

Pupil premium strategy statement

1. Summary information					
School	Kells Lane Primary School				
Academic Year	2020/21	Total PP budget	£43,520	Date of most recent PP Review	March 2020
Total number of pupils	446	Number of pupils eligible for PP	30 = 7%	Date for next internal review of this strategy	Jan 2021

2. Current attainment – taken from <u>spring</u> school data due to COVID19				
YEAR 6 - taken from predicted teacher assessment July 2020	<i>All pupils at Kells Lane</i>	<i>Pupils eligible for PP at Kells Lane</i>		<i>All pupils nationally</i>
% achieving expected standard in Reading, Writing and Maths combined	94%	83%	5/6	-
% achieving expected/exceeding progress in Reading	100%	100%	6/6	-
% achieving expected/exceeding progress in Writing	98%	100%	6/6	-
% achieving expected/exceeding progress in Maths	97%	83%	5/6	-
YEAR 5				
% achieving expected/exceeding progress in Reading	92%	86%	6/7	
% achieving expected/exceeding progress in Writing	88%	86%	6/7	
% achieving expected/exceeding progress in Maths	90%	86%	6/7	
YEAR 4				
% achieving expected/exceeding progress in Reading	83%	100%	1/1	
% achieving expected/exceeding progress in Writing	83%	0%	0/1	
% achieving expected/exceeding progress in Maths	80%	0%	0/1	
YEAR 3				
% achieving expected/exceeding progress in Reading	88%	56%	5/9	
% achieving expected/exceeding progress in Writing	83%	44%	4/9	
% achieving expected/exceeding progress in Maths	85%	67%	6/9	
YEAR 2				

% achieving expected standards in Reading, Writing and Maths combined	-	-	-	-
% achieving expected/exceeding progress in Reading	87%	N/A		-
% achieving expected/exceeding progress in Writing	78%	N/A		-
% achieving expected/exceeding progress in Maths	85%	N/A		-
% achieving expected standard in Phonic screening re- test	-	-	-	-
YEAR 1				
% achieving expected/exceeding progress in Reading	81%	50%	4/8	
% achieving expected/exceeding progress in Writing	74%	63%	5/8	
% achieving expected/exceeding progress in Maths	79%	63%	5/8	
% achieving expected standard in Phonic screening test	-	-	-	-
RECEPTION				
% achieving a Good Level of Development	-	-	-	-

3. Barriers to future attainment (for pupils eligible for PP, including high ability) – based on spring data due to COVID19	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	The gap in Year 4 (current Year 5) for writing and maths for PP and non PP children is greater than reading
B.	The gap in Year 3 (current Year 4) needs to close between PP and non PP children for reading, writing and maths with writing being significantly lower
C.	The gap in maths between PP and non PP children is slightly greater than writing and reading at the end of KS2
D.	All children have had their progress impacted due to school closure for COVID 19 and have missed key parts of the curriculum
E.	Emotional and social wellbeing may have been significantly impacted due to lockdown period
F.	Poor oral language skills and English as an additional language
G.	Under-developed fine and gross motor skills which impact on pencil control
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Complex family circumstances where parents/carers are struggling with a range of situations Parents not always engaging with home learning, for example, regular reading at home Children have complex emotional needs

