

Pupil premium strategy statement:

1. Summary information					
School	Kirk Langley C of E Primary School				
Academic Year	2020/21	Total budget	£ 14 795	Date of most recent PP Review	October 2020
Total number of pupils	96	Number of pupils eligible for PPG/Ever 6/ Disadvantaged	16	Date for next internal review of this strategy	September 2021
<p>Pupil Premium (PP) funding is allocated to schools from the Government on the basis of children on roll who are known to be eligible for Free School Meals (FSM), or who have been entitled within the past 6 years (Ever 6). It is also allocated to children who have been Looked After (CLA) and to children whose parents are members of the Armed Forces. The funding is intended to narrow the achievement gap between PP children and their peers and all schools are required to report on the amount of funding received and how it has been used.</p>					
<p>At Kirk Langley Church of England Primary School, all staff strive to achieve the absolute best outcomes they can for every child through quality first teaching.</p> <p>We invest in high quality training for all staff to ensure teaching and learning is of a consistently high quality for everyone.</p> <p>We recognise that not every child receiving PP is socially disadvantaged and that not every child who is disadvantaged receives PP.</p> <p>By focusing on children's individual needs we aim to enable every child to achieve and make the best progress they can.</p> <p>Whilst maintaining a careful track of all pupils' progress, we also closely track how well PP children are achieving in comparison to their peers to close the gap.</p> <p>We prioritise the use of pupil premium to ensure that it has the biggest impact on the life chances and education of our children.</p> <p>We use the money to:</p> <p>Focus on every child becoming a reader in the early years and Year 1.</p> <ul style="list-style-type: none"> • Providing support for educational visits throughout the year • Providing pastoral support • Targeted intervention in Maths and English within classes- every class is well supported every morning • Ensuring attendance is a high priority • Keep up intervention & personalised learning for children so they feel confident to achieve. 					

Attainment for: Feb 2020 (Covid – March 23 rd ongoing to July 2020)	PP/EVER 6 Secure/ +	Non-PP Secure/ +
NC (PROGRESS PP –R=1.5, W=3.3 M=1.5) (R1/6, W 1.5 , M 1.6)		
% expected standard or above in reading, writing and maths	8/12 = 67%	64/76 = 84%
% expected standard or above in reading	11/12 = 92%	69/76=91%
% expected standard or above in writing	9/12 =75 %	68/76=89%
% expected standard or above in maths	9/12 = 75%	71/76= 93%

2. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (each applies to some but not all eligible children.)	
A.	Pupils have fewer opportunities to practice and apply their early reading and phonics skills outside of phonics lessons including at home. This is sometimes due to parental confidence, subject knowledge, and access to appropriate resources.
B.	Pupils need focused language and vocabulary acquisition; this can impact on making more rapid progress in writing across the school.
C.	Pupils find applying the skills of reasoning and problem solving in mathematics a challenge, specifically in Key Stage Two.
External barriers (issues which also require action outside school, such as low attendance rates)	
D.	Pupils lack confidence and therefore are less resilient. This impacts on all areas of the curriculum and achievement.
E.	Lack of routine (sleep, food, homework,) Aspirations, including pupil and parent, can sometimes be low. There is not always a belief that everyone can achieve their ambitions and goals.

3. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Pupils have fewer opportunities to apply their early reading and phonics skills outside of phonics lessons including at home. This is sometimes due to parental confidence, subject knowledge, and access to appropriate resources.	<p>% of PPG pupils passing the Year 1 phonics screening is in line or above with national average figures and in comparison, with non-PPG pupils. • Survey results show that support at home is on the increase. • Engagement with phonics workshops and support for parents/carers is on the increase.</p> <p>(Phonics Screening Y2 November 2020 11/14 passed with 32 or above 79%)</p> <p>100% of retest pupils passed 35/40 for a Y3 pupil due to resit in summer of 2020 but Covid prevented this.</p>
B.	Pupils have poor language and vocabulary acquisition; this prevents them from making more rapid progress in writing across the school.	<p>% of PPG pupils working at expected or above in writing across the school is in line or above non-PPG pupils. PPG pupils in KS2 increase their reading age more rapidly over the academic year.</p> <ul style="list-style-type: none"> • Standardised scores for reading increase for PPG in line or above non-PPG pupils demonstrating clear progress in this area. • Home Learning Journals and Diaries along with Remote Learning platform Class Dojo show that support at home is on the increase. • Engagement with reading workshops and support for parents/carers is well attended.
C.	Pupils find applying the skills of reasoning and problem solving in mathematics a challenge, specifically in Key Stage Two.	Outcomes at the end of KS2 show that PPG pupils have achieved in line or better than non-PPG pupils.

