

Pupil premium strategy statement: Kingfisher Primary

1. Summary information					
School	Kingfisher Primary				
Academic Year	2020/21	Total PP budget	£141,225	Date of most recent PP Review	07.11.2020
Total number of children	375 + FS1	Number of children eligible for PP	105	Date for next internal review of this strategy	07.12.2020

2. Current attainment		
Last published data 2019	<i>Children eligible for PP (your school)</i>	<i>Pupils not eligible for PP</i>
% meeting expected standard in reading, writing and maths KS2	53% expected 6% Greater depth	74% expected 6% Greater depth
% meeting expected standard in reading, writing and maths KS1	73%	58%
Progress in reading, writing and maths	+4%	+8%

3. Priority Area of Focus (in response to identified barriers for pupils eligible for PP, including high ability)

School based areas of focus

Desired Outcome		Success Criteria	Timeframe of Priority Area
A.	Improved reading outcomes	Consistent approach to the teaching of reading throughout school. Reading fluency interventions across school monitored and evaluated for impact. Lexia programme for all children in Y4 (autumn) and identified children in Y2/3. Increased outcomes for all children in reading and a reduction between PP and non-PP children.	2 nd year of a 3-year strategic priority
B.	Children's emotional and social needs are met	PP children are able to make at least expected progress in lessons as their emotional, behavioural and social needs are supported Pupils can talk positively about their mental health and wellbeing and know who can support them.	2 nd year of a 3-year strategic priority
C.	Children have a deeper understanding of mathematical language and are able to apply this knowledge through reasoning and solving word problems	Greater number of children achieve greater depth through increased knowledge and understanding Increased outcomes for all children in maths and a reduction between PP and non-PP children.	2 nd year of a 3-year strategic priority

External areas of focus

Desired Outcome

D.	Improved attendance and punctuality	An increase in attendance and a reduction in persistent absence for PP children Improved punctuality	2 nd year of a 3-year strategic priority
E.	Parents are well supported in meeting their child's needs	Increased number of families engaging in school events Parents confident in supporting their children's well-being/ learning	2 nd year of a 3-year strategic priority

4. Planned expenditure *Best practice is to combine professional knowledge with robust evidence about approaches which are known to be effective. You can consult external evidence sources such as: the Teaching and Learning Toolkit, the NFER report on supporting the attainment of disadvantaged children, Ofsted's 2013 report on the pupil premium and Ofsted's 2014 report on pupil premium progress.*

Academic year	2020/21
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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?
High quality CPD for all staff to ensure all pupils receive high quality first teaching throughout school.	Provision of in-school cover for staff to access training / CPD, Ad Astra, network development meetings and moderation meetings. Monitoring by curriculum lead/SLT/Astrea lead including moderation, book looks and pupil interviews. (£30,000)	In the EEF Attainment Gap 2017 report, it states that what happens in the classroom makes the biggest difference: improving teaching quality generally leads to greater improvement. There is particularly good evidence around the potential impact of teacher professional development https://educationendowmentfoundation.org.uk/evidence-summaries/attainment-gap/	IRIS recordings, learning walks; scrutiny of planning and book looks. Support from Literacy consultant. Pupil voice Literacy consultant moderation and next steps/actions	All staff	Half termly Termly Annual
To further increase staff knowledge in developing children's confidence in spelling and vocabulary development.	Whole staff CPD in order to increase subject knowledge linked to improving children's spelling ability and language development. (£5,000)	The EEF report, Improving Literacy in KS1 report states that a focus on developing oral language skills is especially important for the development of a range of reading and writing skills in this age group. https://educationendowmentfoundation.org.uk/public/files/Publications/Campaigns/Literacy/KS1_Literacy_Guidance.pdf	External experts to support delivery and assessment alongside class teachers. Spelling expectations document	MM	Termly, annual
To continue to increase children's attitude and resilience in reading.	Continued whole school approach to the teaching of reading through quality first teaching (outlined in expectations document) Monitoring by curriculum lead/SLT/Astrea lead	There is a strong link between spoken language skills and learning. This link applies across many areas of		Curriculum leads	

