number not achieving the expected standard	Number achieving expected standard	School %	National % ?	Average mark		
							School	National ?	
All pupils	29	0	8	21	72	82	30	34	
Male	19	0	6	13	68	78	28	33	
Female	10	0	2	8	80	85	34	35	
Disadvantaged ?	0	0	0	0	N/A	84	N/A	34	
Ever 6 FSM ?	0	0	0	0	N/A	84	N/A	34	
Children looked after ?	0	0	0	0	N/A	82	N/A	34	

End of Key Stage 1 Attainment – 2018/2019

Reading

Key stage 1 reading attainment by pupil group										
Breakdown	Cohort	Achieved greater depth ?		Achieved the expected standard or higher ?		Working towards ?		Pre-key stage 1 standards ?		
		Sch %	Nat % ?	Sch %	Nat % ?	Sch %	Nat % ?	Sch %	Nat % ?	
All pupils	30	23	25	73	75	17	17	10	7	
Male ?	13	15	22	85	71	8	19	8	9	
Female ?	17	29	29	65	79	24	15	12	5	
Disadvantaged ?	6	33	28	100	78	0	15	0	5	
Ever 6 FSM ?	6	33	28	100	78	0	15	0	5	
Children looked after ?	0	N/A	25	N/A	75	N/A	17	N/A	7	

Writing

Key stage 1 writing attainment by pupil group										
Breakdown	Cohort	Achieved greater depth ?		Achieved the expected standard or higher ?		Working towards ?		Pre-key stage 1 standards ?		
		Sch %	Nat % ?	Sch %	Nat % ?	Sch %	Nat % ?	Sch %	Nat % ?	
All pupils	30	13	15	67	69	20	22	13	8	
Male ?	13	8	11	62	63	23	26	15	10	
Female ?	17	18	19	71	76	18	18	12	5	
Disadvantaged ?	6	33	17	67	73	33	20	0	6	
Ever 6 FSM ?	6	33	17	67	73	33	20	0	6	
Children looked after ?	0	N/A	15	N/A	69	N/A	22	N/A	8	

Maths

Key stage 1 maths attainment by pupil group										
Breakdown	Cohort	Achieved greater depth ?		Achieved the expected standard or higher ?		Working towards ?		Pre-key stage 1 standards ?		
		Sch %	Nat % ?	Sch %	Nat % ?	Sch %	Nat % ?	Sch %	Nat % ?	
All pupils	30	23	22	80	76	10	18	10	6	
Male ?	13	31	24	92	75	0	18	8	7	
Female ?	17	18	19	71	77	18	18	12	4	
Disadvantaged ?	6	33	24	100	79	0	16	0	4	
Ever 6 FSM ?	6	33	24	100	79	0	16	0	4	
Children looked after ?	0	N/A	22	N/A	76	N/A	18	N/A	6	

End of Key Stage 2 Data – 2018/2019

recurrent irregular amp

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Progress in reading, writing and maths ?

Reading ?

Number of pupils = 31

Pupils with adjusted scores = 0

Average 1.43

Confidence interval ?
-0.7 to 3.6

Writing ?

Number of pupils = 31

Pupils with adjusted scores = 0

Average 0.14

Confidence interval ?
-1.9 to 2.1

Maths ?

Number of pupils = 31

Pupils with adjusted scores = 0

Average -0.08

Confidence interval ?
-2.0 to 1.8

Reading [Explore data in detail](#) Writing [Explore data in detail](#) Maths [Explore data in detail](#)

Rectangular

	Reading	Writing	Maths
Progress score for disadvantaged pupils	5.11	2.56	1.56
Confidence interval ?	0.5 to 9.7	-1.7 to 6.8	-2.4 to 5.6
Number of disadvantaged pupils	7	7	7
Disadvantaged pupils with adjusted scores	0	0	0
National average for non-disadvantaged pupils ?	0.32	0.27	0.37