		<ul style="list-style-type: none"> • In year attainment and progress data in years R to 6 show that PPG pupils have achieved in line or better than non-PPG pupils. • Standardised scores for PPG pupils show a good rate of progress, particularly in reasoning and problem-solving questions. • Through pupil interview, PPG pupils talk positively about mathematics and their own resilience in the subject.
D.	Pupils lack confidence and therefore are less resilient. This impacts on all areas of the curriculum and achievement.	<p>Through surveys, parents/carers report that their child's confidence has grown over time.</p> <ul style="list-style-type: none"> • Through pupil interview, PPG pupils say they feel more confident and that resilience is growing over time.
E.	Aspirations, including pupil and parent, can sometimes be low. There is not always a belief that everyone can achieve their ambitions and goals. Personal organisation and too long on IT can affect	<p>Through consultations, parents/carers report that their child's confidence has grown over time.</p> <ul style="list-style-type: none"> • Through pupil interview, PPG pupils say they feel more confident and that resilience is growing over time.

4. Planned expenditure					
Academic year	2020/21				
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?
BARRIER A All new staff delivering phonics to attend Ruth Miskin RWI training £1000 (to train x2 staff members, including cover)	All RWI teachers are suitably skilled and trained to deliver high quality RWI lessons.	High quality CPD will impact on outcomes for all pupils on the RWI- ensuring that teaching is of high quality and that a good level of consistency is available for all pupils.	Pupil progress meetings, triangulating evidence.	NS/RR/JS	September 2021
BARRIER A Provide phonics leads with regular non-contact time £1500 (releases the phonics lead x6 times per year)	Phonics/ Early reading will be monitored effectively with ongoing improvements to pedagogy made. • Assessments will be undertaken and analysed frequently to ensure all pupils are having the right phonics ‘diet’. • Time will be spent quality assuring teaching to	The phonics leads will have adequate time to quality assure all work around school involving phonics and early reading. This area will be led proactively in school and will remain of high priority	Planned and dedicated time to review the impact on continuity from EYFS 2 through Y1 into Y2 for Phase 6 and how this is built upon in Year 3 to 6.	NS/RR/JS	September 2021

	ensure every child receives high quality.				
BARRIER A Have regular Quality Assurance meetings with the Phonics/Early Reading leads over the academic year £500 (releases the leads for x3 afternoons per year)	The multi-sensory approach to phonics will be embedded effectively to ensure the overall development of phonics/ early reading across school.	Quality assurance meetings provide subject leads with opportunities to further develop their subjects with a 'high challenge, low threat' ethos. (Mary Myatt High Challenge Low Threat cultures in school)	Pupil progress meetings, triangulating evidence.	NS/RR/JS	September 2021
BARRIER A Purchase new resources to aid in the delivery of phonics and reading material £500	Resources are of high quality • Resources are standardised to create high quality consistent teaching and learning for all pupils	All resources are standardised to provide a high level of consistency for all pupils on the RWI program.	Evaluate the use and regularity children use the resources, materials.	NS/RR/JS	September 2021
BARRIER A Leads to deliver virtual phonics workshops to parents/carers (x2 per year) £750 (for preparation/ release time)	Engage parents/carers to support their child with phonics/ early reading at home. • Provide parents/carers with up to date subject knowledge of sounds. • Signpost parents/carers to useful resources to engage with at home	EEF Parental Engagement Progress of +3 months per pupil after successful parental engagement. (Education Endowment Foundation)	Monitor increased parental feedback in journals and diaries.	NS/RR/JS	September 2021

