

Kelvin Grove Primary School

Pupil Premium information 2019-20

Vision

At Kelvin Grove we aim to ensure that all children are given the opportunity to achieve their full potential both academically and socially irrespective of their race, gender, cultural heritage or previous experience. We want our children to feel challenged yet successful, autonomous yet sensitive to others and ultimately proud to be a part of a successful learning community which is preparing them for the future. It is our stated aim to ensure that a child's chances of success are not related to his or her socio-economic background, gender or ethnicity.

What is the Pupil Premium?

Pupil Premium funding is additional funding allocated to all schools to support disadvantaged pupils. Kelvin Grove receives pupil premium for: children who are in care or adopted from care; children whose parents are in the armed forces; and for every pupil who has received free school meals at any time in the last 6 years.

The Government takes the view that head teachers and school leaders have the best understanding of the needs of children in their schools and, as such, they should be the ones to decide how best to use the Pupil Premium Grant.

How can I find out if my child is entitled to the Pupil Premium funding?

The process for applying is straightforward and confidential. You can check online using a 'Free School Meals / Pupil Premium Service' at www.fsm.lgfl.net. After entering essential details into the web site, the online application process links to the Department for Education system for checking eligibility and gives an immediate 'yes' or 'no' response, and will notify our school. Alternatively, you can speak to our admin officers by calling 020 8699 6300 (10am-4pm), who will be able to assist you through this process. All enquires will be treated in confidence.

If you qualify for free school meals then you should always apply, even though up until the end of year 2 (excluding nursery) all children are entitled to universal free school meals. If you are eligible for free school meals and do not apply then the school will not be allocated the funding for spending on additional support for your children.

How is the funding used?

Kelvin Grove seeks to ensure effective use of its Pupil Premium funding narrows the attainment gap for our most disadvantaged and vulnerable pupils. This may at times include children who are not entitled to Pupil Premium, such as children from families with no recourse to public funds. We recognise that barriers to achievement take a variety of forms and look for ways to support each child to achieve their very best. This personalisation of learning is at the heart of what we do. We offer all our children a wide range of opportunities and ensure that these are accessible to everyone.

1. Summary information

School:	Kelvin Grove Primary School and Resource Base				
Academic Year:	2019/20	Total PP budget	£317,440	Date of most recent PP Review	Sept 19
Total number of pupils:	637	Number of pupils eligible for PP	252	Date for next PP Strategy Review	Sept 20

PP Budget 18/19	PP Budget 19/20	
£333,482	£317,440	

2. Attainment and Summary 2018 - 2019

	Pupils eligible for PP at Kelvin Grove	Non PP
EYFS Data 2019 GLD	65% (17)	73% (64)
Phonics pass 2019 Year 1	74% (19)	91% (65)
2019 KS1 SATs		
% making expected standard + in reading	58% (31)	77% (53)
% making expected standard + in writing	55% (31)	77% (53)
% making expected standard + in maths	58% (31)	77% (53)
2019 KS2 SATs		
% achieving the expected standard or above in reading, writing & maths	49% (49)	80% (21)
% achieving the expected standard or above in reading	69% (49)	81% (21)
% achieving the expected standard or above in writing	59% (49)	76% (21)
% achieving the expected standard or above in maths	71% (49)	86% (21)