Intended Outcomes

Specific outcomes	Success criteria
Teaching and whole school	
Improved attainment for pupils eligible for PP funding in Reading, Phonics, Writing and Maths	<ul style="list-style-type: none"> • Pupils attain their individual Targets at the end of the year, based on prior attainment and FFT predictions where appropriate. • Pupils eligible for PP make progress in line with, or greater than, non-PP pupils across KS1 and KS2 . • Ensure all relevant staff have received CPD that enables them to confidently scaffold the learning of children in writing (T4W) and to ensure they are achieving in line with their non-disadvantaged peers. • Ensuring all relevant staff are delivering high quality spelling sessions across all year groups.
Targeted academic support	
To improve Phonics knowledge, maths fluency, reading comprehension and spelling knowledge to be in line with non-disadvantaged children.	<ul style="list-style-type: none"> • Data shows no significant attainment gaps. • Pupils eligible for PP make progress in line with, or greater than, non-PP pupils across KS1 and KS2. • Pupils attain their individual targets at the end of the year, based on prior attainment and FFT predictions where appropriate. • The quality of teaching provided to learners ensures that their work is matched accurately to their needs. • Teaching interventions are closely matched to the learners needs. • Ensuring there are high quality targeted phonics/spelling interventions taking place, as and when appropriate • Regular 'Precision Teaching' interventions take place each week. • Catch-Up tutoring will be provided for PP children to identify gaps and support them with their learning. This will be via zoom for a 13 week period.
Wider Strategies	

<p>To ensure all disadvantaged pupil receive the same opportunities and are not disadvantaged by attendance, opportunity, health and well-being</p>	<ul style="list-style-type: none"> • Pupils' wellbeing enables them to attain well. • FSW to support families on a regular basis and arrange family' meetings to support them. • SENCO and FSW to liaise effectively with outside agencies including families first, nursery settings and teens in crisis. • Trained HLTA to support those PP children identified as needing additional emotional and social support. • Trained TA too support disadvantaged children each afternoon who need additional emotional and social support at 'The Hub' • All KS2 children access musical instrument tuition. (Unable to do this at this current time due to COVID restrictions) • All pupils access at least one extra-curricular club during the course of the year. • All Y6 children attend the residential (PGL) experience. • Gymnastics • All pupils access organised theatre visits, pantomimes and trips. • Provision is made to ensure pupils have access to appropriate clothes (Uniform and PE kit), resources on school theme days. E.g. World Book Day, Cycling Proficiency...
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Teaching and whole school:

Intended outcome	Action	Evidence and rationale for this choice	How this is implemented	Staff Lead	Cost
Improved attainment for pupils eligible for PP funding for Reading	Reading is a main focus in this year's SDP 2020/21: Inset Day training for all staff Raising the profile of Reading – 'Reading in a Nutshell'	<p>.</p> <p>All staff to implement requirements from 'Reading in a Nutshell' to raise the profile of reading.</p> <p><i>EEF maintains that high quality teaching within the classroom makes the biggest difference to pupil outcome</i></p>	Inset Training – Teaching Reading	SW/JC	£500
			Exposure to quality texts through the English curriculum. Structured guided reading lessons – both oral and written.	SW/JC	Books: £250 x 7
			To model reading and extend the children's vocabulary.	SW/JC	
			Whole school focus – VIPERS. Question stems to support writing	SW/JC	VIPERS Resources - £250
			To purchase dyslexic reading books.	SW/JC	£90
			Book Towers to collect tokens/Reading Prizes		£175.00 £500.00
	Whole Class Reading Incentive				