<p>An increased number of children, across school, will achieve the expected standard in reading/writing and subsequently the combined outcome at the end of KS2.</p> <p>An increased number of children will achieve greater depth in writing at Y6.</p>	<p>including learning walks, book looks and pupil interviews. (£9,000)</p> <p>The purchase of additional reading books across school to enhance current provision. (£9,000)</p> <p>All classes in school will follow the reading and writing sequence set out in the literacy expectations document.</p> <p>Greater depth focus group lead by TH (Literacy consultant) (£5,000)</p>	<p>learning, though poor language can have a devastating impact on literacy skills especially reading comprehension. There are equally strong links between speech, language and communication needs and children's social and emotional development, with SLCN impacting long term on wellbeing and mental health.</p> <p>https://www.vjecomcommunicationtrust.org.uk/media/540327/tct-takingaboutgeneration-report-online.pdf</p> <p>Quality First Teaching is seen as one of the 7 Building Blocks for Success when supporting the attainment of disadvantaged pupils -</p> <p>https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/473976/DFE-RS411_Supporting_the_attainment_of_disadvantaged_pupils_-_briefing_for_school_leaders.pdf</p>	<p>Monitoring by curriculum lead/ literacy consultant</p> <p>Moderation of pupil books</p>	<p>All staff</p> <p>Class teachers/TAs</p>	<p>Termly</p> <p>Termly</p>
<p>Increased percentage of children achieving greater depth in maths across all year groups.</p>	<p>Continuation of language word wheels.</p> <p>Embedding opportunities for problem solving and reasoning within maths lessons.</p> <p>Continued support from maths consultant (£8,000)</p>	<p>In the EEF Attainment Gap 2017 report, it states that what happens in the classroom makes the biggest difference: improving teaching quality generally leads to greater improvements...There is particularly good evidence around the potential impact of teacher professional development</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/attainment-gap/</p>	<p>Lesson observations using IRIS/SLT learning walk; scrutiny of planning</p> <p>Monitoring pupil books by maths team</p> <p>Monitoring intervention plans for measurable impact</p>	<p>All staff</p> <p>Class teachers</p>	<p>Termly</p>
Total budgeted cost					£66,000
Proportion of Total Spend					47%

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?
Quality interventions to be undertaken by teachers/ TAs for target children including more able children based on secure assessment outcomes identifying next steps.	Half termly evidence based/ teacher produced interventions to be implemented through school. These will be evidenced through provision maps/ intervention plan (E.g. Precision teaching, success@arithmetic, first class@ number and teacher planned interventions (£32,713) Lexia reading programme to be use by all children in Y4 and identified groups in Y2 & Y3. (£1,151)	https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/teaching-assistants/ Evidence suggests that TAs can have a positive impact on academic achievement where they support individual children or small groups. Lexia's research-proven program provides explicit, systematic, personalized learning in the six areas of reading instruction, targeting skill gaps as they emerge, and providing teachers with the data and student-specific resources they need for individual or small-group instruction	Monitoring of interventions (half termly) Whole school data sharing – staff meeting Summative Assessments Pre/ post assessments Regular monitoring using the online tools and personalised intervention as required using the pre-prepared lessons.	AP/ teaching staff Class teachers/ TA	Half termly Half termly
To increase pupil fluency and understanding with increased pupil confidence and independence.	Fluency intervention groups identified from Y2 -6 from autumn 2 onwards (see above for costings.)	To monitor and evaluate expected progress towards success criteria. In the EEF Attainment Gap 2017 report, it states that targeted small group and one-to-one interventions have the potential for the largest immediate impact on attainment https://educationendowmentfoundation.org.uk/evidence-summaries/attainment-gap/	Observations/ monitoring by SLT/ literacy lead Whole school data sharing – staff meeting Pre/post assessments	teaching staff/ SLT	Half termly

