

Pupil Premium Strategy Statement

1. Summary information					
School	Killinghall CE Primary School				
Academic Year	2020-2021	Total PP budget	£23000	Date of most recent review	September 2020
Total number of pupils	168	Number of pupils eligible for PP	17FSM 6 military	Date for next review	September 2021

End of Key Stage 2 Statutory Assessment – <i>Not applicable this year due to cancelation of assessments in light of Covid-19 Pandemic</i>		
	Pupils eligible for PP (2 children)	All pupils
% attaining the expected standard in reading	N/A	N/A
% attaining the expected standard in writing	N/A	N/A
% attaining the expected standard in GPS	N/A	N/A
% attaining the expected standard in maths	N/A	N/A
2. Barriers to future attainment (for pupil eligible for PP)		
In-school barriers		
A.	Missed/forgotten learning in Year 5 due to school closures could affect slower progress rates towards end of key stage expectations/attainment and generally across the school.	
B.	Need to develop well-being before academic areas due to school closures and possible self-isolation during the year.	
External barriers		
C.	Possible increases of absence due to potential self-isolation periods during the year	
D.	Less opportunities for extra-curricular activities/visits/residentials could lead to lower levels of skill development and also personal and social development	
E.	Parental anxiety for return to school	

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3. Outcomes		Key strategies/actions
A.	Increase of KS1 and 2 attainment in reading, writing and maths in comparison to 2018/19 academic year – including catch-up provision. Closing gaps agenda for PP pupils.	Interventions planned, resourced and evaluated effectively to ensure that they have the maximum possible impact.
B.	Appropriate and effective provision for all children to secure at least expected standards in maths and English in KS1 and 2 – including catch-up provision. Challenge for the more-able to reach greater depth.	Interventions planned, resourced and evaluated effectively to ensure that they have the maximum possible impact.
C.	TAs deployed to effectively support catch-up across the school. Training in place to enable effective provision.	TAs to support disadvantaged children, where appropriate and necessary, in order to enable opportunities for achieving end of year/key stage expectations. Training in place for TAs. Effective resources purchased.
D.	Financial support provided to enable PP children to access wider opportunities and visits	Disadvantaged pupils are offered financial support for wider opportunities and visits. This will develop children's confidence through the opportunity to experience life skills which in turn could enhance academic progress.
E.	Increased well-being and emotional support for all pupils, including those eligible for PP	Nurture group for PP and other identified pupils Involvement of PP pupils as advocates for Mental Health and Wellbeing group Mindfulness focus across whole school

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4. Planned Expenditure					
Academic Year	2020-2021				
The following headings demonstrate how we intend to use the Pupil Premium Funding to improve targeted support and improve whole school strategies					
i) Quality of teaching for all including targeted support and catch-up provision					
Desired outcome	Chosen action/ approach	Evidence/ rationale for choice?	Quality implementation?	Staff lead?	Review date?
KS 1 and 2 attainment rates in maths and English increased	<p>All staff delivering additional support are trained in methods and expectations</p> <p>Employment of TAs to ensure that each class has at least morning support in maths and English.</p>	<p>Regular sessions throughout the week to ensure knowledge remains in memory.</p> <p>Teachers and TAs work closely to ensure that methods are appropriate to individual children's needs.</p>	<p>Support evaluation sheet completed and discussed with class teacher on a regular basis.</p> <p>Class teachers will oversee interventions and follow up support in class where appropriate.</p> <p>Regular assessments used to assess increase in knowledge an effectiveness of support.</p>	<p>Headteacher</p> <p>KS1/Reading leader</p> <p>AHT/KS2 /Maths leader</p> <p>Writing leader</p>	<p>Half termly reviews to ensure provision is appropriate</p> <p>Final review at end of academic year</p>

