



## Kingsland Primary School

Pupil Premium-Action Plan 2020-2021-

Amount awarded for 2020-2021 **£203,000**

Barriers to future attainment (for pupils eligible for PP, including high ability)	
In school barriers (issues to be addressed in school)	
A	Children identified as needing academic interventions to diminish the difference in reading, writing and maths
B	Children that face adverse childhood experiences resulting in low confidence, low resilience levels and who have difficulty socially and emotionally.
C	Families facing financial hardship may find it difficult to pay for school visits and residential opportunities
D	Children who would benefit from targeted Phonic, Speech and Language programme in order to accelerate progress.

External barriers	
E	Data analysis indicates that the attendance of our Pupil Premium children is not as good as all other children. Through increased attendance at school children will access the required learning and be better placed to achieve higher attainment

	Desired outcomes	
	Desired outcomes	Success criteria
A	Pupil Premium children will receive interventions-pre teach and keep up resulting in accelerated progress being made.	Pupil progress data indicates the in-school difference is diminishing.
B	As a result of Family Support intervention, Nurture, CHERISHTherapy sessions, Play therapy programme or Therapeutic Mentoring children's well-being will improve and progress and attainment will increase. The children's resilience skills will be enhanced	Pupil progress data indicates the in-school gap is diminishing. In school questionnaires/interviews will demonstrate that children feel well supported and more confident to learn. The children will be emotionally able to access learning.
C	Pupil Premium children will attend all visits available to them to further develop life experiences and develop personally	Children will use residential and other visits to broaden their horizons, raise aspirations and use these experiences as a starting point and/or basis for their learning.



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D	Speech and Language/phonic trained staff to support Pupil Premium children across school with language acquisition, specific speech and language difficulties and to develop fluency.	Pupil Premium children to be fluent in their speech and language to support their acquisition of phonics and early literacy.
E	To increase the attendance of Pupil Premium children through partnership work with parents.	The in-school attendance difference between Pupil Premium children and non-Pupil Premium children will diminish.

Amount awarded for 2018-2019 **£205,920**

Barriers	Action taken to increase attainment of Pupil Premium children and cost	Total Cost	Impact on Pupil Premium children
A - Children identified as needing academic interventions to diminish the gap in reading, writing and maths.	<p>The following staff will deliver quality first interventions-pre-teach and keep up to ensure accelerated progress:</p> <p>2x LSA 3 to deliver interventions and support in Year 1/2 (part time) - £20000</p> <p>2x LSA 3 to deliver interventions and support in Year 3/4 (part time) - £20000</p> <p>2x LSA 3 to deliver interventions and support in Year 5/6 (part time) - £2000</p> <p>HLTA to deliver phonic interventions and support in Year 1 -£16755</p> <p>SEND support for key stage 1/2- £9000</p> <p>To ensure close monitoring of all pupils groups-£12400</p> <p>Assistant headteachers</p> <p>Maths/English -£32000</p>	£ 142,535.00	Pupil progress data indicates the in-school difference is diminishing.



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	<p>Subscription to Education City £3500 Subscription to First News £840 MY Maths Subscription £ 540.00 Music support £4500 Storytime magazine £1000.00</p>		
<p>B - Children that face adverse childhood experiences resulting in low confidence, low resilience levels and who have difficulty socially and emotionally.</p>	<p>Family Support worker to provide help and support to families e.g. benefits support, housing issues, relationship breakdown support and parenting skills. The Family Support worker will lead Early Help meetings and attends Child In Need and Child Protection meetings. She liaises with a multitude of different agencies ensuring all safeguarding issues are dealt with. 2 days per week - £16,333.00 2 x LSA 3 to deliver KS1 and KS2 specialised intervention -£9600</p>	<p>£25933.00</p>	<p>Pupil progress data indicates the in-school difference is diminishing. The children will be emotionally able to access learning. In school questionnaires/interviews will demonstrate that children feel well supported and more confident to learn. We have trained one of our members of staff in CHERISH and hopefully this will support our nurture/inclusion team going forward. All responses from our questionnaires and interviews children really benefit from this support-The majority demonstrating increased resilience and more responsive to learning in the classroom. During the national lockdown-Our PSA was busy in supporting families applying for hardship funds and making weekly deliveries to food</p>



