

## Killigrew Primary School and Nursery Pupil Premium Strategy Statement 2020-2021

### School overview:

Killigrew Primary School and Nursery School has a relatively small proportion of children in receipt of pupil premium funding. However, of the 35 children who are eligible for funding, 57% have pupil premium status coupled with additional need and 89% are currently eligible for free school meal funding.

Metric	Data
School name	Killigrew Primary and Nursery School
Pupils in school	397
Proportion of disadvantaged pupils	9%
Pupil premium allocation this academic year	£44,385 (October 2020 census)
Academic year or years covered by statement	2020-2021
Publish date	January 2021
Review date	January 2022
Statement authorised by	Tracy Mylotte
Pupil premium lead	Karen Morley
Governor lead	Shai Popat

### Disadvantaged pupil progress scores for last academic year (2019 KS2 SATS)

Measure	Score
Reading	2.28
Writing	1.21
Maths	0.31

### Disadvantaged pupil performance overview for last academic year (2018-2019)

Measure	Score (%)
Meeting the expected standard at KS2	
Reading	76.9
Writing	76.9
Maths	84.6
Spelling and Grammar	85
RWM combined	69.2
Achieving the higher standard at KS2	

Reading	38.5
Writing	30.8
Maths	23.1
Spelling and Grammar	31
RWM combined	15.4

### Strategy aims for disadvantaged pupils

Measure	Score
Meeting the expected standard at KS2	All attainment measures will be above national outcomes and the gap between eligible children and 'school other' will be narrowed year on year.
Achieving high standard at KS2	All attainment measures will be above national outcomes and the gap between eligible children and 'school other' will be narrowed year on year.
Progress measure	All progress measures will be positive and the gap between eligible children and 'national and school other' will be narrowed year on year.
Achieving a 'Good Level of Development' (GLD) on exit from Early Years	All eligible children will leave Early Years at a GLD. For children with SEN, their progress will be accelerated within the Early Years Key Stage.

Teaching priorities for current academic year – for all children and particularly eligible children

Aim	Target	Target date
High quality teaching provision for all children.	<ul style="list-style-type: none"> <li>- All children will make expected progress across the year, including eligible children.</li> <li>- The majority of children, and particularly eligible children, will reach age related expectations.</li> <li>- Through the provision of an ambitious and creative curriculum, children will enjoy learning and gain the knowledge and cultural capital they need to support future learning. Their progression will be evident when assessed against our curriculum progression documents for each subject.</li> <li>- All teaching will be consistently good and supported by high quality mentoring</li> </ul>	Ongoing Summative Data Review: September baseline, January, April and July.
High quality remote learning provision for all children.	<ul style="list-style-type: none"> <li>- Through the provision of excellent home learning (reference Remote Learning Guide 2020-2021) all children will continue to make good progress during periods of remote schooling.</li> <li>- Additional targeted teaching will be provided remotely for children who need additional support.</li> </ul>	Ongoing and subject to weekly review.
Catch Up intervention	<ul style="list-style-type: none"> <li>- Children who need to catch up in order to reach or exceed age related expectations will make accelerated progress through carefully planned 'catch up' interventions.</li> </ul>	Ongoing (via remote learning) and in school.
The majority of children reach age related expectations in reading and make expected progress in all year groups.	<ul style="list-style-type: none"> <li>- Eligible children who are below age related expectations will catch up quickly through extra reading support. This will be particularly targeted for Reception children.</li> <li>- Carefully chosen class books and resources will engage all children. During remote learning, books will be sent home to support reading and online materials will be used to supplement curriculum teaching.</li> <li>- Guided Reading activities will support children to focus for longer and talk with</li> </ul>	Ongoing  Ongoing

<p>A rising percentage of children will reach 'greater depth' on exit from Reception, KS1 and KS2.</p>	<p>confidence about what they have read or heard. They will improve children's breadth of vocabulary and curiosity about language. Pre-teaching will support higher attainment.</p> <ul style="list-style-type: none"> <li>- Shared reading will improve the children's understanding of the link between spoken word and the words on the paper.</li> <li>- Guided Reading activities will teach children how to use grammar cues to support their understanding of words and phrases.</li> </ul>	<p>Ongoing</p>
<p>Phonics outcomes in Reception and Year 1 will improve.</p>	<ul style="list-style-type: none"> <li>- Through early streaming and skilled teaching, phonics outcomes on exit from Year 1 and Reception will improve, particularly for eligible children.</li> <li>- Book displays in Reception encourage the children to explore words and sounds independently.</li> <li>- In Reception and Year 1, the books sent home are carefully chosen to match the child's current phonics level in order to enhance their learning.</li> <li>- All adults teach phonics with integrity and appropriate pace.</li> <li>- The most experienced teachers are placed with the most vulnerable phonics group.</li> <li>- One to one phonics sessions ensure that all children reach at least age related expectations.</li> <li>- Termly tracking identifies children who would benefit from one to one intervention.</li> </ul>	<p>Ongoing</p>