	to support the development of phonics.				
BARRIER B Continue to develop the schools Talk for Reading and Writing whole class approach (TRAWL) Teaching Reading and Writing Links.	English leader will be monitored the reading approach effectively with ongoing improvements to pedagogy made. <ul style="list-style-type: none"> • Time will be spent quality assuring teaching to ensure every child receives high quality. • English leader will moderate writing to see how the reading approach is impacting on outcomes in writing. 	The English Lead will have adequate time to quality assure all work around school involving reading. This area will be led proactively in school and will remain of high priority.	Triangulation and staff meeting time to ensure all adults feel confident with the planning for TRAWL.	JS	September 2021
BARRIER B Purchase new resources to aid in the delivery of whole class reading £1000 (including vocabulary extension in the Descriptosaurus books)	Resources are of high quality <ul style="list-style-type: none"> • Resources are standardised to create high quality consistent teaching and learning for all pupils 	All resources are standardised to provide a high level of consistency for all pupils. Texts bought are challenging and are rich in vocabulary for discussion amongst pupils	Do the children show an increased use of vocabulary within their writing due to the use of the resources.	JS/CT	September 2021

BARRIER B All staff to attend CPD training on wider curriculum and vocabulary Purchase of materials £1000	To provide staff with new innovative ways to develop a wider curriculum offer for all pupils and therefore developing language and vocabulary	Through a purposeful wider curriculum offer, pupils will develop a wider range of vocabulary and have opportunities to be able to apply in different contexts	On going weekly CPD meetings focus on key strategies and activities that enable high quality T and L.	STAFF/JS	September 2021
BARRIER C Maths Lead to deliver virtual maths/mastery workshops to parents/carers (x2 per year) £750 (for preparation/ release time)	Engage parents/carers to support their child with mathematics at home. <ul style="list-style-type: none"> • Provide parents/carers with up to date subject knowledge • Signpost parents/carers to useful resources to engage with at home to support the development of maths. 	EEF Parental Engagement Progress of +3 months per pupil after successful parental engagement (Education Endowment Foundation)	Monitor the evidence and outcomes of Pupil learning and attitudes to being resilient and can explore the maths in a way they are able to talk about it.	JS	September 2021
BARRIER C Purchase subscriptions (Classroom secrets, White Rose+) so teachers have access to high quality maths resources for	Teachers have a wider selection of high-quality teaching resources for pupils to access. <ul style="list-style-type: none"> • Pupils don't get used to accessing learning in one format. 	All pupils have access to high quality resources which supports their learning well.	Monitor the evidence and outcomes of Pupil learning and attitudes to being resilient.	JS	September 2021

teaching and learning. £500 (for annual subscriptions)					
<i>Children are able to talk about their feelings in a controlled way and acknowledge problems can be solved.</i>	<i>PHSE lessons are regular Circle time etc. Class ethos is agreed on a classroom Golden Rules to ensure all children feel safe to talk about their feelings.</i>	<i>Anxiety Gremlin programme enables a child to share anything on their mind and seek support or advice from children and adults. It creates an emotionally safe ethos in the classroom and the children will always feel able to share their thoughts/fears/worries. This will mean the teacher is aware of concerns early on before they become a catalyst for reluctant learning and aspiration.</i>	<i>Dialogue with the children to see that they feel they can talk about their feelings in class Drop ins to lessons will show the class ethos Training will be offered to staff who are unsure about good quality SMSC and PSHE</i>	<i>Staff/JS</i>	<i>December 2020 review due to Covid 19.</i>
<i>Children make expected or better attainment and talk with enthusiasm about their aspirations to shine.</i>	<i>Pupil progress meetings half termly will inform how the children are achieving. Assemblies and lessons will share with the children the purposeful learning and how it can lead to a desired aspirations.</i>	<i>Children who are not on track to meet their end of year target will gain support from intervention.</i>	<i>Monitor the evidence and outcomes of Pupil learning and attitudes to being resilient.</i>	<i>JS/STAFF</i>	<i>Across each ½ term.</i>