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			banks to ensure no families went hungry.
C – Families facing financial hardship may find it difficult to pay for school visits and residential opportunities.	Residential and trip subsidy - £1,600 In school activities such as the bird of prey/Christmas pantomime - £1000 Providing £50.00 towards transport for main trip once a year-£600.00	£3,200.00	Children will use residential and other visits to broaden their horizons, raise aspirations and use these experiences as a starting point and/or basis for their learning.
D - Speech and language teacher assistant to support Pupil Premium children across school with language acquisition, specific speech and language difficulties and to develop fluency using well comm toolkit	Speech and Language teacher assistant KS1 & KS2 x2 –to work in school 2 half days a week. £4800.00 Well comm toolkit £1000.00	£5800.00	Pupil Premium children to be fluent in their speech and language to support their acquisition of phonics and early literacy.
E - Data analysis indicates that the attendance of our Pupil Premium children is not as good as all other children. Through increased attendance at school children will access the required learning and be better placed to achieve higher attainment	Attendance Officer 1 day per week – £2800 Attendance Administrator – £20000 Three points of contact made, letters, referrals, meetings with parents to support attendance, home visits, collecting children, work with PA children on developing strategies for good attendance.	£22800.00	
School Uniform support/bus fairs/school snacks	School Uniform	£2000.00	
	<b>Total</b>	<b>£202268</b>	



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		<b>Total</b>	<b>£206920</b>

Appendix one.

<b>Reading</b>	<b>KS2 WTS</b>	<b>KS2 EXS</b>	<b>KS2 GDS</b>
<b>No Data</b>		1 5.3%	
<b>HNM</b>			
<b>BLW</b>			
<b>PKF</b>			
<b>WTS</b>	1 5.3%	2 10.5%	
<b>EXS</b>		5 26.3%	1 5.3%
<b>GDS</b>			9 47.4%
<b>Writing</b>	<b>WTS</b>	<b>EXS</b>	<b>GDS</b>
<b>No Data</b>	1 5.3%		
<b>HNM</b>			

Of the 18 'matched' pupils:

All of the Disadvantaged pupil consolidated from their KS1 Prior Attainment Assessments 'starting points'

R-17%, W-33%, M-39% were assessed as 'exceeding' from KS1 starting point judgement.

All pupils who were GDS at KS1 remained GDS at the end of KS2.



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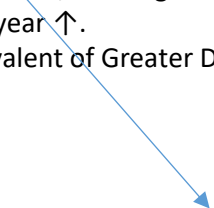
<b>BLW</b>					
<b>PKF</b>	2	10.5%			
<b>WTS</b>			1	5.3%	
<b>EXS</b>			7	36.8%	5
<b>GDS</b>					3
<b>Mathematics</b>	<b>WTS</b>		<b>EXS</b>		<b>GDS</b>
<b>No Data</b>			1	5.3%	
<b>HNM</b>					
<b>BLW</b>					
<b>PKF</b>					
<b>WTS</b>			2	10.5%	
<b>EXS</b>			7	36.8%	5
<b>GDS</b>					4



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FFT analysis tables shown below shows that the average scaled score for Y6 disadvantaged (labelled FSM6) group of 18 pupils with 'matched' data The Reading Scaled score was 110.2, Writing 109.8 and Maths 110.1 and is indicated as significantly above (green) the 'national average' and significant improvement on the previous year ↑.

A high score of 110 is the equivalent of Greater Depth and shows this group had a good scores/ level of 'attainment' overall.