Improved attainment for pupils eligible for PP funding for Phonics . For their understanding of 'good' phonic teaching to be solid.	Staff Training – Teaching Phonics All staff to have phonics 'online training'Raising the profile of Phonics – Phonics in a Nutshell Identify ways to provide phonics training to all staff online via Mangotfield English hub. Make time and facilities available for all staff to access training.	Improve more rigorous teaching of phonics and to have a consistent approach throughout the school.	Online Training	SW	Online training - £500
			Resources for the classrooms	SW	Word mats and class displays £100
Improved attainment for pupils eligible for PP funding for Writing and spelling	Refining (Greater depth writing and opportunities to edit and improve) the writing journey and supporting children with T4W structure to support them in the structure of their writing. Whole school focus – higher expectations of the spelling of buzz words and high frequency words. Regular spelling sessions. Group handwriting sessions Touch typing sessions To provide software on the ipads for PP children to orally compose their writing.	Improved, more rigorous teaching of writing will support pupil outcomes. There will be consistency of approach for PP pupils throughout school. All PP pupils will complete correctly pitched and challenging work.	Book Looks Lesson Observations Performance Management Data Scrutiny Pupil Conferencing	SW JC	N/a no specific cost to PP funding
	Marking and feedback books. All staff to us a consistent approach to marking and feedback	Efficient and effective marking which is central to high quality teaching and learning	Training for staff and regular monitoring of mark and feed books Pupil Conferencing	SW	£22 x 10 £220

Improved attainment for pupils eligible for PP funding for Maths	Refining 'Do it', 'Twist It' and 'Stretch It' approach offering level of support and challenge.	Improved, more rigorous teaching of maths will support pupil outcomes.	Book Looks (Both Fluent in 5 and Maths Books) Lesson Observations Performance Management Data Scrutiny Pupil Conferencing	SW TD	White Rose Resources £500
	Fluent in 5 each morning to secure arithmetic knowledge. Times Table Rockstars	There will be consistency of approach for PP pupils throughout school. All PP pupils will complete correctly pitched and challenging work. Consolidation of times tables knowledge	Weekly celebration of progress	TD	£100

Budgeted Cost £4,685

Target Support

Intended Outcome	Action	What's the evidence and rationale for this choice?	How will you make sure it is implemented well ?	Staff Lead	Cost
Support pupils with identified gaps in Reading decoding and fluency. They will be able to comprehend reading better as a result of being able to read at pace without spending their working memory decoding. They will be confident readers and dips in reading attainment will be negated.	<u>Daily 1-to-1 precision teaching</u> Staff trained in precision teaching. 'Bubble' groups identified and timetabled to facilitate 10 week intervention blocks of precision teaching. Identified children will have significantly fallen within their phonics phase groups. Run daily precision teaching sessions. (2hrs per day x 37 weeks)	Evidence consistently shows the positive impact that targeted academic support can have.	To have a baseline assessment and reassess after 10 weeks	Miss Harris	£3700

<p>To identify and support pupils with gaps in their phonics knowledge. Use a specific and appropriate phonics intervention, such as Nesy, dancing bears to support any identified children to reinforcing and support their understanding of phonics.</p>	<p><u>Before school Nesy Club</u></p> <p>Staff training to facilitate online Nesy programme. Create sufficient 'assess passes' for identified pupils. Facilities and resources established and purchased to enable different bubbles to access on different days. Run Nesy club before school each day.</p> <p><i>(1hrs per day x 37 weeks)</i></p>	<p>Evidence consistently shows the positive impact that targeted academic support can have.</p>	<p>To have a baseline assessment and reassess after 10 weeks</p>	<p>Misha Harris</p>	<p>£1850</p>
<p>To identify and support Y5/6 pupils with any gaps in their application and mathematical concepts.</p>	<p><u>Weekly additional small group maths problem solving intervention</u></p> <p>Qualified teacher identified to run small group teaching intervention.</p> <p>'Bubble' groups identified and timetabled to facilitate 10 week intervention blocks of precision teaching.</p> <p>Identified children will show good fluency but have gaps in applying concept.</p> <p><i>(2hrs per week x 24 weeks)</i></p>	<p>Evidence consistently shows the positive impact that targeted academic support can have.</p>	<p>To have a baseline assessment and reassess after 10 weeks</p>	<p>SR</p>	<p>£1152.00</p>
<p>To support pupils, who already have good reading confidence, to apply their reading</p>	<p><u>Small group reading support:</u> Assessments identified pupils with good fluency but poor application during their reading</p>	<p>Evidence consistently shows the positive impact that targeted academic support can have.</p>	<p>To have a baseline assessment and reassess after 10 weeks</p>	<p>SR</p>	<p>£1152.00</p>

