

Kingsbury Green Primary School Pupil Premium Strategy 2019-20 Evaluation

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
629	13.4%	18-19 (5/12) = £62,255 19-20 (7/12) = £74,044 Total: £136,299	19-20	Nov 19-Nov 20	HT	HT	Amit Patel

Disadvantage pupil progress scores for last 2018-2019

Measure	Score
Reading	-2.0
Writing	0.1
Maths	-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 2019-20

Priority	Activity
1	<ul style="list-style-type: none"> • Purchase reading books: Ensure through investment in resources and training that school infrastructure for reading is systematically organised and sustainable so that children are reading texts at the right instructional level in school and at home. Cost: £11,580 • Staff Training (subject knowledge): All staff trained in appropriate reading strategy for age/ phase in which they work e.g. 2day Reading Reconsidered (bought). Cost: £1475 • Intervention: English Leader out of class to deliver intervention groups in UKS2 + support staff with teaching and planning from rich texts. Cost:£60,703
2	<ul style="list-style-type: none"> • Leadership training: KB training on KS1 moderation framework. Cost: £0 • Subject knowledge and increasing capability: KS1 and 2 training (writing) for target staff Cost: £3275 • Subject knowledge about assessment: Professional services bought in to support writing moderation and quality of teaching in order to achieve more children writing at Greater depth. Cost: £2000 • Intervention: Third space Maths online tuition for x pupils. Cost:£7562
<p>Evaluation and Impact: This evaluation accounts for the period from September 2019 – March 2020.</p> <p><u>Priority 1:</u> Children in EYs and KS1 were making good progress in the application of phonics to reading: Y1: 56% (5/9) of the PPG group were on track to make expected plus progress. The other 4 children with high needs were making good progress from their individual starting points. Y2: 100% of PPG group were on track to make good progress. Reading lessons for KS2 showed an uplift in outcomes for PPG children through NFER testing between September and March. Investment in books and banding system meant that staff, parents and children developed a better understanding of progress in reading.</p> <p><u>Priority 2:</u> Increased subject knowledge in the assessment and teaching of writing has led to a marked improvement in children's use of grammatical structures and understanding of audience and purpose in writing. Sustainment in writing across the curriculum has also improved. Teacher assessment up until March 2020 showed good progress made by children. Pupil voice on Third Space Maths demonstrated an increase in confidence in Maths by PPG pupils. Test scores showed an improvement in children's fluency and recall of number facts as well as their calculation skills.</p>	

Wider Strategies 2019-20

Priority	Activity
3	<ul style="list-style-type: none"> • Parent meetings and support strategies: reading at home/ phonics/ reading for pleasure/ personal organization / care for books. Cost: £0 • Intervention: Additional TA (Y6 child 1:1) to ensure distractions minimized. Cost: £11,250 • Intervention: Additional TA hours (NH) Early reading targeted support. Cost: £13,500 • Assessment: Reading assessment support: GC and CP. Cost: £17,227 • Culture: Library promotion & Development. Cost: £23,750
<p>Evaluation and Impact: Additional resource has led to an improvement in the infrastructure of reading. This work has supported continued progress in the understanding of assessment in reading by providing a clearer understanding of pupils' starting points. Additional adult allocate to Y6 supported a successful year of learning for the class and a successful transition. Library clubs increased children's interest in reading for pleasure.</p>	