



Kingsholm C of E Primary School

Pupil Premium Strategy Statement 2016 - 2017

At Kingsholm we use our own and others' experiences to allocate funding to activities that are most likely to have an impact on improving achievement. Through the use of Pupil Premium we strive to close the achievement gap between those children who qualify and their peers. Our aim is to also ensure that these children fulfil their potential regardless of the gap and that all our children in school make the necessary outstanding progress.

Pupil Premium funding allocated to the school is based on the number of pupils who have been eligible for Free School meals in the last 6 years, or who are looked after by the Local Authority.

Numbers of Pupils and Pupil Premium (PP) received 2016/2017		
Total number of pupils on roll - Spring Census 2016	558	
Number of PP Pupils, Reception to Y6 (ever 6 FSM)	178	
Service Children (ever 4 SC) - £300/pupil	4	
Looked After Children - £1900/pupil	8	
Percentage of pupils eligible for PP	32% - Ever 6 FSM	34% including 4 SC & 8 LAC
Amount of PP received per pupil	£1320	
Total amount of PP received	£251,360	

Contextual Information

- Kingsholm Church of England Primary School attracts pupils from widely differing socio-economic and cultural backgrounds and from many different faiths. Our pupils speak 27 different languages with no dominant group. They come from 23 ethnic groups and there are 9 faith groups.
- Using postcodes and The Index of Multiple Deprivation (<http://www.maiden.gov.uk/>) our main catchment area is ranked 1st, 2nd and 5th most deprived in the County. The pupils who travel to our school come from areas with a ranking of 3rd, 4th and 12th. These are all in the top 10% of the most deprived areas nationally. We are the highest category for unemployment, health, and crime and disorder.
- Our pupils live in Bed and Breakfast, flats, maisonettes, caravans/trailers, multiple occupancy, small terraced houses, semi-detached and a few detached. A large majority are low income families who live in poor housing and overcrowded conditions. Many are single parents with a number of children. Our Pastoral Team and the Children's Centre (CC) work hard to support these parents through providing drop-ins and adult/family learning, so they can in turn support their children.
- 34% choose to travel a distance to attend. This can create its own problems: pupils are often absent when their parents/siblings are ill (especially single parents); are often late; parents often find it hard to attend parents' evenings and other school events. We work very proactively with these families to improve outcomes.

Barriers to future attainment (for disadvantaged children)

Barriers to learning are addressed for individual children throughout the academic year through continuous formative assessment. There are 4 summative assessment points and during these appraisals interventions are planned and additional resources deployed to support children at risk of under achieving. Barriers to learning are also identified in interviews with children and parents/carers and support for families is deployed on an individual basis. These barriers include:

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| * Reading, writing and mathematics | * Family circumstances including financial position |
| * Communication | * General support at home |
| * Behaviour | * Poor timekeeping |
| * Personal and social development | * Lack of social, communication, relationship or listening skills |
| * Access to technology | * Problems with reading or speech |
| * Level of educational support at home | * Lack of motor skills |
| * Attendance | * Lack of confidence/self esteem |

Outcomes		
Desired Outcomes	Success Criteria	
1. To close/narrow the performance gap between disadvantaged children and their peers	Narrowing of the gap throughout the academic year.	
2. Good/outstanding teaching provision	Lesson observation, books looks, data and pupil responses will evidence good/outstanding teaching provision.	
3. Expected/accelerated progress of those at risk of under achievement	Pupil progress process will identify children, subsequent pupil progress forms will show expected/accelerated progress of individuals.	
4. Improved attendance of disadvantaged children	An improvement on the same group of children from last academic year.	
5. An improvement in children's essential skills through Pastoral support	Pastoral report to Governors will detail children/families receiving support. These children should show improved learning behaviours.	
6. Disadvantaged children will have the same enriching educational experiences as their peers	Club lists will highlight disadvantaged provision. Records of children attending enriching educational activities (eg. trips) will include disadvantaged children.	
Planned Expenditure		
Area of spending	Action	Cost
Quality First Teaching Desired Outcomes 1, 2 & 3	<p>Staff professional development including:</p> <ul style="list-style-type: none"> * Training days/staff meetings with Maths specialist (Steve Lomax) * Development of Maths curriculum materials (Mathsmap, mathematics etc) * In house coaching programme offering support in all subject area through curriculum teams & external support * Specific professional development for individuals with a focus on Do it, Apply it and Solve it elements of the lesson. <p>Develop a whole school approach to teaching for Depth of Learning (S.O.P.)</p> <ul style="list-style-type: none"> * Training courses for relevant staff * Depth of learning to form part of all improvement plans * Depth of learning to be tracked through pupil progress * Exemplars of depth in all subjects produced and added to Teaching and Learning guides 	£74,960