<p>fluency in a more formal comprehension situation</p>	<p>comprehension. Qualified teacher to run small group reading intervention.</p> <p>‘Bubble’ groups identified and timetabled to facilitate 10 week intervention blocks of precision teaching.</p> <p>(2hrs per week x 24 weeks)</p>				
<p>To support pupils with identified gaps in maths fluency and use the National tutoring programme to support their learning.</p>	<p><u>National tutoring programme</u> Identified Year 6 children with notable gaps, who are also able to access a weekly catch up tutoring session online, via the National Tutoring Programme 15 pupils identified to work with the national tutoring programme. Identify 3 dedicated Laptops and create a dedicated space to provide a covid safe access point for small group tutoring. Provide a dedicated adult to support and monitor groups of 3 access their online tutor (5hrs per week x 10 weeks) (£1125 + £375)</p>	<p>Online tutoring will support PP children with extra support to address gaps in their learning and support them with accessing the curriculum. This is based on the average progress for disadvantaged pupils – attainment based on key stage 1 average point scores.</p>	<p>Baseline assessment Children’s needs will be assessed and children will attend a zoom ‘tutorial session’ once a week during the afternoon for thirteen weeks during the afternoons.</p>	<p>SW/vdB</p>	<p>£225 x 5 £1125.00 £375</p>
<p>Precision Teaching (Bespoke teaching) for Y3/4 and Y5/6 five afternoons per week.</p> <p>To support pupils with identified gaps in decoding, spelling or maths fluency and use</p>	<p>Two teaching assistants to work each afternoon to carry out precision teaching – targeted intervention programmes.</p> <p><u>1-to-1 precision teaching</u> Staff trained in precision teaching. ‘Bubble’ groups identified and timetabled to facilitate 10 week</p>	<p>Evidence consistently shows the positive impact that targeted academic support can have.</p>	<p>Baseline will be carried out and regularly assessed.</p>	<p>SLT/SENCO</p>	<p>(£3456)</p>

quick, regular intervention through precision teaching to close these gaps.	intervention blocks of precision teaching. Assessments used to identified children's gaps.(6hrs per week x 24 weeks)				
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Wider Strategies

<p>Pupil Premium funding ensures opportunities and experiences are available in Arts/Music/Sports/Culture in line with peers.</p>	<p>We have high expectations of our children and want them to have aspirations about what they can achieve. Therefore, we want our PP children to be able to experience the same opportunities as their peers so that they have the same life chances.</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</p>	<p>SLT to monitor</p>	<p>vdB/SW/Finance</p>	<p>KS2 whole class musical instrument lessons - £700.00</p> <p>Individual musical lessons and instruments - £120</p> <p>Kingfishers - £250</p> <p>Gymnastics - £118.00</p>
<p>To continue to employ specialist staff to work with vulnerable children</p>	<p>To support those PP children identifies as needing additional emotional and social support.</p> <p>To run The Hub to support children emotionally and socially.</p> <p>FSW</p>	<p>It is important that our children are provided with the opportunity to work with a professional member of staff who is trained to support the and is not part of the teaching team.</p>	<p>Pupil Premium Lead</p> <p>Pupil Conferencing</p>	<p>CM/SW</p>	<p>HLTA 5 x per week (1 hour) £2000</p> <p>TA – Run The Hub 5 x Afternoons £4000</p>

<p>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.</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>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>Many of our PP children and their families have complex and challenging needs. We believe it is important that our children are provided with the opportunity to offload any worries/concerns/anxieties with a member of staff who is trained to support them and is not part of the teaching team. An adult that can reassure them and provide them with strategies to deal with the demands of life. This is a part of our programme of support to help remove some of the children's barrier to learning.</p>	<p>Regular meetings with FSW and SENCO.</p>	<p>vdB/SW/KY/KAH</p>	<p>Family Support Worker – 1 x full day £3020.44</p>
					<p>Budgeted £10,208.44</p>
<p style="text-align: right;">Completed Budget 2020 Pupil Premium Money</p>					<p style="text-align: right;">£27,703.44 Credit £710.83</p>
<p style="text-align: right;">School Finances</p>					