

Kingsbury Green Primary School Pupil Premium **EVALUATION** 2020-21

School Overview

Pupils in school	Proportion of disadvantaged pupils	Pupil premium allocation this academic year (19-20)	Academic year or years covered by statement	Publish and review dates	Statement authorised by:	Pupil premium lead	Governor lead
585	18.3%	19-20 (5/12) = £52,556 20-21 (7/12) = £69,043 Total: £121,599	20-21	October 2020	HT	HT	

Disadvantage pupil progress scores for last 2018-2019	
Measure	Score
Reading	-2.0
Writing	0.1
Mathematics	-0.6

Teaching priorities for 2019-22

Aim	Target	Target date
Progress in Reading	Achieve NA progress scores in KS2 reading (0).	July 22
Progress in Writing	Achieve NA progress scores in KS2 writing (0).	July 22
Progress in Mathematics	Achieve within top 20% of all schools national for progress scores in KS2 maths.	July 22.
KS1	Achieve above national average in EXS and GDS in reading at KS1	July 21
Other	All BC FSM 6 children are identified with a talent / aspiration and which is nurtured so that engagement in school increases overall.	July 22

Strategy aims for disadvantaged pupils

Priority	Activity	Identified barriers
1	Close gap in reading attainment at KS1 and 2	<ul style="list-style-type: none"> Staff training & expertise in early literacy. Staff training on building positive relationships with pupils and families Capacity to maintain and sustain the home reading and book resourcing systems in the school. Routine and regular staff training in the school calculation policy Ensuring staff have an evidence based systemic understanding of how children learn (Rosenshine)
2	Improve progress in writing and maths at GDS to reduce progress gaps for FSM 6 pupils	
3	Improve parental engagement and to build strong links between home and school so that children are supported to be successful	<ul style="list-style-type: none"> Lack of attendance at curriculum events or parent meetings – target groups Lack of respect and value for school resources including books Priority support to reduce distraction and increase focus for Cost of the support needed cannot be met through existing budgets

Targeted Academic Support 2020-21

Priority	Activity
1	<ul style="list-style-type: none"> • Purchase accelerated reader and MyOn reading programs – Cost: £7,350 • Purchase of accelerated reading books - £5,000 • Librarian used to promote reading and engagement with accelerated reader and MyOn – Cost: £24,500 • Y4 PPG intervention group x 2 twice weekly with school librarian –as above • Y5 and Y6 PPG boys' library skills group x twice weekly – as above • Y5 group reading intervention x with HLTA – Cost:£7200 • Y6 group reading intervention x with HLTA – Cost: £7200
2	<ul style="list-style-type: none"> • Same day 'close the gap' intervention by HLTAs in Year 5 and 6 – Cost:£7,500 • Reading and maths intervention with Year 2 with HLTA from Jan 2021 – Cost:£7,250 • Weekly Third Space Maths Tuition for Year 6 pupils (x 9 pupils) – Cost: £5,400 • Weekly Third Space Maths Tuition for Year 5 pupils (x 8 pupils) – Cost: £4,800 • Subject knowledge training about assessment in writing and increasing capability: Cost: £2,400
<p><u>Evaluation and Impact:</u></p> <p>Our internal assessments during 2020/21 suggested that the performance of disadvantaged (DA) pupils was significantly lower than that of their non-disadvantaged peers in key areas of the curriculum. Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high-quality curriculum, including during periods of partial closure, which was aided by use of online resources such as those provided by Oak National Academy.</p>	

Wider Strategies 2020-21

Priority	Activity
3	<ul style="list-style-type: none"> • EYs and KS1 Parent meetings and support strategies: reading at home/ phonics/ reading for pleasure/ personal organization / care for books. Half termly structured conversations with teachers and DA families - Cost: £1,500 • Pastoral support to engage DA families with school life and ethos and to create a sense of belonging – Cost: £24,000 • Half termly workshops with DA families (good routines/ helping your child with home learning/ boundaries and parent skills) - As above • BC Teacher lead cover – Cost £750
<p><u>Evaluation and Impact:</u></p> <p>During the year 2020-2021, the attendance of the DA pupil group was at 94% which was lower than the school average at 95%. At times when all pupils were expected to attend school, absence among disadvantaged pupils was higher than their peers. These gaps are larger than in previous years, which is why attendance is a focus of our current plan.</p> <p>Our assessments and observations indicated that pupil attitudes, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We provided additional pastoral support for families to access external services. Staff received training on mental wellbeing, the recovery curriculum and effective parental engagement. We plan to build on these approaches by utilizing the DFE grant to train a senior mental health lead.</p>	

