

South Kilworth CE Primary School

Pupil Premium Strategy Statement 2020-2021

School overview

Metric	Data
School name	South Kilworth CE Primary School
Pupils in school	77
Proportion of disadvantaged pupils	15%
Pupil premium allocation this academic year	£ 16415
Catch up premium	£ 6160
Academic year or years covered by statement	2020-21
Publish date	19 th September 2020
Review date	30 th June 2021
Statement authorised by	Heather White [EHT]
Pupil premium lead	Heather White [EHT]
Governor lead	Oliver Johnson
There were only 3 pupils in receipt of pupil premium for the academic year 2018-2019.	

Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1	To diminish the difference in all core subjects through Quality First Teaching for all by; <ul style="list-style-type: none">• Ensuring assessment for learning principles [D William 5 key strands] are embedded in classroom practice.• Embedding Rosenshine Principles of instruction in whole class teaching.• To put the teaching reading & vocabulary as a central school aim through broader curriculum, reading and word study.
Priority 2	Developing the use of PIXL to support whole class and individualised intervention.
	Individualising support for vulnerable learners and developing robust monitoring through use of Provision Map.

Priority 3	For PP children to continue to make good progress.
Priority 4	To develop a knowledge rich curriculum that links learning for pupils and supports high levels of pupil of wellbeing, self-confidence and attainment.
Barriers to learning these priorities address	<p>Priority 1 - Ensuring staff use evidence-based whole-class teaching strategies which are identified as having a significant outcome on learning.</p> <p>Priority 2 – to ensure evidence based, high quality intervention.</p> <p>Priority 3 – rise expectations PP pupils. Identify PP children as individuals and look at individual barriers</p> <p>Priority 4 – Ensuring Teacher knowledge is developed across the whole curriculum which will then has a significant outcome on learning.</p>
Projected spending	<p>PIXL £2700</p> <p>Provision map £500</p> <p>Additional teacher (am) to split yr4/5/6 (approximately 50% of PP pupils are in this group) £7500</p> <p>HLTA in class to support year 2/3/4/5/6 £4000</p> <p>LSA in class to support y R/1 £2000</p> <p>Support for enrichment activities £2000</p> <p>Catch up funding - 1: 1 teaching support £3875</p>

Teaching Priorities for the Current Year

Aim	Target	Target date
Progress in Reading	Progress in reading above the national average score in KS2	June 2021
Progress in Writing	Progress in writing above the national average score in KS2	June 2021
Progress in Mathematics	Progress in reading above the national average score in KS2	June 2021
Phonics	To ensure in high standards in phonics- all PP children pass phonics check.	June 2021

Wider strategies for current academic year

Measure	Activity
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Priority 4	To develop a knowledge rich curriculum that links learning for pupils and supports high levels of pupil of wellbeing, self-confidence and attainment
Barriers to learning these priorities address	Financial support to ensure PP children take part in a wide range of extra-curricular activities and enrichment activities
Projected spending	£2000 (see above)

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	In the current climate, continuing coaching/Lesson Study and providing effective CPD will be a challenge.	Trust wide response being considered. In school, staff meetings will be used to focus on T and L as a main strand. Coaching outside of bubbles.
Targeted support	Staff to have enough time to learn about PIXL. SENCO to have enough time to support staff in delivering interventions	Inclusion Meeting to focus on building 1 session per week for coaching of Intervention staff in line with coaching systems in school. PIXL whole school strand in staff meetings

Review: Last Year's Aims and Outcomes

Aims		
4. Desired outcomes		
	Desired outcomes and how they will be measured	Success criteria
A.	Gap between PP children and all children will narrow; this will be measured by attainment and progress data on OTrack and the outcome of tests.	Gap between PP and all pupils will narrow to be in line with or better than the national gap.
B.	Increased attendance rate for PP children.	Attendance rates for PP rise to be in line with attendance for all pupils.
C.	Improved enrichment opportunities for pupils eligible for PP across the school.	A greater percentage of pupils will access activities (tracked by Admin Officer).
D.	Access to breakfast and other clubs	Improved wellbeing for pupils eligible for PP across the school.
Outcomes		

Key stage 2 disadvantaged

This is revised data for 2018/19.

Average progress for disadvantaged pupils in reading, writing and maths

	Reading	Writing	Maths
Progress score for disadvantaged pupils	-6.97	2.10	-7.07
Confidence interval	-14.0 to 0.0	-4.3 to 8.5	-13.2 to -1.0
Number of disadvantaged pupils	3	3	3
Disadvantaged pupils with adjusted scores	0	0	0
National average for non-disadvantaged pupils	0.32	0.27	0.37
National average for disadvantaged pupils	Like-for-like -0.62	Like-for-like -0.50	Like-for-like -0.71

Whilst attainment was lower than typical for our school.

Prior attainment of disadvantaged pupils - 3 year trends

Group	2017		2018		2019	
	Non-dis	Dis	Non-dis	Dis	Non-dis	Dis
Number of pupils	13	0	9	2	8	3
Prior attainment (based on key stage 1 average point score)	16.42	N/A	16.17	16.25	16.19	15.00

The data shows that the prior attainment of the PP pupils in 2019 was lower than typical for our pupils.

Pupils in receipt of PP were given access to all enrichment opportunities and extra-curricular activities were supported by the school. These pupils also had access to Breakfast Club. 45% of PP children regularly attend Breakfast Club (making up 50% average of attendees); 73% of PP children are accessing afterschool sports clubs.