

# Pupil premium report for Kew Woods Primary School

## Coronavirus: flexibility in reporting requirements

The DfE understands that due to coronavirus and school closures, it won't be possible to evaluate the impact of your pupil premium for all of the 2019/20 academic year.

Instead, they say you should monitor and report on the grant's impact at the end of the 2020/21 financial year. This report should cover the whole period between September 2019 and March 2021, but you can give most detail about the grant's use and impact for the period between September 2020 and March 2021.

## Pupil premium spending current academic year 2020 /2021

### SUMMARY INFORMATION

Date of most recent pupil premium review:	8.10.2020	Date of next pupil premium review:	October 2021
Total number of pupils:	396 (Reception -Year 6)	Total pupil premium budget:	£108,025
Number of pupils eligible for pupil premium:	79	Amount of pupil premium received per child:	£1345

### STRATEGY STATEMENT

The Pupil Premium is additional funding provided to schools by the Government to improve the attainment of disadvantaged children. These are children who fall within certain groups who have been identified as achieving less well overall than the wider school population. The groups of children who are thus identified are as follows:

FSM Children who are currently in receipt of free school meals

Ever 6 Children who have been in receipt of free school meals at any time in the last six years

SCE Children who have a parent who is or has been a member of the armed forces

LAC Children who are in the care of the Local Authority

PLAC Children who have previously been in the care of the Local Authority for at least one day.

1. The Pupil Premium will be used to provide additional educational support to improve the progress and to raise the standard of achievement for these pupils.
2. The funding will be used to narrow and close the gap between the achievement of these pupils and their peers.
3. As far as its powers allow the school will use the additional funding to address any underlying inequalities between children eligible for Pupil Premium and others.
4. We will ensure that the additional funding reaches the pupils who need it most and that it makes a significant impact on their education and lives.

This strategy has been written by the Senior Leadership Team and approved by the Governing Body. It is published on the school website. It is based on our understanding of the needs of our own students, on extensive research and evidence of best practice from organisations such as the Education Endowment Foundation (EEF) and on our own evaluation of strategies we have used in the past. The strategy sets out what our priorities are and explains why they are important. It also sets out how we intend to address those priorities and how we will use Pupil Premium funding to do so. It will be reviewed annually by the Senior Leadership Team and Governors, and adapted to ensure it is appropriate for the needs of our current students.

## Assessment information

Internal Teacher Assessment at March 2020

EYFS

	Pupils eligible for pupil premium (PP) 14 pupils (% achieved expected or above)	Pupils not eligible for (PP) 46 pupils (%achieved expected or above)
Good level of development (GLD)	29%	59%
Reading	50%	65%
Writing	36%	52%
Number	71%	83%
Shape	71%	83%

END OF KS1		
	Pupils eligible for PP 14 pupils (% achieved expected or above)	Pupils not eligible for PP 46 pupils (%achieved expected or above)
% making expected or better than expected progress in reading	40%	77%
% making expected or better than expected progress in writing	30%	69%
% making expected or better than expected progress in maths	60%	79%

YEAR 2 PHONICS SCREENING CHECK*		
Pupils eligible for PP	Pupils not eligible for PP	National average

\* Year 1 pupils who missed the summer 2020 check because of coronavirus will take the check during the second half of the autumn term in year 2. These results will be added in December 2020.

END OF KS2		
	Pupils eligible for PP 15 pupils (% achieved expected or above)	Pupils not eligible for PP 47 pupils (%achieved expected or above)
% making expected or better than expected progress in reading	87%	83%
% making expected or better than expected progress in writing	87%	81%
% making expected or better than expected progress in maths	93%	79%

## Barriers to learning

BARRIERS TO FUTURE ATTAINMENT
Academic barriers:

A	Oral language skills in Nursery and Reception are lower for pupils eligible for PP than other pupils
B	34% are on the SEND register
C	33 % are summer born children

#### ADDITIONAL BARRIERS

##### External barriers

D	17% have attendance less than 95% over the last academic year
E	12% have attendance less than 90% over the last academic year
F	14% of disadvantaged KS2 pupils enrolled at Kew in the last 2 years
G	25% of disadvantaged pupils are on the vulnerable register

#### INTENDED OUTCOMES

Specific outcomes		Success criteria
A	To ensure attendance of pupil premium pupils is above national average.	Pupils will be in school safe learning every day.
B	To increase the percentage of pupil premium pupils achieving expected in reading, writing and mathematics across the school.	Pupils will aspire to achieve well and have self-confidence in their academic ability.
C	To nurture the well-being of pupil premium pupils	Pupils will be able to express, understand and manage their emotions to keep their mind and body healthy.
D	Pupil Premium pupils to have experiences of extracurricular clubs and residential	All pupil premium pupils will attend school trips and residential which deepen their understanding of arts, culture and sports.