ii. Targeted support INTERVENTIONS TO SUPPORT ALL ACADEMIC BARRIERS					
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?
TA's intervene, under the guidance of the teacher, to ensure that pupils attain well in reading, writing and maths lessons.	Teaching assistants to provide effective support to all pupils every morning £5000 (subsidised from the school's main budget)	Each class is supported by a teaching assistant/HLTA in every morning x5 per week (Y1 to Y6) This is to boost attainment and intervene quickly when children have misconceptions	Monitoring.		<i>Each ½ term</i>
Teaching assistants/HLTAs to provide keep up interventions to pupils including pre teach sessions for less confident learners £7295	Pupils do not fall behind; they keep up with timely intervention in the moment. • Pre teach sessions build confidence for pupils before entering the main lesson.	Pupils do not fall behind; assessment is acted on immediately and pupils take part in a quick and immediate intervention. Misconceptions are addressed and worked on ready for the next lesson	Monitoring.		<i>Each ½ term</i>
<i>Children are able to talk about their feelings in a controlled way and acknowledge problems can be</i>	<i>Some PP children will attend nurture time to talk about their feelings. individuals.</i>	<i>Children open up and learn strategies to cope with learning and resilience to learning through well-being. They are actively supported with systems and practices for learning within the setting and beyond.</i>	<i>Intervention support will be continuous and structured.</i>	<i>CT/TAs and monitored by JS</i>	<i>Each ½ term</i>

<i>Children make expected or better attainment and talk with enthusiasm about their learning.</i>	<i>Pupil progress meetings will focus on how the PP children feel about their learning and areas of the curriculum they find both a strength and a development area.</i>	<i>Children are inspired by stories of people who have achieved something even if they once thought they wouldn't. They can begin to see that school teaches them skills which will enable them to be lifelong learners.</i>	<i>Monitoring presentation of their work and how this continues to be transferred to all school books/home learning books.</i>	<i>JS/CT</i>	<i>½ termly and pupil progress meetings.</i>
<i>Number fluency improves and supports calculations and reasoning.</i>	<i>Maths Mastery – Concrete to Pictorial to Abstract learning using White Rose/Maths No Problem and linking activities to relevance within the subject and across other curriculum areas.</i>	<i>The rationale is a suite of tools to enable I PPG to feel they can achieve in this area and value the different learning styles.</i>	<i>Across the academic year 2020 2021 our school was successful in being a part of the White Rose Maths/Maths No Problem.</i>	<i>JS/CT</i>	<i>Update in Staff Meetings and intervention for number fluency.</i>

Additional Barriers (external barriers)				
Subsidise educational visits for all pupils & support PGG pupils financially to enable them access to residential trips. £1000 Pupils to engage in Forest Schools x1 per week (YR to Y2)				
INTERVENTIONS TO SUPPORT SPECIFIC ACADEMIC BARRIERS INTERVENTIONS TO SUPPORT ALL ACADEMIC BARRIERS - £14 , 795				
5. Review of expenditure				
Previous Academic Year		2019-2020		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost
£ funding in the budget 2019-2020 although we had more pupils eligible across the academic year.	Intervention programmes were put in place from October 2018 to July 2019 delivered by Class Teachers before school and TAs across lunch time in small chunks.	The intervention programmes for Y1 to Y6 ; 1 evening per week for parent/child Mastery Maths after school evenings (Friday) for pupils inY6 and Literacy Planet Club for the younger age groups every Tuesday supported both PP and non-PP pupils. The after school clubs did not ‘draw’ in some PP pupils and 9.930 intervention was found the most effective for continuity.	Across 2019 2020 we will use the 9.-9.30 slot for most programmes for non-negotiables. TA time will be used to keep daily systems and practices going especially Reading Journals and number fluency. PP was also used to support extended visits, trips and school uniform with logos. Funding was topped up by the budget. One pupil benefitted from the wrap around care provision being funded by the school.	
6. Additional detail 2020-2021				
Support pupils with additional Sports Coaching for positive play and build resilience as learners. Across the academic year 2020-21 funding will be used to provide each class with extra HLTA and TA support.				