4. Desired outcomes		
		<i>Success criteria</i>
A.	Children who demonstrate gaps in learning or are working below ARE will be supported through targeted interventions. Half termly plans focussing on small steps will be in place for individual children which will be monitored at the end of each half term, to gauge impact.	<ul style="list-style-type: none"> • PP children to make greater progress in writing and maths and be on track to meet ARE at the end of Year 5 • Secure understanding of phonics sounds and Year 5 SPAG will be evident in written work • Secure understanding of mathematical concepts which will be evident in child's work
B.	<p>Individual gaps will be identified for PP children and half termly interventions plans will be in place</p> <p>Regular and consistent phonics interventions will extend writing skills including SPAG</p> <p>Regular and consistent maths interventions to consolidate understanding and target any gaps/misconceptions</p> <p>Investment in books to develop reading for pleasure</p>	<ul style="list-style-type: none"> • The gap between PP and non PP children attaining R,W and M at the end of Year 4 will close • PP children will be on track to meet ARE at the end of Year 4 • Teacher termly assessments will show impact of interventions • PP children will make greater progress in writing than previous year
C.	<p>Individual gaps will be identified and half termly plans will be in place</p> <p>Regular interventions will take place to boost writing skills and SPAG</p> <p>Gaps in children's phonics will be identified and targeted</p> <p>Continued use of Doodle online learning to support English and spelling</p>	<ul style="list-style-type: none"> • Teacher termly assessments will show impact of interventions • PP children will make greater progress in writing than previous year • PP children will attain ARE at the end of KS2
D.	<p>Early identification of gaps in children's learning and targets set</p> <p>Regular interventions to target key skills that have been missed</p> <p>In class TA support to help PP children engage with daily lessons</p> <p>Continued use of Doodle</p> <p>CPG workbooks to be purchased for all children and sent out before summer holidays 2020</p>	<ul style="list-style-type: none"> • Gaps in learning will be closed and children will be able to access current year group curriculum with success • Evidence of impact will be clear through teacher assessments • Children's' confidence and resilience will be seen through their work and interactions in class
E.	<p>Nurture groups and 1:1 sessions to support emotional wellbeing and the transition back into school life</p> <p>Counselling service available to those children with the greatest/ more complex needs</p> <p>Wellbeing room created to create a calming, confidential work space</p>	<ul style="list-style-type: none"> • Children's emotional needs will be supported so that they are able to access their learning and the challenges they face with confidence and self-belief • Children will feel supported to adjust to any new home/school situations they are now faced with • Children will be happy and enjoy coming to school
F.	<p>Children will increase their vocabulary and understanding of spoken English, applying new vocabulary across all areas of their learning.</p> <p>Targeted interventions and small group work will help to build upon and extend new language skills and concepts.</p>	<ul style="list-style-type: none"> • Children in EY who have poor language acquisition will make rapid progress • Children will understand new vocabulary in context when reading

	Investment into EAL resources to help develop vocabulary	<ul style="list-style-type: none"> Children's understanding of new vocabulary will be evident in their written work Termly teacher assessments will show impact of children's vocabulary development
G.	Investment into fine motor resources Time given to additional OPAL provision to develop gross motor skills	<ul style="list-style-type: none"> Children will develop their fine motor skills which will impact on pencil control Children's gross motor skills will be developed and they will have greater control over their bodies and movements.

5. 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?	When will you review implementation?	Staff lead	Outcome
Pupils make good, secure progress across all areas of the curriculum, with a focus on reading, writing and maths.	<p>Targeted interventions through the support of teachers, support staff and additional resources that will specifically enhance individual learning.</p> <p>Individual children's progress will be closely monitored and interventions and support will be adapted to meet their needs.</p> <p>Children's progress will be monitored across their year group, not just at the end of a key stage.</p>	<p>Research suggests that an <i>"individualised approach to addressing barriers to learning and emotional support, at an early stage, rather than providing access to generic support and focusing on pupils nearing their end-of-key-stage assessments"</i></p> <p>Earlier intervention will ensure that any children not making ARE progress will be identified and targeted sooner.</p>	On a half termly basis	Deputy Head teacher/SLT	<p>Autumn</p> <p>Spring</p> <p>Summer</p>

Children will be emotionally ready to learn and make good progress across their learning.	Children will be supported through nurture groups and 1:1 sessions in order for their emotional wellbeing to be supported, following the disruption caused by COVID19. Resources will be used to support children and enable them to communicate their anxieties and find ways in which they can manage their feelings. Children will have access to a counsellor where appropriate.	The evidence shows that PSHE education can improve the physical and psychosocial wellbeing of pupils. A virtuous cycle can be achieved, whereby pupils with better health and well-being achieve better academically <i>PSHE Education: A Review of Impact and Effective Practice, DfE, 2015</i>	On a half termly basis	Deputy Head teacher/SLT	Autumn Spring Summer
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ii. Targeted academic support