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Appropriate provision for more able children to secure at least expected standards at the end of key stage.	Challenge groups created to ensure that there is equal support for children capable of achieving above ARE	Increased attainment of children capable of greater depth.	Class teacher will oversee challenge groups and follow up support in class where appropriate.	KS leaders Reading, writing and maths leaders.	Half termly reviews to ensure provision is appropriate Final review at end of academic year
Appropriate deployment of TAs to support the need for catch-up and also to maximise challenge for the more able.	Support staff and materials deployed effectively.	Teachers to ensure that staff and materials are deployed effectively to develop maximum progress of children.	Class teacher will oversee challenge groups and follow up support in class where appropriate.	Class teachers KS leaders Reading, writing and maths leaders.	Half termly reviews to ensure provision is appropriate Final review at end of academic year
Total budgeted cost					£18,000

ii) Other areas of focus					
Desired outcome	Chosen action/ approach	Evidence/ rationale for choice?	Quality implementation?	Staff lead?	Review date?
Financial support offered in order for all children in receipt of PP to be able to take part in school visits, extra-curricular activities, residential visits – where possible following Covid-19 guidance	If visits and extra-curricular activities are able to go ahead financial support can be provided to ensure children in receipt of PP are able to take part. This could take the form of: Transport to swimming lessons	To increase the possibility for all children to be able to access a wide range of opportunities.	Staff to monitor wellbeing and involvement of PP children in extra-curricular activities.	Class teachers PP lead	Half termly to monitor involvement. Review at end of academic year.

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	<p>Residential visits Visits out of school Visitors in to school</p> <p>It is to ensure that financial barriers do not hinder the development of the children.</p>				
<p>Improved social and emotional wellbeing for PP children and other vulnerable pupils.</p>	<p>Targeted nurture support from employed PP TA – ELSA resources</p> <p>Purchase of new resources.</p> <p>Free milk provided for PP children.</p>	<p>Increasing number of children requiring regular emotional/well-being intervention.</p> <p>Following school closure, some children have struggled with impact from coming back to school and the routines in place.</p>	<p>Improved social and emotional skills.</p> <p>Increase in ability to self-regulate.</p>	<p>All staff – teachers, TAs and SLT.</p>	<p>Half termly reviews.</p> <p>Full review at end of term.</p>
Total cost					£5000

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B. Review of Expenditure				
Previous Academic Year		2019-2020		
i) Quality teaching for all, targeted support, other focus areas				
Desired impact	Chosen action/approach	Impact	Lessons learnt	Cost
Increased rates of attainment at the end of key stage for children in receipt of PP.	Appropriate support and intervention put in place to ensure progress and attainment are met. Purchase of resources – Toe by Toe/targeted reading books to encourage love of reading	Unable to measure due to cancelled assessments – Covid-19	Catch-up provision to be put in place.	£3,500
Improved well-being of pupils in receipt of PP.	TA employed to mainly work as nurture support of children in receipt of PP. TA support 20% lowest readers in KS2. Nurture groups – ELSA resources to improve pupil well-being/emotional health. 1:1 support of specific PP children to develop self-esteem.	This was having a positive impact prior to school closures. TA began employment at school in January 2020 so there was not the opportunity to evaluate whole term but impact was recognisable with self-esteem in the classroom.	To continue support once children return to school.	£8,000 (PP TA)
Increased extra-curricular activities for children in receipt of PP.	Support to access: School visits Residential visits	Children not having financial barriers against their progress.	To monitor provision of this type with the restrictions in place.	£1000

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	In school workshops Transport to swimming lessons			
Support during national lockdown and school closures.	PP children invited into school during lockdown along with keyworker children and from June reopening Photocopying/printing of resources to be able to access learning from home Food packages delivered prior to voucher scheme	Children able to have structure and consistency by accessing school provision Children able to continue with learning set out by class teacher so to decrease negative impact on learning. Decrease anxiety amongst parents due to support through food packages	Ensuring that provision is in place in the event of more school/bubble closures due to self-isolation procedures.	£1000