To increase the number of pupils achieving greater depth in maths and reading at the end of KS2. To ensure all pupils make at least expected progress.	Year 6 tutoring programme (£2,500)	EEF indicates that small group tuition can increase pupil's progress. Experienced teachers/support staff to deliver sessions. https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit Evidenced that extending the school times makes a positive impact on academic outcomes.	Small groups sizes to maximise impact. Needs analysis following 15:1 outcomes Fluidity of groupings	JS/ HS	Termly
Total budgeted cost					£36,364
Proportion of Total Spend					26%
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?
PP children are able to make at least expected progress in lessons as their emotional, behavioural and social needs are supported to improve resilience and confidence	Provide pastoral support tailored to children's needs within each segment. All staff to engage children in positive play in order to build positive relationships (£17,274)	This approach is in line with research that demonstrates that Social and Emotional Learning interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself, which produces +4 months of progress. https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/social-and-emotional-learning/	Boxhall profiles Data tracking Staff scaled score checklist (SDQ) Discussions with children and staff	Inclusion team	Termly
Increased attendance rates for PP children to close gap to national	PSA/ admin staff to monitor children and follow up quickly on absences. First day response provision. EWO weekly meeting in school with AP, JP & LA (£5,700)	NFER briefing for school leaders identifies addressing attendance as a key step to improving attainment. Good attendance is also listed in the top 10 approaches for disadvantaged children in https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully	Weekly attendance team meeting with EWO Principal reports (TMB) Pupil progress presentations identifying actions to address next steps	LA, JP, AP EWO	Termly analysis Weekly updates

Increased parental engagement/ confidence in school life to enable increased engagement by families with their own children	Family craft/ baking kit boxes to be shared with specific families Art in the environment challenge – produce whole school calendar. Telephone liaison (PSA) with families to provide support where needed. (£13,387)	In the research paper, School cultures and practices: supporting the attainment of disadvantaged pupils: A qualitative comparison of London and non-London schools– Dfe May 2018, Engaging Parents (including a dedicated member of staff to provide outreach and support for parents and families) was found to be one of the 5 areas in which school culture and practices influence outcomes, in particular for disadvantaged pupils – corroborating existing research which suggests an association between schools’ engagement with parents and their performance (Sharples et al., 2011). https://www.gov.uk/government/publications/school-culture-and-practice-supporting-disadvantaged-pupils	Photographic evidence Parent/ pupil voice Parental questionnaire	JP, staff	Termly
To increase participation in a range of wider opportunities.	Support the funding of PP children to participate in after school clubs, residential visits etc (£2,500)	School supported the cost for some children in order to attend the Y6 residential visit Other wider opportunity events which were subsidised by school include: Children’s University/ after school clubs	Pupil voice	All staff	Ongoing
Total budgeted cost					£38,861
Proportion of Total Spend					27%

5. Review of expenditure

Previous Academic Year	2019-2020 (£139,920)			
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on children not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