## Planned expenditure for current academic year

ACADEMIC YEAR					
Quality of teaching for all					
Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
Quality First Teaching training from school ICON for all staff. Targeted group workshops for pupils in high PP/SEND year groups. Staff CPD training programmes.	Classroom teaching, including the consistent use of QFT strategies, enables PP students to make good progress in all year groups in line with their non-disadvantaged peers	There is widespread consensus that classroom teaching has the biggest impact on the progress of disadvantaged students (e.g. EEF Guide to the Pupil Premium).	Pupil Premium / SENCo to monitor impact via lesson observations, moderation of books.	Pupil Premium lead, SENCO and CPD lead.	Termly

Teaching Assistants funded to run clubs after school for a range of activities	Enable children to have the opportunity to attend a range of sporting, art, media clubs. For children to be able to complete homework with support from an adult.	A report by the UCL Institute of Education; certain teaching approaches (March 2018) found that research indicates extra-curricular activities such as Science, sports can help increase scientific aspirations of students from disadvantaged backgrounds. Oxford University also found evidence that disadvantaged pupils face a lack of “opportunities to learn” which the researchers linked to lower achievement. There is evidence that programmes such as school science clubs, visits to museums, university laboratories, or visits by scientists in schools can raise outcomes.	Curriculum leader will oversee extracurricular clubs. School is part of Children's university.	Curriculum leader	Termly
Total budgeted cost:					£16,000
Targeted support					
Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?

Academic intervention and support beyond the classroom. Targeted intervention groups set up.	Underperforming pupils are identified and appropriate intervention and support is put into place which is closely monitored and leads to improved progress. Production and quality of homework from disadvantaged pupils improves.	This allows a more personalised and targeted response to the needs of individual students. According to the EEF, 1:1 tutoring can have a positive effect of up to 4 months additional progress and according to John Jerrim's 2017 analysis of the PISA report, Extra Time for the Sutton Trust, disadvantaged students are only half as likely to have received such tuition as non-disadvantaged young people. Disadvantaged students are also less likely than their non-disadvantaged peers to have parental support for independent study according to the same report and in the Parent Power report (2018) the EEF recommends that disadvantaged students should be given additional support for independent study. Data within school suggests that Pupil Premium students are less likely to complete homework on time.	Intervention teachers to report progress each half term to Pupil Premium lead.  Class teachers to report during pupil progress meetings the impact outside intervention is having in the classroom work.	Pupil Premium Lead	End of interventions Pupil Progress meetings
Behaviour and Counselling service Pupils attached to key workers	Support is in place to promote wellbeing among disadvantaged students, with flexible use of funding to meet diverse needs as they arise. As a result, disadvantaged students make good progress.	According to Maslow's hierarchy of needs, basic physical, emotional and psychological needs must be met before someone can reach their full potential. Disadvantaged students have a range of diverse barriers to learning that in many cases go beyond the academic and these must be addressed.  Paul Dix book – When the adult changes everything changes.	SENCO to have weekly updates with counsellors.  Logs on CPOMs will inform SLT of progress.  Pupil Progress meetings with SLT to monitor impact.  Attendance data  Student voice	SENCO	Half termly



Purchase IDL packages and ipads to support intervention across all year groups	Pupils make better progress as a result of having access to bespoke activities.	This has been successful in previous years in improving progress in English. Provides support for independent consolidation of skills and understanding	Assessment lead and SENCO to identify students who would benefit and devise appropriate programmes.	SENCO	Termly
Educational psychologist support for PP pupils	Pupils have a thorough assessment of their needs and specific recommendations to support their learning and ensure they make progress.	This has been successful in previous years ensuring pupils have a tailored curriculum to meet their needs. The recommendations feed into SEND support plans and EHCP assessments.	SENCO and Pupil Premium Lead to plan with the Educational Psychologist which pupils to be assessed over the year.	SENCO + Pupil Premium Lead	Annually
Total budgeted cost:					£35 000
Other approaches					
Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?

Learning Mentor employed to engage with parents and give support to families.	<p>To improve attendance of disadvantaged pupils so it is line with non-disadvantaged peers. Persistent Absence among disadvantaged students is reduced.</p> <p>Parents engage positively with school and thereby are able to support their children's education more effectively at home.</p>	<p>Poor attendance impacts directly on progress. (DfE The link between absence and attainment at KS2 and KS4, 2016) School data indicates that the attendance of disadvantaged students falls below that of their non-disadvantaged peers and they are more likely to be Persistently Absent. Attendance of the disadvantaged cohort improves and is more in line with that of their non-disadvantaged peers. Persistent Absence among disadvantaged students is reduced.</p> <p>According to the EEF 'the association between parental engagement and a child's academic success is well established'.</p>	Attendance Lead to set up clear systems with learning mentor. CPOMS monitored	Attendance Leader	<p>Daily checks</p> <p>Weekly reviews</p> <p>Termly reports</p>
Fund school uniforms for pupil premium pupils	To ensure all pupil premium children attend school wearing the correct uniform.	Children all have correct uniform according to school policy. Self-esteem of pupils boosted. Parents supported.	<p>All disadvantaged families contacted summer term in preparation for the following Autumn Term order.</p> <p>Ongoing support for families throughout the year.</p> <p>School Business Manager contacts parents.</p>	Pupil Premium Lead	Annually

