

Pupil Premium strategy and statement for Financial Years 2019/20

The Pupil Premium grant total for the 2019/20 financial year was £179.7k. Described below are:

- the main barriers to educational achievement faced by eligible pupils at KHPS
- how the grant was spent in 2019/20 to overcome these barriers
- Rationale for the approaches taken
- information on the impact of KHPS's use of this grant in 2019/20

Allocation of FUNDING for 19/20

Area of spend 19/20	Amount
Additional teaching and non-statutory TA staffing provisions	£161k
TLR post - Pupil Premium Champion (from Sept 2018)	£ 3.8k
Subsidies	£ 8k
External support services	£6.5k
TOTAL	179.3k
Carried forward to 20/21 financial year	£0.4k

SDIP

The SDIP 2019-20 included the specific actions below.

Intent

- To remove barriers to learning for pupils who are disadvantaged**
- To raise standards of academic performance – specifically in reading**

Implementation
Performance management targets focused on raising standards of achievement from prior attainment for disadvantaged pupils
Data analysis exercises focused on progress and achievement of this group
Effective transition processes in place between year groups and settings, using PPPs and SEND passports
Extend scope of parent volunteers to reading to groups of children from disadvantaged backgrounds
Extend home-school reading books to KS2 for children from disadvantaged backgrounds
Develop family reading activities targeted at specific families
Develop targeted enrichment activities for pupils in the Early Years
To develop the use of the assessment trackers as a means of flagging vulnerable children who are not on target.
Collaboration with subject leads to develop the opportunities for peer support and collaborative learning (based on EEF research) during school wide activities.

Impact Statement

Whilst funding runs for a financial year, the SDIP runs over an academic year. This, plus the shut down in March 2020, means some of the plans above were not fully realised by the close of the financial year 2020. They will be carried forward into next year's SDIP planning.

We intend our PP funding to be used to improve the life chances of our disadvantaged pupils by

1. Closing gaps in academic performance through the provision of additional educational support staff allowing for interventions which frequently benefit disadvantaged pupils.
2. Funding a TLR post for a 'Pupil Premium Champion' to focus the attention of staff on this group, and guide evidence based improvements to teaching that aim to benefit all, but in particular disadvantaged pupils.
3. Providing opportunities for additional activities which may otherwise not be taken up owing to financial pressures.
4. Additional services to support children and families.
5. Providing additional curriculum resources to bridge the gaps in life experience and knowledge.

1. Academic Performance

Leaving primary school with the necessary basic skills in Literacy and Numeracy is fundamental to educational success and therefore to life chances. We have focussed heavily on improving achievement in Reading for this group. The accountability for effective use of the PP grant (financial year) spans academic years and academic results. The

performance in statutory tests of disadvantaged children in the school is reported against the performance of non-disadvantaged children nationally using the most up to date figures at the time of publication (February 2020).

Key Stage 2

	KH Disadvantaged Pupils			National Non-disadvantaged Pupils Jul 2019
	Jul 2017	Jul 2018	Jul 19	
% Expected				
Reading	44	74	76	78
Writing	48	70	56	83
Mathematics	48	70	72	84
RWM	40	63	52	71
% High Level				
Reading	20	19	4	31
Writing	4	4	4	24
Mathematics	12	33	8	32
RWM	0	4	0	13
Progress				
Reading	-2.6	-0.8	-1.44	0.32
Writing	-1.8	-2.3	-3.26	0.27
Mathematics	-1	+1.1	-1.7	0.37

Key Stage 1

	KH Disadvantaged Pupils			National Non-disadvantaged pupils Jul 2018
	2017	2018	2019	
% Expected				
Reading	44	58	67	78
Writing	44	42	53	73
Mathematics	44	58	53	79
% High Level				
Reading	6	0	7	28
Writing	0	0	7	17
Mathematics	13	0	7	24

Foundation Stage

	KH Disadvantaged Pupils			National Non-disadvantaged Pupils Jul 2019
	Jul 2017	Jul 2018	July 2019	
% GLD	64	33	56	74
% Expected				
Reading	86	33	78	79
Writing	71	33	56	76
Number	79	56	78	82
SSM	79	44	89	84

