

## Kingsbury Green Primary School

### Pupil Premium Grant Expenditure Action Plan & Review 2018-19

School context						
Total number of pupils eligible for pupil premium funding	Number of eligible boys	Number of eligible girls	Number of pupils eligible for free school meals in the last six years (ever 6 FSM)	Number of looked after children (LAC)	Number of post-LAC	Number of service children
96	51	39	96	3	1	0

#### Pupil Premium Proportions/ Year group:

Year group:	Reception	1	2	3	4	5	6
% of year:	4.4%	6.2%	16.7%	9	22.2%	20%	25%
# of ch:	4	5	15	10.2%	20	18	27.8%

Main Barriers
1. Significant proportion English first language children eligible for PPG with little or no support or aspiration at home. Families may lack time/ resources/ awareness of importance of support
2. Significant proportion of children eligible for PPG also SEND or with SEN support needs (cognition, emotional and mental health)
3. Hard to reach parents / including those with negative perceptions or experience of education/ the school system
4. Poor self-regulation and learning behavior is hindering progress
5. Higher attaining KS1 PP pupils do not all “convert” to become higher attaining pupils by the end of KS2. Rates of progress for PP pupils can be less than other pupils

Pupil premium objectives for 2018-19

Total pupil premium allocation : Sept 18 – March 19 & April 19 – July 19: £140,792

1. All children read every day, complete home learning daily, parents understand and take responsibility for supporting with home learning and reading, attend learning consultation events with staff skilled and able to establish rapport and go the extra mile to break down barriers for families.
2. The quality of our assessment, teaching and provision ensures that disadvantaged pupils achieve at the expected standards or better in reading, writing and maths.
3. Reading outcomes for children eligible for PPG demonstrate a diminishing gap between them and their non PP peers in every year group
4. Maths outcomes diminish the gap between PP and their non PP peers

Actions	Success criteria	Timescales	Person responsible	Cost/resource implications	Evaluation
Learning to Read sessions to focus on increasing the reading miles of PP pupils.	Increased numbers of PP children read routinely at home or quietly in school Increased reported enjoyment of reading Increased numbers of PP children "complete" books Improved reading ages	Autumn term set up Ongoing evaluation	RT KW YGL All teaching staff	Management time for RT £ assigned for improving book stock and organization of reading time	Close tracking of all PP children and their access to the library shows 80% of PP children read regularly
Accelerated reader programme embedded	Middle and senior leaders use the AR programme insightfully and in a targeted manner	Autumn term Termly evaluation of impact of programme	RT KW	KW dedicated hours HLTAs dedicated hours	Those pupils in Y4 and 5 who receive the programme are making sufficient progress in reading as highlighted in NFER standardized scores
Black Caribbean Achievement strategy	All BC/ PPG children successfully mentored across the year – parents attend learning consultation evenings – home learning completion and home reading improves	Sept 18 3 x termly meetings	ED and SLT + admin	Release time to co-ordinate meetings, track information, report to staff, GB, Parents	Parental engagement in learning increased over the year. 75-100% of this group attended parent eves and pastoral meetings.  All BC children known to pastoral team – strong relationships – good school attendance

Improve accuracy in teacher assessment and data driven instruction through the use of standardised testing in reading and mathematics	Teachers have quicker access to gap analysis and progress information Improved systems for monitoring progress Greater reliability in assessment information to support QFT and targeted intervention	Autumn term onwards	RS RT All teachers	£ assigned for the cost of termly tests	NFER reading tests are fully embedded in school's assess strategy, Children able to practice test skills. Gap analysis of word recognition and retrieval used to target provision.
Professional learning re. assessment for learning for staff supported by ongoing coaching and lesson drop-ins	Quality of teaching is consistently good showing how teachers are able to adapt groupings and targeted teaching to close gaps Checking for understanding strategies embedded in classroom place to ensure PP pupils are making progress.	Depends on career stage of CT Termly assessment – impact on PP eligible children	All Instructional and Year group leaders	Coaching and mentoring support from leaders has supported the success of the whole class reading lesson. Novice teachers are making rapid improvement	Check for understanding strategy shows quicker feedback to pupils in lessons to ensure misconceptions are addressed  Feedback policy has been reviewed as a result
Third Space Maths Tuition	The gap between PP and other pupils in the school is diminished PP pupils in year 6 make good progress in maths	Autumn 18 – May 19	JM	£ assigned to cost of program One hour weekly for 2 x TAs	70% of children met or exceeded targets In a few cases pupil behaviour and attitudes prevented them from accelerating progress.
The Brilliant Club – Scholars program targeted at 12 pupils in year 5.	Raised aspirations by pupils re. further study and university	Summer term 2019	SS	£2000	Exit evaluation shows all children graduated from the programme with a 2:2 or 2:1. All attended university taster days.