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## Attainment & progress

Pupils		Attainment					Progress		
		Scaled Score Reading			Scaled Score Reading		Scaled Score Reading		
		FSM6	Not FSM6	Gap	FSM6	Not FSM6	Gap	FSM6	Not FSM6
Summary	All Pupils	18	10	110.2	107.5	2.7	2.7	1.1	1.6
Gender	Male	7	6	107.1	107	0.1	1.7	-0.9	2.6
	Female	11	4	112.1	108.3	3.8	3.4	4.2	-0.8
FFT Prior Attainment	Higher attainers	5	2	117.2	116	1.2	4.3	2.8	1.5
	Middle attainers	10	6	109.3	105.5	3.8	1.7	-1.5	3.2
	Lower attainers	2	2	99.5	105	-5.5	3.4	7.3	-3.9
SEN Group	SEN Support	5	2	105.4	106.5	-1.1	3	4.1	-1.1
	No SEN	13	8	113	107.6	4.2	2.6	0.4	2.2
Ethnic Group	White	12	8	109.6	108.1	1.5	3	1.9	1.1
	Not White	6	2	111.3	105	6.3	2	2	4

Reading Progress – All scaled scores are positive figures for FSM6 Progress for each of the disadvantaged groups. High and Low Prior Attainers scored +4.5 and +3.4 respectively than FFT estimated which indicates outstanding progress.





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### Attainment & progress

Pupils			Attainment			Progress			
			Scaled Score Writing <small>DfE</small>			Scaled Score Writing <small>DfE</small>			
	FSM6	Not FSM6	FSM6	Not FSM6	Gap	FSM6	Not FSM6	Gap	
Summary	All Pupils	18	10	109.8	107.7	2.1	2.9	1	1.9
Gender	Male	7	6	107.4	107.7	-0.3	1.8	-0.3	2.1
	Female	11	4	111.4	107.8	3.6	3.6	3.1	0.5
FFT Prior Attainment	Higher attainers	3	2	115	113.5	1.5	3.1	1	2.1
	Middle attainers	10	6	110.7	107.3	3.4	3.2	0.1	3.1
	Lower attainers	2	2	99	103	-5	0.8	4	-3.2
SEN Group	SEN Support	5	2	104	103	1	2.4	-0.2	2.6
	No SEN	13	8	112.1	108.9	3.2	3	1.3	1.7
Ethnic Group	White	12	8	109.5	107.9	1.6	3	1.4	1.6
	Not White	6	2	110.5	107	3.5	2.6	-0.3	2.9

Writing Progress – All scaled scores are positive figures for FSM 6 Progress for each of the disadvantaged groups. All pupils average progress score was +2.9 and indicated as significantly higher than estimated. High Prior Attainers scored a high score of 115, +3.1 than FFT estimated which indicates outstanding progress.



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### Attainment & progress

Pupils		Attainment			Progress				
		FSM6	Not FSM6	Gap	FSM6	Not FSM6	Gap		
Summary	All Pupils	10	10	110.1	108.9	1.2	3.1	2.7	0.4
Gender	Male	7	6	109.9	109	0.9	4.5	1.3	3
	Female	11	4	110.2	108.8	1.5	2.1	4.4	-2.3
FFT Prior Attainment	Higher attainers	5	2	115.4	115	0.4	4.1	3.3	0.8
	Midlife attainers	10	6	108.5	107.8	0.7	1.3	1	0.3
	Lower attainers	2	2	107	106	1	9.3	7	2.3
SEN Group	SEN Support	5	2	106.8	106	0.8	4.1	2.1	1
	No SEN	13	8	111.4	109.6	1.8	2.8	2.5	0.3
Ethnic Group	White	12	8	109	108.8	0.2	2.7	2.6	0.1
	Not White	6	2	112.3	109.5	2.8	4	2.7	1.3

Maths Progress – All scaled scores are positive figures for FSM 6 Progress for each of the disadvantaged groups. All pupils average score was + 3.1, significantly higher than estimated and an improvement on the previous year. Low Prior attainment score was +9.3 higher than estimated by FTT. High Prior Attainers scored a high score of 115.4 +4.1 than FFT estimated which indicates significant progress was made by these FMS6 groups.

#### In summary:

Strong high, scaled scores were attainment by this group and by the 'sub groups' within, particularly Higher and Lower prior attainers. Progress Scores for all subjects were all positive, higher than estimated indicating at least good progress. Progress estimates of the FSM6 groups are higher than Non FSM in the majority of groups (Gap)