Summary 2018 – 2019

Issue	Strategy	Outcome
Pupil premium children's early language skills	Additional TA to each Reception class to do early SALT work Additional catch up teacher to Y1 Phonics, English, Guided Reading, Maths Additional SALT support from therapist	There is high quality, trained support now available within early years. This group have been trained by speech therapists- impact of this will be measured 20-21
The rates of progress for low ability children from pupil premium backgrounds	Achievement lead across Lower and Upper school Teacher led interventions TA led interventions Deputy Head's teaching across 2/6- additional English, Maths and Guided Reading	Pupil premium children made good rates of progress in all year groups.
Pupil premium children with SEND, social emotional and mental health needs	Therapies SEMH Lego therapy Forest school/ Wide horizons focus group KS2	The capacity for the school to meet the needs of children with social, emotional and mental health needs has been significantly increased through training, continue strategy in 20-21.
Pupil premium children challenge and progress	Achievement lead across Lower and Upper school Focus on higher attainers in planning Deputy Head's teaching across 2/6 Teachers focus group for higher attainers writing	The curriculum has been altered to ensure that challenge for all pupils as well as pupils taking responsibility for their own learning is at the fore
Pupil premium children resilience and independence	PSED interventions across Lower and Upper school Mentoring programme Inspirational visits and visitors enhance curriculum	The impact of independent learning opportunities which are now a part of the curriculum is being measured through observation in 18-19
Pupil premium children experience to support learning	Access to FS for Nursery children PP Forest schools priority for PP children in Reception Outdoor learning Additional FS sessions for PP children in Y1	Forest school continues to be a success across Early Years and as an intervention further up the school. Trips, visits and visitors are a key part in launching topics
Access to extended services including parental support, home learning and curricular clubs	Home learning resource packs Computer clubs to allow on-line research, coding and home learning support TAF meetings Parenting support Home visits Publicise subsidy to parents Clubs staff to audit PP attendance Clubs access to all PP children when required	No pupil is denied access to curricular clubs or extended provision through the lack of ability to pay. There is still the necessity to support some families with home learning and this is built into the 18-19 plan

Pupil premium children induction	<ul style="list-style-type: none"> Induction support Additional groups Children monitored during settling in time Buddy system 	Induction for all pupils, but especially those entitled to pupil premium, has been measured in terms of how well the children settle in. This is evident in both their progress and feedback on being safe and happy at school.
Pupil premium children attendance	<ul style="list-style-type: none"> Engaging curriculum Swift follow up to absence Breakfast club access/ targeted clubs Rewards system – attendance Assemblies Attendance officer call Inclusion deputy meetings 	<p>94.1% PP attendance 18-19</p> <p>96.1% Non PP</p>

3. Barriers to future attainment which some children eligible for PP may face (including high ability)

In-school barriers *(issues to be addressed in school, such as poor oral language skills)*

A.	Low levels on entry of PP pupils, particularly in communication, literacy and language.
B.	Lower ability pupils who are eligible for PP are making less progress than middle and higher ability pupils across Key Stage 1
C.	A number of PP children also have SEND, mental health and attachment needs which may impact on academic progress.
D.	Lower rates of progress for PP children who could attain greater depth in writing
E.	Low levels of resilience for some pupils (including those eligible for pp).

External barriers *(issues which also require action outside of school, such as low attendance rates)*

F.	Limited pre-school experience.
G.	Limited home learning resources including access to IT.
H.	Higher mobility.
I.	Lack of positive role models.
J.	Attendance rates: 2018/9 PP = 94.1%, non PP = 96.1%.
k.	Parenting capacity: lack of routine, sleep, food and homework (including reading, impacting on Year 1 phonics measure, especially)
L.	Costly enrichment activities out of school.

4. Outcomes *(Desired outcomes and how they will be measured)*

Success criteria

A.	Improve oral language skills for pupils eligible for PP in Early Years and transition into Year 1. Teaching Assistants to deliver Speaking and Listening interventions to support specific needs, working alongside class teachers and Speech Therapists. Work supported by development of outdoor learning environment.	Pupils eligible for PP in Early Years are able to express their needs better and be "school ready" for Year 1. Pupils not yet school ready quickly catch up in Year 1.
B.	Higher rates of progress across KS1 for low attaining pupils eligible for PP. Improving QFT by highly skilled teachers mentoring and supporting less experienced. Early reading and writing a major focus in EYFS and Year .	Pupils eligible for PP identified as low prior attainers make as much progress as "other" pupils identified as lower ability, by the end of key stage 1 in reading, writing and maths.
C.	Ambitious progress for SEND pupils, identified against individual learning pathways. Address social, emotional and mental health issues through nurture groups, 1:1 support (School Counselling Service)	Termly reviews/ Parent and pupil voice/ school assessment tracking will show good progress. Pupils more able and better equipped with skills to change their behaviours/ responses to situations.