<p>High quality CPD for all staff to ensure all pupils receive high quality first teaching throughout school.</p> <p>To increase staff knowledge in developing fluent and resilient readers throughout the curriculum.</p>	<p>Provision of in-school cover for staff to access training / CPD –Learning Matters Programme, Ad Astra, network development meetings and moderation meetings. Monitoring by curriculum lead/SLT/Astrea lead including learning walks, book looks and pupil interviews. (£30,000)</p> <p>Whole staff CPD in order to increase subject knowledge linked to improving children’s fluency and resilience in reading. (£5,000)</p> <p>A structured approach to the development of language/ vocabulary using ‘Language Legends’ in Y5. (£5,000)</p>	<p>Consistent approaches to the teaching of reading and writing have continued to develop through school. Staff confidence of delivering the sequences of learning has continued to develop and as a result, the amount of CPD being used for planning time has decreased, allowing other areas to become a focus. (Evidence through Iris, drop in, book look, moderation)</p> <p>Use of Adastra has enabled school to become a hub for sharing good practice. Literacy lead has worked closely with two other schools in order to improve outcomes in reading and writing. Moderation events have been held and led by Kingfisher staff where all evidence was from Kingfisher as good examples. This has had a positive impact on staff confidence and drive.</p> <p>Staff CPD on improving children’s fluency has been a success and has been implemented effectively. Systems in place to support fluency, through intervention or whole class teaching has built children’s confidence and resilience in reading. This is evident on Iris recording of specific children. (see outcomes below)</p>	<p>Continued CPD needed by TH specifically to focus on gap analyse and closing the gaps for all children in all years but specifically groups of children such as PP. Focus to be on closing the gaps in phonics, spelling at a whole school level and vocabulary development. Changes to be put in place to alter the teaching sequences for reading and writing during the Autumn term to ensure that a focus is put on closing the gaps in learning and recapping of previous years objectives to ensure rapid progression during Autumn 1 term.</p> <p>TH and MM to develop and lead GD writing groups in both Y6 and Y2. TH to lead in Y6. Weekly basis. Focus to be on language and vocabulary development. Chosen children to include PP.</p> <p>Adastra support to continue but virtually in the first instance. The needs within Kingfisher to be a priority.</p>	<p>£49,094</p>
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<p>To increase children' attitude and resilience in reading.</p> <p>An increased number of children, across school, will achieve the expected standard and subsequently the combined outcome at the end of KS2.</p>	<p>Continued whole school approach to the teaching of reading through quality first Monitoring by curriculum lead/SLT/Astrea lead including learning walks, book looks and pupil interviews. (£9,000)</p> <p>A structured approach to the development of language/ vocabulary using 'Language Legends' in Y5. (£5,000)</p> <p>Bespoke language programme for identified children in Y6. (£5,000)</p> <p>Lexia reading programme to be delivered in Y2/4 initially and then allocated to Y3 as needs. (£1,151)</p>	<p>Children's attitude towards reading has improved. This was evident during the OFSTED inspection and children's attitudes and enthusiasm towards reading was commented on. Whole school approach to reading has been used to support other schools within the Academy – TH sharing practice.</p> <p>Outcomes from Language Legends in Y5 (PP) show that children made an average of 1.5 steps during the programme.</p> <p>Y6 - 58% achieved combined outcome according to teacher assessment compared with 51% at KS1. 42% of PP children made better than expected progress compared with end of KS1 Data. (Based on Teacher assessment).</p> <p>Lexia outcomes in Year 2 show that 100% of pupils accessing the intervention made progress and 80% of these have moved up at least one stage on the programme whilst 100% of children made at least 1 step progress on PM Benchmarking assessments.</p> <p>All outcomes based on Teacher assessment from Entry 2019 to Easter 2020.</p> <p>Outcomes for Reading and Writing across the two key stages:</p> <p>End of KS1 – Reading 61% Writing 56% PP – Reading – 59% Writing 41% End of KS2 – Reading 63% Writing 71% PP – Reading 44% Writing 56%</p> <p>Progress for Reading and Writing across the two key stages. Good or Better.</p> <p>End of KS1 – Reading 83% Writing 81% PP – Reading – 87% Writing 80% End of KS2 – Reading 93% Writing 95% PP – Reading 83% Writing 94% End of KS2 – Reading 93% Writing 95% PP – Reading 83% Writing 94%</p> <p>58% achieved combined outcome according to teacher assessment compared with 51% at KS1. and subsequently the combined outcome at the end of KS2.</p> <p>42% of PP children made better than expected progress compared with end of KS1 Data. (Based on Teacher assessment)</p>	<p>During OFSTED inspection, Lead Inspector commented on children's engagement during fluency sessions and how this was being taught in an active and engaging way, allowing all children to access. Continued focus in all classes.</p> <p>Language Legends does have an impact on outcomes for certain groups of children however, it is more effective as an intervention than whole class focus. This will be considered Spring 2021.</p> <p>Vocabulary and Language to continue to be a whole school priority to support the progression in reading and writing.</p> <p>Lexia programme will continue to be a focus for the next academic year, specifically in Y2, Y3 and Y4 to focus on those children who have gaps in phonic attainment in order to meet the requirements set out by the STA. To ensure Lexia is used to its full advantage, children must be supported whilst using and follow up actions must be put in place.</p>	
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ii. Targeted support