### Targeted academic support for current academic year

Measure	Activity
<p>Pupil Focus Meetings to support early intervention.</p> <p><i>We are identifying children who are making less than expected progress through book scrutiny and data review.</i></p>	<ul style="list-style-type: none"> <li>- The SLT identify individual children who are not making expected progress or who have fallen behind (through Tapestry monitoring, book reviews, lesson observations and data analysis).</li> <li>- Phase leaders discuss these children with the class teacher at least half termly. The children</li> </ul>

<p><i>We are tracking pupils and evaluating outcomes through regular book reviews and summative data analysis.</i></p>	<p>are specifically targeted on teacher planning and discussed in appraisal reviews.</p> <ul style="list-style-type: none"> <li>- Phase leaders update the SLT half-termly on the progress of the identified children.</li> <li>- For disadvantaged children (with additional needs), who have made less than expected progress, the SENCO works with the class teacher in order to maximise pupil progress promptly.</li> <li>- When learning at home, disadvantaged children are tracked every week by the SLT to ensure that they are accessing remote learning provision.</li> </ul>
<p>Personalised small group interventions support rapid progress.</p> <p><i>We are personalising small group interventions in order to address individual learning needs and maintain a broad and balanced curriculum offer.</i></p> <p><i>We are monitoring outcomes through observation and book reviews.</i></p> <p><i>1-1 Tutoring and Catch Up Funding is used to support accelerated progress for vulnerable children.</i></p>	<ul style="list-style-type: none"> <li>- In order to maintain a broad and balanced curriculum offer, as many interventions as possible take place in the classroom and support the curriculum teaching in all subjects.</li> <li>- Regular training ensures that additional adults are confident when teaching writing, spelling and maths. Extra INSET has been focussed around effective ways to revisit and revise prior learning, then move on rapidly to age appropriate objectives.</li> <li>- Interventions are personalised to ensure that areas for development are promptly and specifically targeted – particularly in relation to a catch- up curriculum.</li> <li>- For extra-curricular interventions, parents receive a letter detailing the purpose of the programme followed by a phone call if the place is not accepted. Extra-curricular interventions are planned before and after school to improve attendance. Breakfast is provided, when necessary, within intervention time.</li> <li>- The SENCO sources or develops personalised interventions for children with additional need. They train additional adults to deliver these effectively.</li> <li>- Catch Up funding is partly used to provide additional teacher led interventions outside school hours and teaching assistant led small group teaching within school hours.</li> <li>- Catch Up funding is also used to facilitate additional tutoring opportunities for very small group teaching via the National Tutoring Programme (reference Catch-Up Funding Strategy).</li> </ul>

<p>One to one tutoring supports rapid progress.</p> <p><i>We are running one to one reading tutoring sessions to accelerate reading fluency and enhance comprehension strategies, particularly linked to inference.</i></p> <p><i>We are measuring outcomes through summative data analysis and pupil voice.</i></p>	<ul style="list-style-type: none"> <li>- Year 6 teachers provide one to one reading tutoring in the spring and summer term to target rapid improvement.</li> <li>- The one to one readers list prioritises vulnerable disadvantaged children.</li> <li>- Additional one to one support helps vulnerable disadvantaged children to complete homework tasks.</li> <li>- Additional tutoring via the National Tutoring Programme (reference Catch-Up Funding Strategy).</li> </ul>
<p>Improved provision through smaller class sizes and targeted high quality teaching.</p> <p><i>We are enhancing immediate feedback opportunities through the placement of additional teaching capacity in vulnerable classes.</i></p> <p><i>We are tracking progress through termly data analysis, lesson observations and book reviews.</i></p>	<ul style="list-style-type: none"> <li>- Employing an extra teacher in Year 6 reduces class sizes and enables more targeted teaching linked to immersive feedback.</li> <li>- The Deputy Head teacher teaches English in selected year groups with a focus on vulnerable children’s attainment and progress.</li> <li>- Using additional teacher capacity in Y3 and Y5 for five mornings enables more smaller group teaching linked to immersive feedback</li> </ul>
<p><b>Barriers to learning these priorities address:</b></p> <ul style="list-style-type: none"> <li>o If eligible children do not make at least expected progress year on year, they are in danger of falling behind. By focusing on disadvantaged children’s progress, the Senior Leadership Team help teachers to consider different ways overcome obstacles in the children’s learning. Through delivering interventions in the classroom throughout the day, the children’s work is improved within the context of their usual learning.</li> <li>o Because disadvantaged children may have less opportunity to read with an adult outside school, a one to one approach works best when teaching reading. This is because the focus can be on supporting reading fluency through hearing the child read regularly and at length.</li> <li>o In a larger class, opportunities for immediate and detailed teacher feedback can be limited due to pupil numbers. Smaller class sizes mean that areas for development are promptly and thoroughly addressed within the lesson. Misconceptions are minimised through early intervention.</li> <li>o 57% of the children in school who are eligible for pupil premium funding have an additional need. By deliberately reducing the amount of children in the group with the highest need, progress and attainment is maximised through focussed teacher support.</li> </ul>	
<p><i>Projected spending</i></p>	<p>£28,135</p>