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	When will you review implementation?	Staff lead	Outcome
Early Years – Nursery children to have a secure development in relation to the prime areas – Communication and Language, Physical Development and Personal, Social and Emotional Development, taking into account their age Reception PP children to be on track to meet ELGs and achieve a GLD (Good Level of Development)	EY to plan targeted interventions to meet individual needs using Development Matters and the EYFS to ensure children are working at an age related expectation. Use of Doodle maths, English and spell to support development of skills.	EY children need to be secure within the prime areas in order to enable them to make progress within the specific areas of the EYFS. Children learn best when their curriculum is tailored towards their individual interests and needs, working within smaller groups or 1:1.	On a half termly basis	Deputy Head teacher/EY phase leader	Autumn Spring Summer

<p>Year 1 –</p> <p>Children who have gaps in their learning from not completing their time in EYFS will make good progress and be ready to access the national Curriculum</p>	<p>Additional phonics interventions within a small group, with a particular focus on reading with fluency.</p> <p>Additional story time delivered by a teacher to model good reading to support fluency and expression.</p> <p>Use of Doodle maths, English and spell to support development of skills.</p>	<p>Following the disruption caused by the COVID pandemic, year 1 children have missed a significant part of the EY curriculum. In order to be able to access the National Curriculum for Y1, they will need support to close any gaps. Reading will be crucial to enable the children to access their learning independently in Y1.</p>	<p>On a half termly basis</p>	<p>Deputy Head teacher/KS1 phase leader</p>	<p>Autumn</p> <p>Spring</p> <p>Summer</p>
<p>Year 2 –</p> <p>PP children will be working in line with their peers and the gap will close between PP and non PP children attaining end of year expectations for reading, writing and maths.</p> <p>All children will have a secure knowledge of</p>	<p>Additional phonics interventions within a small group, with a particular focus on reading with fluency.</p> <p>Additional story time delivered by a teacher to model good reading to support fluency and expression.</p>	<p>Children have missed a significant part of the phonics curriculum. Previous assessment shows that PP children were working behind their peers across reading, writing and maths with reading in particular being significantly lower. Reading skills will be crucial in order for children to be able to access the Y2 curriculum whilst also ensuring key parts of the Y1 curriculum that were missed, are taught.</p>	<p>On a half termly basis</p>	<p>Deputy Head teacher/KS1 phase leader</p>	<p>Autumn</p> <p>Spring</p>

<p>phonic sounds and be able to apply their skills to read with fluency and understanding.</p> <p>Children will pass phonics screening test – <i>following government guidance</i></p> <p>Children with EAL will have a secure understanding of new vocabulary</p>	<p>Writing interventions with a focus on sentence composition and structure.</p> <p>Maths support to target problem solving and reasoning skills to develop independence.</p> <p>Doodle maths, English and spell to be used to support and deepen knowledge.</p> <p>EAL resources to support development of new vocabulary.</p> <p>Support in class to apply new vocabulary to their learning.</p>				<p>Summer</p>
<p>Year 4 –</p> <p>PP children will be working in line with their peers and the gap will close between PP and non PP children attaining end of year expectations for reading, writing and maths.</p> <p>Children will be emotionally ready to learn and face new challenges</p>	<p>Writing interventions with a focus on developing extended writing. Support to develop ideas and narratives.</p> <p>Focus on developing spelling accuracy</p> <p>Interventions to develop maths reasoning and problem solving skills</p> <p>Doodle maths, English and spell to be used to support and deepen knowledge.</p> <p>Nurture group/school counsellor where appropriate.</p>	<p>Previous assessment shows that PP children in this year group were working behind their peers, with writing being significantly lower.</p>	<p>On a half termly basis</p>	<p>Deputy Head teacher/Lower KS2 phase leader</p>	<p>Autumn</p> <p>Spring</p> <p>Summer</p>

