



## Kingsholm C of E Primary School

### Pupil premium report 2015 - 2016

This is a breakdown of how we allocate our Pupil Premium funding from our school budget. This is funding allocated to the school and is based on the number of pupils who have been eligible for Free School Meals in the last six years, or who are looked after by the Local Authority.

#### Background

The government introduced the Pupil Premium Grant in April 2011. This grant, which is additional to main school funding, is seen by the government as the best way to address the current underlying inequalities between children from more deprived backgrounds and their wealthier peers. The ultimate aim is to 'close the gap' between pupils from different backgrounds. Schools are able to use the funds as they see fit, to meet the needs of disadvantaged children to ensure that they do not fall behind their peers.

At Kingsholm C of E Primary School we support all our pupils to do their best regardless of their background by providing high quality teaching that is supported by interventions from highly skilled specialist teachers and teaching assistants. We welcome the additional funding that this scheme is providing to allow us to develop this provision further.

This table shows both how we used the funding last academic year and how we have decided to use the funding in the current school year to support the quality of teaching and the provision of support to individuals and groups.

#### 2015 – 2016

Aspect	Budget
<b>Pastoral Team inc.</b> * Nurture groups * Transition support * 1 to 1 family work	£27,000
<b>Intervention inc.</b> * Speech and Language therapy * Talk Boost * Bespoke interventions * Motor control * Additional tchrs	£122,080
<b>Resources</b> * High quality texts * Read for pleasure * Athletics * Access to Numicon * SEN specific (eg. story sacks)	£43,000
<b>Attendance</b>	£6600
<b>Quality First Teaching</b> * CPD including talk boost * in house coaching	£30,000
<b>Home learning, residentials, trips</b>	£6000
	<b>£234,680</b>

The overall totals exceeded the funding allocations as the overview depicts all additional provision for the children entitled to free school meals.

## Pupil Premium (PP) expenditure 2015 - 2016

### Key Objectives in spending for 2015 - 2016

1. To ensure all teaching is good or outstanding
2. To ensure that all pupils make at least expected progress and those at risk of underachieving make accelerated progress
3. Attainment is above average at the end of Key Stage 2
4. To ensure that all pupils have additional resources to fully access all areas of curriculum and gain support where needed
5. To ensure that all pupils are able to participate in and experience new and challenging activities which support self-esteem, motivation and learning

## Summary of spending and actions 2015 - 2016

### Quality First Teaching (Key Objectives 1, 2 & 3)

Staff professional development including:

- \* 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

### Intervention (Key Objectives 1, 2 & 3)

Speech and Language therapist support offering:

- \* Therapy for individual children with an identified need
- \* Group and whole class initiatives such as Talk Boost
- \* Professional development for staff

A range of bespoke interventions for all year groups including:

- \* 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
- Additional teacher support in all groups
- Intervention groups led by Teaching Assistants (TA)
- Additional TA in Reception

### Attendance (Key Objectives 2 & 3)

Child and Families Support Worker with a remit to:

- \* 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

Education Welfare Officer employed for 3 hours a week

### Pastoral (Key Objectives 2 & 3)

Pastoral support from the team in school to provide:

- \* 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.

#### **Learning Resources (Key Objectives 4)**

##### **English**

- \* 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.

##### **Mathematics**

- \* A range of practical resources to support the teaching of mathematics
- \* Access for all children to Mathematics

##### **Computing**

- \* I Pads and laptops for all classes

##### **Curriculum resources**

- \* A range of resources to support our creative curriculum at Kingsholm

##### **Special Educational Needs resources**

- \* A range of resources to support those with a special educational need

#### **Healthy Living and Wider Opportunities (Key Objectives 5)**

- \* Home Learning club
- \* Year 6 Residential
- \* Trips

### Outcomes of spending and actions 2015 - 2016

Desired outcome	Chosen action/approach (s)	Rationale for choice	Ensuring quality implementation	Outcomes
<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>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>Up skilling teachers and TAs and embedding an approach to maths that removes glass ceilings in lessons.</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>Lesson observations good or outstanding throughout the school.</p> <p>Book look evidence includes a comparison of disadvantaged to others and showed little difference in standards.</p> <p>Review of maths improvement plan shows key objectives were achieved during the year.</p> <p>KS2 data shows expected progress for all disadvantaged children.</p> <p>KS1 data shows expected progress for disadvantaged children with the exception of some from middle prior attaining bands.</p>
<p>Expected/accelerated progress of those at risk of under achievement</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</p> <p>Additional TA in reception</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>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>Improvement in the cumulative score in Y2 for disadvantaged children of +15% with further improvement expected next academic year.</p> <p>Disadvantaged children in KS2 making the expected progress in reading.</p> <p>Disadvantaged children in KS2 making the expected progress in mathematics.</p> <p>Strong evidence of previously low attaining children making accelerated progress in reading at KS2.</p> <p>High levels of engagement and attendance during intervention from the disadvantaged group as seen in intervention mapping documents.</p> <p>High levels of engagement and numbers disadvantaged children targeted through speech and language initiatives.</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>Despite an increase in NOR of 37 children from last year the attendance figures show disadvantaged children missed 9.9% of school in 2014-2015 and only 8.6% in 2015-2016. An improvement of 1.3%.</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)  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>A small number of children (5) including disadvantaged have individual protocols to accommodate their particular needs.</p> <p>Families (including disadvantaged) have been supported through the Early Help agenda. Including budgeting advice, parenting and housing support and so on.</p> <p>Our vulnerability list include disadvantaged children and their families who receive Pastoral support.</p>
<p>To close/narrow the performance gap between disadvantaged children and their peers</p>	<p>English  * High quality texts to compliment a reading for pleasure agenda.  * Development of group reading provision  * Development of the school library</p> <p>Maths  * Practical resources (numicon) to develop concrete understanding in maths</p>	<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>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>Disadvantaged children in reading progressed in line with the National figure (slightly but not sig. below). Previously low attaining children performed above but not significantly.</p> <p>Disadvantaged children in maths progressed in line with the National figure (slightly but not sig. below). Previously low attaining children performed above but not significantly.</p> <p>Disadvantaged children in reading progressed are in line with the National figure (slightly but not sig. below). Previously low attaining children performed above but not</p>

	<p>* Athletics access for all children, including disadvantaged.</p> <p>Curriculum * Resources to support our creative curriculum including topic boxes</p> <p>SEN resources * Resources to support disadvantaged SEN children</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>significantly.</p> <p>In mathematics disadvantaged children were broadly in line with the National figure (not sig above or below).</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>Home learning register show the attendance of disadvantaged and others. Children were targeted but the club is a drop in.</p> <p>All children in school offered and take up educational visits. Disadvantaged children were subsidised throughout the year.</p> <p>The following experiences (and more) were planned and delivered:  Reception  Make dens. Jump in puddles., Watch a puppet show  Y1  Walk the local area. Attend a drama workshop. Care for an animal.  Y2  Visit Gloucester docks Make a shelter. Go pond dipping  Y3  Visit the Gloucester Museum. Go to the beach and paddle in the sea. Play an instrument  Y4  Visit Bewdley Museum Perform on a stage. Grow something from a seed then eat it  Y5  Help another. Go on a proper bus. Fly a kite.  Y6  Build a raft Climb a hill Toast marshmallows</p>