2. Pupil Premium Champion

The Pupil Premium Champion was appointed in September 2018, with a brief to ensure that all school planning and provision prioritises the needs of this group. liaising with our STEP school partners to broaden awareness of ways of support disadvantaged children and their families. In 2019-20, the Champion has

- a) Supported Quality Assurance programmes
 - a. Scrutinised data from key QA activities to provide insight into effective practice for this group
 - b. Operated a programme of pupil interviews about work and personal development

- b) Ensured data from the above has impacted on school performance through
 - a. Running staff training sessions
 - b. Developing Pupil Premium Profiles to raise awareness of barriers faced by individuals from disadvantaged backgrounds
 - c. Developing assessment tracking systems for class teachers to enable easy identification of children falling behind target

3. Additional Activities

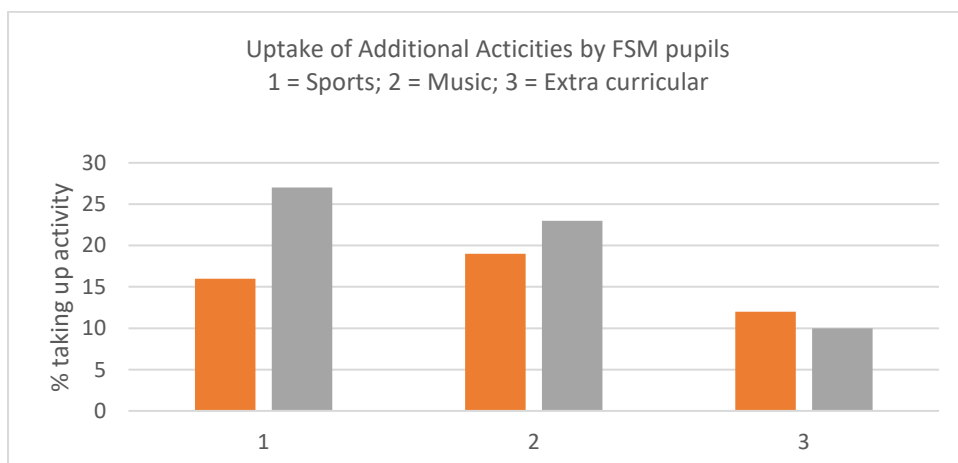
Opportunities to participate in a range of experiences, to discover talents and aptitudes beyond classroom learning is fundamental to personal learning and growth. These opportunities should not be restricted by the financial means of families. Our Charging and Remissions policy makes provision for children on the Free School Meals register to access free of charge

- music lessons
- out of hours clubs
- visiting 'experts' – e.g. authors, artists

It also states that the voluntary contributions requested for educational visits will be subsidised by the school using monies from the Pupil Premium grant.

In the academic year 2019/20 (Autumn and Spring term Data only)

- 27 % of FSM children benefited from free sports provision (up from 16% in 18/19)
- 23% of FSM children benefited from free music lessons (up from 19% in 18/19)
- 10% of FSM children benefited from free extra-curricular opportunities (down from 12% in 18/19)



2018/19
2019/20

4. External Support

Adverse circumstances, be they within the immediate family or a consequence of wider community, will have an impact on ability to concentrate and learn in lessons. At KHPS it is recognised that children from disadvantaged backgrounds may have experienced adverse circumstances which require the input of specialist services beyond the school community – for example counsellors, Educational Psychologist, Behaviour Specialist, Occupational Therapist. This support may also need to extend to the wider family. KHPS will always prioritise the needs of children from disadvantaged backgrounds when allocating the deployment of these services across the school.

In the academic year 2019/20

- 30 pupil premium children benefited from this provision
- 16 families in receipt of pupil premium funding benefitted from this provision

5. Personalised resourcing and provision.

Intervention work carried out with children from disadvantaged backgrounds is evaluated for effectiveness using quantitative measures (academic results and progress) and qualitative measures (improvement in attendance, behaviour, engagement in lessons).

At KHPS it is recognised that children from disadvantaged backgrounds may need additional resources in order to experience equal opportunity to access the curriculum. Curriculum leads at KHPS will always consider this first when purchasing resources. Examples of specific purchases aimed at children from disadvantaged backgrounds this year have been additional reading books, reading diaries for KS2 and laptops for families identified as vulnerable to failure to access educational resources during the Covid 19 lockdown period.