## Wider strategies for current academic year

Measure	Activity
<p>Providing emotional and social support for vulnerable children and their siblings through focussed nurture provision.</p> <p><i>We are measuring the effectiveness of provision through baseline and exit questionnaires and collecting feedback all stakeholders.</i></p>	<ul style="list-style-type: none"> <li>- Twice weekly sessions for small groups of pupils (and their siblings) who need additional social and emotional support through the school nurture support programme.</li> <li>- Additional smaller social and emotional support groups supplement these sessions.</li> <li>- Regular review of pupils who are in the sessions to ensure that the support continues to be beneficial and to aid speedy transition back into afternoon lessons.</li> <li>- Use of specialist support for specific children who need a more focussed approach to improve their mental health and wellbeing.</li> <li>- Appointment of a Mental Health and Wellbeing Lead in school to facilitate the targeted use of Jigsaw materials and other strategies to support all children, but particularly those that are more vulnerable.</li> </ul>
<p>Providing transition support for disadvantaged children.</p> <p><i>We are providing 'between year group' transition support for eligible children and tracking children who are new to the school from their point of entry.</i></p> <p><i>We are tracking the children's progress from their entry point to the year group to ensure that the children are making at least expected progress in the first term.</i></p>	<ul style="list-style-type: none"> <li>- Prompt notification of new children starting school who are eligible for PP funding. If needed, an additional action plan ensures that the child settles quickly into school and makes good progress.</li> <li>- When required, the class teacher arranges an early parent meeting to discuss progress and any pastoral needs.</li> <li>- Between year group transition meetings take place earlier, with additional opportunities for the children to spend some time with their new teacher prior to the new year starting.</li> <li>- Teachers observe children in their previous class to support transition.</li> <li>- Extended NQT induction ensures that new teachers are ready and prepared to support vulnerable children.</li> <li>- The SENCO assists the 'between year' transition processes by observing children with additional need alongside the new class teacher and helping them to plan to support the child immediately from entry.</li> <li>- For specific children with additional needs transition starts earlier with support from the HUB staff.</li> </ul>
<p>Early Identification and continued early support for disadvantaged children.</p> <p><i>We are identifying children who may be eligible for funding early and, if</i></p>	<ul style="list-style-type: none"> <li>- In preparation for Reception, there is an extended 1-1 parent/teacher meeting for all children new to the school.</li> <li>- An experienced TA interacts with the child in this meeting and creates an entry pro-forma to aid early support.</li> </ul>