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on children not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Quality interventions to be undertaken by teachers/ TAs for target children including more able children based on secure assessment outcomes identifying next steps.	Half termly intervention groups to be evidenced through provision maps/ intervention plan (E.g. Rapid reading, success@arithmetic, first class@ number and teacher planned interventions (£28,000)	<p>100% of all pupils taking part in fluency intervention throughout school made progress in their words per minute reading.</p> <p>Intervention outcomes show that fluency was a focus intervention in all year groups from Y1-Y6 (exception of 3 due to staffing) during Autumn 2 and Spring 1 term.</p> <p>Outcomes from provision analyses show that all children in all interventions made improvements to their words per minute reading score, with some children increased words by as many as 53 per minute. (See results below)</p> <p>Intervention outcomes show positive impact (provision maps) through Precision teaching, maths challenge etc how some interventions were not completed due to school closures e.g. First class @ number</p>	<p>Effective intervention which both staff and pupils enjoy. This intervention allows us to focus on many children throughout a half term with intervention being taught in 3 weekly blocks, allowing fluidity.</p> <p>All fluency interventions and direct teaching to be reinstated during Autumn 2/Spring 1 term – year group depending.</p> <p>Quality interventions to continue. All staff to track and monitor through intervention plans ensuring the use of measurable impact.</p>	£50,342
To increase pupil fluency and understanding with increased pupil confidence and independence.	Fluency intervention groups identified from Y2 -6 (see above for costings)	<p>Average increase of words per minute:</p> <p>Year 6 Average - + 17 words per minute</p> <p>Year 5 average - +27.7 words per minute</p> <p>Year 2 average - + 28 words per minute</p> <p>Year 1 average - + 15 words per minute</p>	Effective intervention due to short delivery time and rotation of groups every 3 weeks meaning more children are able to be targeted and pupils receive support for at least one cycle each term.	
Raise attainment and progress in Maths at greater depth and Reading at the expected standard from outcomes at the end of KS2, to endure at least expected progress for all.	Year 6 Booster sessions (£2,000)	<p>Booster sessions fluid to meet the needs of individuals</p> <p>Small group/ 1:1 session had positive impact as evidenced in year group data tracking.</p> <p>100% uptake from all children for afterschool booster session for maths and reading for both terms in school.</p> <p>100% children made at least expected progress in reading, writing and maths.</p> <p>19% of all children made better than expected progress compared with end of KS1 result based on teacher assessment.</p> <p>42% of PP children made better than expected progress compared with end of KS1 Data. (Based on Teacher assessment).</p>	<p>Staff to ensure previous outcomes data is utilised to target specific children and increase the % achieving combined at the end of KS2.</p> <p>Staff to ensure small group and 1:1 intervention are used as they show greater positive impact for pupils.</p>	

iii. Other approaches				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on children not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
PP children are able to make at least expected progress in lessons as their emotional, behavioural and social needs are supported to improve resilience and confidence	Provide bespoke pastoral programmes tailored to children's needs. All staff to engage children in positive play in order to build positive relationships (£17,274)	Inclusion team staff have supported a number of key children in both KS1 and KS2 in order to ensure their social and emotional needs are met and subsequently enable them to access learning and make progress, significant reduction in CPOMS behaviour entries. In addition, Boxhall profiles for key children show a positive impact. Positive playtime has shown a reduction in behaviour incidents at breaktime	Use of the inclusion team to be continued (key member of staff identified for each corridor) to support the emotional needs of children	£62,364
Increased attendance rates for PP children to close gap to national	PSA/ admin staff to monitor children and follow up quickly on absences. First day response provision.	Attendance figures September 2019 – March 2020 only Whole school attendance –95% (95.87% - 2019) Pupil Premium Children 92.9%– (94.8% - 2019) Non-Pupil Premium Children – 95.9% (96.3% - 2019)	Continued focus for 2020 – 21 as figures are difficult to compare due to school closures in March 2020	
Increased parental engagement/ confidence in school life to enable increased engagement by families with their own children	Continued Coffee and conversation and or parent/ child craft sessions for families Kingfisher bespoke Parenting course (based around elements of 'The Incredible Years' Parent/child workshops (£13,387)	Increasing number of parents continued to attend coffee and conversation. parent/ child craft sessions and whole school events/ celebrations. Plans to start 'Engagement in reading programme' for FS1 families postponed due to school closures	Continued focus on parental engagement in school when safe to continue e.g. child/parent workshops linked to the curriculum, coffee/ conversation meetings, Friends of Kingfisher and parenting courses,	
To increase participation in a range of wider opportunities.	Support the funding of PP children to participate in after school clubs, residential visits etc (£2,500)	School supported the cost for some children in order to attend the Y6 residential visit Other wider opportunity events were also subsidised e.g. Young Voices, music lessons	Continue to subsidise wider opportunity events for children and to offer reduced cost for PP children to attend after school clubs/ breakfast club where appropriate	