<p style="text-align: center;">Intervention</p> <p style="text-align: center;">Desired Outcomes 1, 2 & 3</p>	<p>Speech and Language therapist support offering:</p> <ul style="list-style-type: none"> * Therapy for individual children with an identified need * Group and whole class initiatives such as Talk Boost * Professional development for staff <p>A range of bespoke interventions for all year groups including:</p> <ul style="list-style-type: none"> * Rapid reading and rapid phonics * Phonic reading interventions for struggling early readers including The 5Minute Box * Speaking and listening interventions * Fine and gross motor control * Handwriting * Nurture groups * Mathematics interventions and catch up programmes including The Number Box <ul style="list-style-type: none"> - Additional teacher support in all groups - Intervention groups led by Teaching Assistants (TA) - Additional TA in Reception - Phonic initiative aimed at disadvantaged Y1 children - Barriers to learning identification with children and families 	<p>£99,300</p>
<p style="text-align: center;">Learning Resources</p> <p style="text-align: center;">Desired Outcomes 1, 2 & 3</p>	<p>English</p> <ul style="list-style-type: none"> * New additional high quality texts to support our redesigned English curriculum. * Group reading resources as we move to becoming a 3 form entry school * Independent reading provision * Library books to stock our new library. <p>Mathematics</p> <ul style="list-style-type: none"> * A range of practical resources to support the teaching of mathematics * Access for all children to Mathletics <p>Computing</p> <ul style="list-style-type: none"> * I Pads and laptops for all classes - library access for disadvantaged families <p>Curriculum resources</p> <ul style="list-style-type: none"> * A range of resources to support our creative curriculum at Kingsholm <p>Special Educational Needs resources</p> <ul style="list-style-type: none"> * A range of resources to support those with a special educational need 	<p>£28,320</p>
<p style="text-align: center;">Attendance</p> <p style="text-align: center;">Desired Outcomes 3 & 4</p>	<p>Child and Families Support Worker with a remit to:</p> <ul style="list-style-type: none"> * work on attendance 5 mornings a week * develop attendance ministers in school * keep parents up to date on responsibilities and sanctions * direct parents to support services where needed <p>Education Welfare Officer employed for 3 hours a week</p>	<p>£6000</p>

<p>Pastoral</p> <p>Desired Outcomes 3, 4 & 5</p>	<p>Pastoral support from the team in school to provide:</p> <ul style="list-style-type: none"> * The safeguarding of all children in school * As needed, behaviour contracts, motivational charts and Pastoral Support Plans. * Weekly nurturing pastoral support in small groups to help promote positive self-esteem * Transition support in small groups to help children prepare to move to new settings * Work with families on a daily basis to meet any unmet needs and provide parenting, behaviour, benefits and bereavement support as well as links to housing and substance misuse support. 	<p>£25,000</p>
<p>Healthy Living and Wider Opportunities</p> <p>Desired Outcome 5</p>	<ul style="list-style-type: none"> * Home Learning club * Year 6 Residential * Trips * Full access to the Kingsholm Experiences * Barriers to learning identification with disadvantaged families and bespoke actions 	<p>£17,780</p>
<p>Total</p>		<p>£251,360</p>

Plan of actions 2016 - 2017

Desired outcome	Chosen action/approach (s)	Rationale for choice	Ensuring quality implementation	Staff Lead	Review date
<p>Good/outstanding teaching provision</p>	<p>Maths specialist support</p> <p>Development of Maths curriculum materials</p> <p>In house coaching programme in all curriculum areas</p> <p>Specific professional development for individuals</p> <p>Depth of learning pedagogical research project</p> <p>Depth of learning opportunities planned during lessons/units</p>	<p>Evidence shows the need to focus relentlessly on the quality of teaching and learning. Highly effective teaching influences the disadvantaged student more than any other (Dr John Dunford '14).</p> <p>Initiatives chosen to link to EEF toolkit effective approaches: Feedback (+8 months) Mastery Learning (+5 months) Meta-cognition (+8 months) TAs (+1 month)</p>	<p>Mathematics book looks and lesson observations.</p> <p>Mathematics improvement plan will be reviewed continuously.</p> <p>Focus on disadvantaged group during each assessment point.</p> <p>Depth of learning in all improvement plans with outcomes for individual subjects detailed.</p>	<p>SLT</p> <p>Maths Team</p>	<p>Term 2</p> <p>Term 4</p>

