

Pupil premium strategy statement (primary)

1. Summary information					
School	Kenmont Primary School				
Academic Year	2019-20	Total PP budget	£109,560 (based on January 2019 pupil census)	Date of most recent PP Review	Autumn 2019
		£120,120			
Total number of pupils	219 on roll September 2019	Number of pupils eligible for PP	95 (January 2019 census)	Date for next internal review of this strategy	Spring 2020
		93			

2. Current attainment based on summer data 2019 30 pupils (*4/12 pupils eligible for PPG have no KS1 data; no progress data.)		
SATs 2020 cancelled because of Covid 19	12 Pupils eligible for PP 2/12 have SEN	Pupils not eligible for PP
% achieving in reading, writing and maths	67%	72%
% making expected progress in reading *	75%	78%
% making expected progress in writing *	100%	78%
% making expected progress in maths *	88%	83%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	EAL- oral language skills are lower for some of the PP eligible pupils, this affects reading and writing.
B.	SEN- including speech and language, some PP eligible pupils also have specific learning and medical needs.
C.	Vulnerability including social services involvement for PP pupils, this affects behaviour for learning and family ability to support learning.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Lower attendance rates for PP eligible pupils below 96% in 2 year groups and lower than non PP eligible pupils in most classes.
E.	Socio-economic factors mean that enrichment experiences accessed by PP eligible families can be financially costly and require adult time and support.

4. Desired outcomes	
<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>

A.	Children to make more than expected progress so that the difference between current data and potential(FFT data) is diminished	KS2 data pupils to achieve in line with FFT projections, the focus being on the more able.
B.	Children are highly engaged and motivated to learn as measured by outcomes including pupil interview, teacher feedback and book look.	Children complete work including homework to a high standard and are proud of themselves as learners.
C.	A high level of parental engagement with learning and school, with a focus on higher levels of attendance and improved punctuality.	Pupil attendance and family attending parent consultation, parent learning workshops and work with school attendance staff.
D.	Children develop language skills enabling them to access the curriculum.	Reading comprehension and language assessment evidence of sustained improvement
E.	Children's enrichment experiences provided by the school have a positive impact on their learning.	Enrichment experiences and wider knowledge is drawn upon are used in classroom learning and raise aspirations for learners.

5. Planned expenditure

Academic year

2020-2021

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Most children make good progress because of quality first teaching	CPD focus WalkThrus Tom Sherrington	John Hattie Visible Learning - Effective size of feedback, modelling and questioning	-Coaching feedback	Key Stage Leads	Half termly
Most children will increase subject knowledge in maths, reading and writing	Curriculum focus -White Rose Maths (planning amended for consolidation); PoR amended for consolidation -Staff training INSET days Black curriculum; Science and Technology; RE and Music	PP pupils to continue to make progress in line with their peers from EY and KS1 through to KS2. Pupils use the deliberate practice approach to the learning of spellings and time tables essential for successful writing and speed in maths.	-Planning reviews	Subject Leads	Half termly

Most children will make good progress in maths	Maths Mastery Year 2	Maths Hub data	-Maths Leaders to work with Maths Hub	-Ms Latham and Ms Hawkes	Half termly
--	----------------------	----------------	---------------------------------------	--------------------------	-------------

Total budgeted cost

ii. Targeted support

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improvement in reading comprehension	Small group and 1:1, team teaching, supporting class teachers	Analysis of school data from previous years.	Specialist teacher with extensive experience of NCA test setting.	Specialist teacher	Half termly
Improvement in writing	Continuous development of teacher expertise.	Analysis of school data from previous years.	Monitoring, cross school moderation, pupil progress meetings	KS leaders	Half termly

Total budgeted cost £68,368

iii. Other approaches

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improvement in maths	Small group and 1:1	Analysis of school data from previous years.	KS leader to evaluate and review	KS leader	Half termly
Improvement in speech and language	Small group and 1:1	Communications champion	Inclusion manager to evaluate and review	Inclusion lead	Half termly

Experience of cultural and social activities	Access to enrichment activities	Educational research proves that a range of experiences deepen and enhance school based learning	All pupils will attend/take part in extra enrichment activities.	SLT, SBM	Yearly
Total budgeted cost					£33,378

6. Review of expenditure					
Previous Academic Year 2019-20		£118,00 Covid 19			
i. Quality of teaching for all					
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost	
Increased number of children achieving greater depth in maths	Maths Mastery training	-Review with Maths Hub noted evidence of effective use of modelling, use of tangibles and models -Continued teaching on line using Google Classroom and pupil books focused on consolidation	S-taff ability to take on digital classroom learning during the pandemic ensured that most children consolidated prior learning -Feedback from parents re paper learning packs was positive because the examples were clearly laid out and easy to follow -Maths Hub training continuing 20/21		
Increased number of children making expected or accelerated progress.			Covid 19		

7. Additional detail