<p><i>needed, providing immediate academic, emotional and social support.</i></p> <p><i>We are monitoring the amount of families who register for funding compared to previous years. We are conducting observations to identify how the children have transitioned into Reception and tracking the information from the pre-joining questionnaires onto planned activities.</i></p>	<ul style="list-style-type: none"> <li>- Use of the Early Adopter Reception Baseline analysis to identify the needs of more vulnerable children early.</li> <li>- To encourage families to register for funding, a percentage of funding will be identified and put aside so that families can self-select from a menu of options. This will be introduced for the new Reception intake and for existing children receiving PP funding.</li> </ul>
<p>Improving attendance and punctuality.</p> <p><i>We are improving attendance and punctuality through enhanced communication and family support.</i></p> <p><i>We are tracking attendance and punctuality half-termly with a focus on consistently good attendance.</i></p>	<ul style="list-style-type: none"> <li>- Continuous liaison with the parents of children with poor attendance (including meetings with external parties).</li> <li>- Teachers talk to parents about the impact of low attendance and lateness during all parent consultation meetings and during ad-hoc meetings.</li> <li>- The SENCO supports the Head Teacher in promoting good attendance by liaising with the parents of eligible children with additional need.</li> <li>- A termly report to governors will track this objective.</li> </ul>
<p>Supporting low adult literacy levels</p> <p><i>We are supporting this through enhanced home learning support for children.</i></p>	<ul style="list-style-type: none"> <li>- Homework instructions are recorded over the slides and documents to support access for vulnerable families. If their technology in the home is limited, the teacher talks to parents regularly to help them understand the paper based work sent home. This is weekly during periods of home learning.</li> <li>- We have issued lap tops to families who are able to use this technology at home to enable them to access live teaching.</li> <li>- One to one reading tutoring supports targeted children.</li> <li>- We are recording short lessons in phonics and grammar to help improve parents understanding. These can be viewed on a phone or other mobile device.</li> </ul>
<p>Enhancing cultural capital through curriculum enrichment.</p> <p><i>We are gathering pupil voice and tracking curriculum provision in long-term plans. We are observing entry and exit points in history and geography and tracking attendance at curriculum enrichment activities like Fit Club, library sessions and music and PE extra-curricular events.</i></p>	<ul style="list-style-type: none"> <li>- An offsite learning opportunity or an in-school enrichment experience is carefully chosen and offered termly in every year group. If needed, these are fully funded for children in receipt of PP funding</li> <li>- Fit club supports children in making healthy life style choices.</li> <li>- Opening the school earlier and during lunchtimes allows children to work with the librarian to access and choose high quality books for use at home and in school.</li> </ul>

	<ul style="list-style-type: none"> <li>- Priority places for free extra-curricular provision to children in receipt of pupil premium funding. The music and PE teachers encourage the attendance of eligible children particularly during lunch time sessions.</li> <li>- Once enrichment days and entry points are planned, costumes and props are sourced for eligible children to access.</li> <li>- Sports Premium funding is used to provide 'sports at home' kits for disadvantaged children.</li> </ul>
<p><b>Barriers to learning these priorities address:</b></p> <ul style="list-style-type: none"> <li>o A growing number of eligible pupils need additional emotional and social support in school in order for them to learn to the best of their ability.</li> <li>o Disadvantaged children can find it difficult to settle into school, particularly if they have changed schools a number of times. Historically, children who have entered the school late have lower levels of attainment and progress.</li> <li>o Children in receipt of pupil premium funding can find the transition time between different year groups more difficult and take longer to settle into learning.</li> <li>o Historically, the attendance of children in receipt of pupil premium funding is lower than those who are not in receipt of the grant. They are often late arriving at school and therefore miss important spelling and phonics sessions.</li> <li>o It can be difficult for a parent or carer to support their child's learning at home due to their own learning needs.</li> <li>o Eligible children may have limited opportunity for curriculum enrichment including the opportunity to access books and other resources at home.</li> </ul>	
Projected spending	£14,250

### Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	<p>Some adults in KS2 lack confidence in teaching phonics despite training.</p> <p>A small number of children are unable to access age related texts in guided reading and also need additional spelling teaching.</p>	<p>A phonics lead teacher supports less confident adults through a programme of team teaching.</p> <p>The most skilled teaching assistant works with the children who need additional teaching.</p> <p>The 'Fresh Start' assessment materials identify weaker areas linked to either reading or spelling. If appropriate, children enter this programme.</p>
Targeted support	<p>Maths interventions cannot be incorporated into foundation lesson teaching.</p> <p>One to one tutoring is time and resource heavy. It must be completed by a skilled teacher.</p>	<p>Maths interventions are timetabled carefully so that the child does not miss the same lessons over the term.</p> <p>Most of the tutoring is completed during silent reading time so that</p>

		teaching assistants can supervise the remaining children.
Wider strategies	<p>Sometimes transition out of the social and emotional support group is not timely enough and the child misses too much curriculum time.</p> <p>Some adults are difficult to engage and do not attend meetings in school.</p>	<p>Baseline assessments are compared to end of half-term assessments. Teachers complete a survey to identify impact in class and plan mitigating strategies to support successful transition.</p> <p>Teachers talk to the parents frequently at the start of the year, relaying positive information to build a relationship of trust early.</p>

### Review: last year's aims and outcomes

1. Summary information					
School	Killigrew Primary School and Nursery				
Academic Year	2019-2020	Total PP budget	£29,040	Date of most recent PP Review	January 2021
Total number of pupils	410	Proportion of disadvantaged pupils	5%	Date for next internal review of this strategy	January 2022