<p>Expected/accelerated progress of those at risk of under achievement</p>	<p>Barriers to learning identification process for children and families</p> <p>Speech and Language therapist support</p> <p>Group and individual talk boost provision (collaborative learning)</p> <p>Speech and language training for staff</p> <p>Targeted interventions: * Rapid Phonics * Rapid Phonics * 5 minute box * Number box * Fine and gross motor control * Handwriting * Nurture groups + others</p> <p>Additional support teacher for year groups Additional TA in reception</p> <p>Y1 Phonics booster project 2:45 - 3:00pm - Children 3:00 - 3:15pm - Children & parents This is for Y1 disadvantaged children who are underperforming in phonics.</p>	<p>Ofsted publication looking at effective spending of Pupil Premium recognises the importance thoroughly analysing reasons for underachievement.</p> <p>Speech and Language continues to be a high need area for disadvantaged children in school.</p> <p>Barriers to learning for disadvantaged children are addressed through intervention (closing gaps).</p> <p>Disengagement will be addressed by developing confidence (nurture groups).</p> <p>Initiatives chosen to link to EEF toolkit effective approaches: Collaborative learning (+5 months) EYFS intervention (+6 months) Individ. instruction (+2 months) 1 to 1 (+5 months) Phonics (+4 months) Read. Com. strategies (+5 months) Small grp tuition (+4 months) Emotional learning (+ 4months)</p> <p>Phonic booster project chosen basic on successful projects run by other schools.</p>	<p>Review of identification forms by Enrichment Manager (parent's) and MLT (children's).</p> <p>Pupil progress meetings to identify disadvantaged children needing action.</p> <p>Interventions tracked individually and appraised by year group leads.</p> <p>Alternatives discussed/identified where needed. Progress measured through portfolios as necessary.</p>	<p>SLT</p>	<p>Terms 2,4 & 6</p>
<p>Improved attendance of disadvantaged children</p>	<p>Appointment of Child and Family support worker whose role includes attendance and welfare.</p> <p>Child and Family Worker will develop actions identifying under 3 heading: * Working with children * Working with families * Working with outside agencies</p> <p>Workshops for parents to improve children's attendance.</p>	<p>Disadvantaged children continue to be a group whose attendance needs improving.</p> <p>Much of the work is around developing the 'character' of the children. This means a set of attitudes, skills and behaviours that are thought to underpin success in school and work, such as self-control, social skills, motivation, and resilience. Within these good levels of attendance are included.</p>	<p>Attendance action plan that is regularly reviewed.</p> <p>Attendance figures reported to Governors at each meeting.</p> <p>Governor link visits to discuss attendance.</p> <p>Close liaison with other Attendance and Welfare Officers and the Education Performance and Inclusion team.</p>	<p>CHT</p>	<p>Ongoing</p>

<p>An improvement in children's essential skills through Pastoral support</p>	<p>Motivational charts, behaviour contracts and Pastoral Support Plans for disadvantaged children as needed.</p> <p>Weekly nurturing support to small groups including disadvantaged children to promote self-esteem.</p> <p>Transition activities/support to assist in the movement to new settings.</p> <p>Daily support where needed to meet unmet needs. These include support with parenting, behaviour, benefits, bereavement, substance misuse and housing.</p>	<p>Pedagogical research through the EEF and other sources closely link the development of essential skills to academic performance and well-being.</p> <p>Initiatives chosen to link to EEF toolkit effective approaches: Social and emotional learning (+4 months)</p> <p>Parental involvement (+3 months)</p>	<p>Pastoral reports to Governors during the academic year both as part of the Head Teacher's report and separately.</p> <p>Governors link visits with follow up actions indicated on feedback forms.</p>	<p>Child and Family Support Manager</p>	<p>Ongoing</p>
<p>To close/narrow the performance gap between disadvantaged children and their peers</p>	<p>English</p> <ul style="list-style-type: none"> * High quality texts to compliment a reading for pleasure agenda. * Development of group reading provision * Development of the school library <p>Maths</p> <ul style="list-style-type: none"> * Practical resources (numicon) to develop concrete understanding in maths * Mathematics access for all children, including disadvantaged. <p>Curriculum</p> <ul style="list-style-type: none"> * Resources to support our creative curriculum including topic boxes <p>SEN resources</p> <ul style="list-style-type: none"> * Resources to support disadvantaged SEN children 	<p>Reading comprehension resources and strategies (such as reading for pleasure) impact significantly on children's progress (EEF).</p> <p>In mathematics numicon and other concrete resources are widely and successfully used to develop children's understanding of essentials basics such as place value.</p> <p>A vibrant curriculum supported by engaging resources both inspires children and provides context to learning.</p> <p>SEN children often need individual resources such as the 5 minute box to meet their particular need, this can differ from child to child.</p>	<p>Reviews of subject leader's improvement plans will include the monitoring of new resources.</p> <p>Data and evidence in books will show an improved understanding of skills such as reading comprehension.</p>	<p>Subject Leads</p>	<p>Terms 2,4 & 6</p>

<p>Disadvantaged children will have the same enriching educational experiences as their peers</p>	<p>Home learning club with a focus on the attendance of disadvantaged children.</p> <p>Disadvantaged children to be financial supported in order to access educational visits, including those which are residential.</p> <p>Full participation in the 'Kingsholm Experiences' for all children.</p>	<p>Home learning is not clearly linked to attainment and progress but providing a club ensures all children are given a supportive and safe environment to complete weekly home learning and projects.</p> <p>Outdoor and adventurous learning (through residential visits) are have been shown to have +3 months of impact.</p> <p>The Kingsholm experiences 'round' the educational experience for the children and provide the necessary extras.</p>	<p>Home learning club leads will target disadvantaged children and monitor attendance.</p> <p>School business manager will oversee the financial support offered to disadvantaged families.</p> <p>Year group leads will plan for the Kingsholm experiences and ensure full participation.</p>	<p>MLT</p>	
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