

<p>2019-2020 Pupil Premium Allocation for Kells Lane Primary School</p>	<p style="text-align: center;">April 2019-March 2020</p> <p style="text-align: center;">£40,840</p>
<p>Summary of main barriers to educational achievement faced by eligible pupils</p>	<ul style="list-style-type: none"> • Underdeveloped fine and gross motor skills • Underdeveloped social skills • Underdeveloped literacy skills • Underdeveloped maths skills • Access to language to further develop English • Access to educational resources and experiences • Behaviour – pupils with specific social and emotional needs which affect their learning
<p>How we will spend our allocated amount to address these barriers and why</p>	<ul style="list-style-type: none"> • In class learning support from teaching assistants. This is an inclusive approach that targets individual support and enables pupils to ask questions and make better progress during lessons. • 1:1 intervention planned by teachers and delivered by HLTAs (higher level teaching assistants) dependent on individual needs including reading, spelling and handwriting intervention. • Various social skills groups to help pupils develop friendships, build confidence and self-esteem. • Access to equipment and resources to enrich curriculum. • Investment into PSHE scheme to ensure emotional and social needs are being supported.
<p>How we measure the impact of these strategies at Kells Lane</p>	<ul style="list-style-type: none"> • All teachers track pupil progress on a daily basis and the school's Senior Leadership Team regularly check how much progress pupils make; this is done by observing lessons and checking progress in workbooks. • All teachers produce termly reports on the progress of all pupils in their class and have a follow up meeting with Mrs

	<p>Whistler to discuss what can be done to support any pupil falling behind.</p> <ul style="list-style-type: none"> • We evaluate how well pupils entitled to the pupil premium funding achieve in their SATS (Standardised Assessment Tests) at the end of Year 2 and Year 6 as well as those pupil premium children who achieve a GLD at the end of EY • We evaluate how well pupils entitled to the funding are doing in order to achieve age related standards in all year groups.
<p>How often we check we are doing the right things to support our pupils</p>	<ul style="list-style-type: none"> • September 2019 – individual action plans are written to outline how the funding for each pupil will be spent in the coming academic year. • The impact of expenditure for each pupil is reviewed termly at pupil progress meetings. • Pupil progress is reported to Governors and there is a Governor designated to monitor the progress of pupils entitled to pupil premium funding. • January 2020 – action plans are reviewed • May 2020 – actions plans reviewed • July 2020 – Pupil Premium Strategy Review and planning for 2020/21