D.	Raise expectations through challenging targets for PP children set in Pupil Progress meetings. Ensure "challenge for all" in lessons targets PP children. Target 10-20% of PP pupils in each year to achieve greater depth in writing by the end of KS2.	Ensure middle and higher attaining PP children make at least good progress compared to other groups. Raise the percentage of PP children achieving greater depth in writing.
E.	Levels of resilience and independence are improved in pupils eligible for PP.	The resilience and motivation of pupils eligible for PP in learning situations will be improved. Attainment and progress for these (and other) pupils is improved.
F.	Ensure School curriculum is enhanced with first hand, practical learning opportunities such as Forest schools, trips, visits and visitors so that all children gain a wide range of experiences.	Children have a wide range of experience to draw on in their learning as they progress through school.
G.	Ensure that all home learning activities are accessible to all and the school supports through clubs or home resource packs	Monitoring of home learning completion, on time, shows 90% for both PP and non-PP children over each term.
H.	Ensure newly arrived children have good induction procedures and baseline is drawn for children within 3 weeks of starting in reading, writing and maths.	Tracking of pupils who join other than at the normal points of entry show children make progress in-line or better than the school average
I.	Mentors from within and outside school provide all children with aspirational goals.	Children who are eligible for PP have clear goals and aspirations for what they want to achieve at school and beyond.
J.	Increased attendance and punctuality for pupils eligible for PP.	Reduce the number of persistent absentees among pupils eligible for PP to be in line with national average. Overall PP attendance improves in line with school's target 96%.
K.	Where children are not fully supported at home, to ensure they eat breakfast, given an opportunity to complete homework with support and regularly heard read.	No child will be disadvantaged through financial hardship or lack of parental support.
L.	Parents and carers more able to access support to access enrichment activities both in school and out of school.	Equal access to outside/enrichment activities: parents/carers know how to access support.

Pupil Premium Expenditure 2018-2019

Note: Pupil Premium is allocated according to the financial year and not the school year.

Amount allocated = £317,440

£1,320 per pupil

Outcome	Summary of Resource	Interventions	Expenditure
A. Early oral language skills	SALT Screening Specialist TA Additional 25 hr TAs	Additional TA to each Reception class to do early SALT work Additional catch up teacher to Y1 Phonics, English, Guided Reading, Maths Additional SALT support from therapist	£62,522.88 £5,000
B. Better progress rates across KS1 and 2	Additional support teachers LAF focus meetings	Additional teacher across Y3/4 Parallel Literacy Group Teacher led interventions TA led interventions Deputy Head's teaching across 5/6- additional English, Maths and Guided Reading	£22,170.14 £17,852.60 £17,852.60
C. SEND pupils entitled to PP making better gains	Specialist teaching assistants providing support to our most vulnerable pupils, removing barriers to their learning and minimizing impact on other learners Support for families	Therapies drawing and talking Lego therapy Forest school focus group KS2	£25,009.15
D. More PP children attaining greater depth in writing	Teacher led additional groups for booster and challenge	Additional teacher across 0.6 teacher KS 2 Focus on higher attainers in planning Deputy Head's HA focus Teachers focus group for higher attainers	£32,356
E. Improving resilience and independence	Pastoral support and pupil wellbeing teacher	PSED interventions across KS1 and 2 Forest Schools KS2	
F. Improve early years practical experience	Forest schools	Access to FS for Nursery children PP Forest schools priority for PP children in Reception Outdoor learning Additional I FS sessions for PP children in Y1	£25,009.15
G. Raise the percentage of children completing home learning tasks from PP group	Improve access to support for home learning and access to IT.	Home learning club Home learning resource packs Computer clubs to allow on-line research, coding and home learning support	£7,000.00
H. Support induction processes and track mobile pupils progress through LAF	Induction procedures Deputy Heads Baseline and tracking by Pastoral support and pupil wellbeing teacher	Induction support Additional groups Children monitored during settling in time Buddy system	
I. Mentors and counsellors provide positive role models.	TA's working in small groups and 1-1 provide role models Pupil voice discussions led by Pastoral support and pupil wellbeing teacher Mentor programme	Mentoring programme Inspirational visits and visitors enhance curriculum	£50,018.30

J. Improve attendance rates of PP children to 96%.	Attendance Officer	Engaging curriculum Swift follow up to absence Breakfast club access/ targeted clubs Rewards system – attendance Assemblies Attendance officer call Inclusion deputy meetings	£18,204.50
K. Provide additional family support where needed.	DSL support	TAF meetings Parenting support Home visits	£26,889
L. Access to high quality free or affordable enrichment	Clubs inc Supersonics Trips Visitors	Publicise subsidy to parents Clubs staff to audit PP attendance Clubs access to all PP children when required	£7,515.68
TOTAL			£317,400