Current attainment (KS2 exit 2019 compared to previous years)							
	2017 Killigrew pupils eligible for PP	2018 Killigrew pupils eligible for PP	2019 Killigrew pupils eligible for PP	2017 Pupils not eligible for PP (national average)	2018 Pupils not eligible for PP (national average)	2019 Pupils not eligible for PP (national average)	2019 Pupils not eligible for PP (school other)
% achieving in reading, writing and maths	42%	67%	69.2%	67%	70%	71%	80%
Progress points for reading	0.51	3.29	2.28	0.33	0.31	0.32	-0.39
Progress points for writing	-3.30	0.32	1.21	0.17	0.24	0.27	1.47

Progress points for maths	-0.6	-0.39	0.31	0.28	0.31	0.37	1.08
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Aim	Outcome															
The attainment and progress for pupils in receipt of pupil premium funding will be at least in line with national figures.	<p><u>2019 KS2 exit data</u></p> <p>Eligible pupils' attainment and progress is above comparative measures for National, Herts and St Albans in all core subjects (at both the expected standard and at greater depth).</p> <p><u>Predictive data for 2020:</u></p> <p>Actual Progress Feb 2020 (5.95 reading and 4.48 maths)</p> <table border="1"> <thead> <tr> <th></th> <th>% at age related expectations</th> <th>% above age related expectations</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>67%</td> <td>50%</td> </tr> <tr> <td>Writing</td> <td>67%</td> <td>33%</td> </tr> <tr> <td>SPAG</td> <td>100%</td> <td>67%</td> </tr> <tr> <td>Maths</td> <td>100%</td> <td>16%</td> </tr> </tbody> </table> <p>This year, more detailed tracking of outcomes and progress in the Early Years Key Stage is a priority.</p>		% at age related expectations	% above age related expectations	Reading	67%	50%	Writing	67%	33%	SPAG	100%	67%	Maths	100%	16%
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Emotional and social support - eligible children will be able to learn to the best of their ability because their emotional and social needs are met.	<p>Up until lockdown, nurture provision supported children emotionally and socially. Exit assessments show positive progress and parent and teacher voice was unanimously positive about the impact of provision on both academic progress and self-regulation. Lockdown meant that this support could not take place as usual, but the children who returned to school in the summer term were supported by 1-1 mentoring.</p>															
Pupil mobility - children who join the school late and who are working below age related expectations will catch up quickly.	<p>Any children joining late in the school year were assessed rapidly and a programme of academic and emotional support was put in place.</p>															
Transition Points - children in receipt of pupil premium funding will settle quickly into their new class and their learning needs will be met promptly	<p>The children settled quickly into class in September 2109 and book scrutiny suggested that they made good progress in the Autumn and first Spring term. When some children</p>															

	returned after lockdown in the Summer term, catch up teaching focussed on teaching the most important curriculum objectives.
Early identification and support - eligible children will be identified early so that their progress, attainment and social and emotional well-being can be supported as soon as they enter school.	Teacher meetings and one to one play sessions meant that the interests and learning needs of children 'new to the school' were identified early. Planning was adapted to engage and support these children from the offset and these children settled quickly into class. This year, we have more children in receipt of EYSPP than ever before.
Attendance and punctuality - eligible children will have the same high levels of attendance as their peers. They will arrive at school on time.	Compared to the end of year figures for July 2018, in July 2019 the attendance of disadvantaged children improved. (62% of eligible children above 95% at the end of the year). At the time of the 2021 lockdown, eligible pupils' attendance was still improving and was at 91% (95.6% when excluding a group of children with additional vulnerability). However, this work needs to be continuous and include the monitoring of engagement in remote learning.
Attendance at out of school interventions - there will be 100% take up for after school interventions unless other circumstances like existing clubs prevent attendance.	Intervention provision for eligible children has been primarily in school hours and thus well attended. When utilising catch up funding this must be replicated.
Low adult literacy levels - children whose parents have low literacy levels will receive additional support at school, so they are not disadvantaged.	The provision of 1-1 tutoring and the 1-1 readers' programme supported eligible children both academically and emotionally up until the March 2020 lockdown. Additional reading and spelling support was put in place for children who attended school in the summer term.
Out of school learning opportunities - the school will provide eligible children with as many learning experiences as possible outside school.	All children attended offsite visits and in-school enrichment opportunities linked to the curriculum. However these were stopped in the Spring term due to lockdown. In Google Classroom, teachers continued to offer opportunities to gain cultural capital, but these could not replace the value of enrichment learning opportunities.