Cultural capital and engagement with the wider life of the school	Systems are in place to promote and facilitate participation in extra-curricular activities, trips and visits by disadvantaged students so that they are encouraged and enabled to take part. Cultural capital is enhanced. Where appropriate, specific opportunities are provided which are targeted at PP students. Participation is monitored to ensure high levels of student involvement.	Cultural capital enhances academic progress as it provides students with a wider general knowledge base to contextualise new learning. It also supports social mobility (Bourdieu). Disadvantaged students may have fewer opportunities to develop this at home. Extra-curricular activities, trips and visits are mediums through which school can provide opportunities to develop cultural capital for disadvantaged students, who are more likely to rely on free activities. According to the Social Mobility Commission (An unequal playing field: Extra-curricular activities, soft skills and social mobility July 2019), research suggests that participation in extra-curricular activities builds confidence and social skills which make people more employable and young people who participate in such activities are more likely to aspire to go on to further or higher education	Curriculum provision ensures clear opportunities for all students to develop cultural capital. Curriculum Leader to monitor.	Curriculum Lead	Termly
Total budgeted cost:					55,000

#### ADDITIONAL INFORMATION

2013 Ofsted report states: "Pupils known to be eligible for pupil premium make good progress."

2017 Ofsted report states: "Funding is well used for both academic support and support for the social and emotional well-being of disadvantaged pupils."

## Review of expenditure from previous academic year

## PREVIOUS ACADEMIC YEAR

Total amount:

### Quality of teaching for all

Action	Intended outcome	Impact	Evaluation	Cost 35,000
Subsidising the costs of school visits and curriculum enhancements	Enable pupils to access residential visits for outdoor and adventurous team building activities. To provide experiences for pupils to develop oracy skills and engage in talk for writing activities. Children to engage in visits to support topic learning.	Writing results continue to increase each year. 100% of pupils attended school trips throughout the year. 87% of PP children achieved expected in writing at end of KS2 and 87% achieved expected in EGPS. Behaviour improved with pupils.	To continue with next year	£15, 000
Additional curricular support	To provide time for teachers / TAs to plan together. Specialist teaching available to pupils.	Staff able to support PP pupils in small groups.	Need more rigorous monitoring by SENCO of impact of the intervention.	£10,000
Teaching Assistants funded to run clubs after school for a range of activities	Enable children to have the opportunity to attend a range of sporting, art, media clubs. For children to be able to complete homework with support from an adult.	All pupil premium children have the opportunity to attend different clubs and discover new interests. Pupil Premium pupils supported with homework.	Homework club to focus on basic skills once pupils have finished tasks.	£10,000

### Targeted support

Action	Intended outcome	Impact	Evaluation	Cost 39,700
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Teaching Assistant level 3 staff to deliver intervention in each year group before school	To increase rate of progress of pupil premium pupils.	87% of PP pupils achieved expected at end of key stage 2 in reading and writing. 93% of PP pupils achieved expected in mathematics at the end of KS2.	Successful for the past 6 years. To continue with.	£15,000
Behaviour and Counselling service Pupils attached to key workers	Pupils to be supported with social and emotional needs.	Children have had the opportunity of 1:1 support for their emotional needs which has improved their self-esteem and behaviour. As a result, they have made progress in reading, writing and maths. Children with behaviour plans have shown progress and some pupils no longer require a behaviour plan.	Improvement in behavior, attendance and pupil's academic ability. See data records.	£20,000
Educational psychologist support for PP pupils	Pupils to be given specific recommendations from an expert to support them in their learning.	Three pupils now have an EHCP in place. 1 pupil is in the process of having his finalized.	Pupils have personalized educational health plans to support their learning.	£3500
Teacher funded to support pupils over lunch time period with specific activities to achieve targets.	To provide tools to support individual Pupils to be supported with social and emotional needs learning needs	Targeted PP pupils have improved social skills and behaviour at unstructured times in the school day. Reduction in internal, external exclusions.	Successful for this academic year. Not needed for next year. But an intervention that might need to be built in again in the future.	£1200
Other approaches				
Action	Intended outcome	Impact	Evaluation	Cost £3,000
Fund school uniforms for pupil premium pupils	To ensure all pupil premium children attend school wearing the correct uniform.	Children all have correct uniform according to school policy. Self-esteem of pupils boosted. Parents supported.	Parents are supported and value this. To be continued	£1000

During COVID additional vouchers were purchased to support families.	Families were not affected by financial loss of children being at home all day and needing more food in the house and equipment to entertain children with cookery, drawing, arts.	Families safe	Families appreciated support.	£2000
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