

Knebworth

Primary & Nursery School

The background image shows a classroom wall covered in children's artwork. On the left, there are purple drawings of a 'U' and a '+10=10'. In the center, there are several small drawings of animals, including a horse and a cow. On the right, there is a vertical number line from 1 to 9, with small pictures next to each number. Below the number line, there are drawings of hands. A white piece of paper with the equation '3+7=10' is pinned to the wall. The text 'Knebworth Primary and Nursery School' is overlaid in white on the center of the image.

Knebworth Primary and Nursery School

Pupil Premium Strategy Statement 2018-2019

What is Pupil Premium?

In 2011-2012 the Government introduced the Pupil Premium Grant (PPG), which is additional to the main school funding. Schools are held accountable for how they spend the PPG to support pupils who receive this extra funding. For the current academic year (2017-18) primary schools will receive a sum of £1320 for any child who had been in receipt of free school meals (FSM) any time during the last 6 years. Additionally, children who have been in care (CLA) are supported by a grant of £1900. Numbers eligible for support may change through the year but funding does not necessarily change. The Department for Education states that: "schools, head teachers and teachers will decide how to use the pupil premium allocation, as they are best placed to assess what additional provision should be made for individual pupils."

Why is it important?

The PPG is used to address underlying difficulties faced by some families. Our school uses the grant in a variety of ways to suit the individual needs of each child in receipt of the grant and help them to make progress.

Total amount of Pupil Premium and Pupil Premium Plus received in 2018/9: £ 47, 820

Total amount of Pupil Premium and Pupil Premium Plus received in 2017/2018: £ 51,987

Total amount of Pupil Premium and Pupil Premium Plus received in 2016/2017: £ 58,660

Parents are encouraged to register their child as eligible for Free School Meals so that Knebworth Primary & Nursery School receives the maximum Pupil Premium entitlement. For more information, follow this link to the Herts Direct Website.

Barriers to learning

What are the most prevalent issues which can effect rates of progress and levels of achievement?

- ❖ Attendance. Repeated lateness.
- ❖ Slow development of language and communication/PSED skills for children entering reception
- ❖ Limited parental engagement with school – especially regarding attendance at open evening, workshop evenings and completion of homework / reading
- ❖ Social and emotional problems linked to home circumstances (e.g. domestic violence, separation, bereavement) resulting in low-self-esteem, poor behaviour choices, difficulty building friendships, limited concentration in class and problems socialising with others
- ❖ Attachment issues due to early life trauma
- ❖ Lack of aspiration
- ❖ Late starters who have gaps in learning due to inconsistent prior education.
- ❖ Limited life experiences and opportunities/limited access to extra-curricular activities.

How do we address these issues?

Knebworth School has a commitment to raise achievements for all pupils who are eligible for Pupil Premium and is determined to ensure through targeted support and whole school strategies that these children make accelerated progress and support them to achieve the highest levels. At Knebworth Primary School, a robust cycle of daily/weekly/termly monitoring, assessing, target setting and reviewing will be used to inform pupil progress and enable the early identification of need and the planning of appropriate interventions in order to raise attainment and diminish the gap between our PP pupils and other non-PP nationally.

Planned expenditure for 2018/9

1. Summary information					Internal	External
Academic Year	2018/19	Total PP budget	£ 47, 820	Date of most recent PP Review	September 2018	December 2015
Total number of pupils	408	Number of pupils eligible for PP	29	Date of next internal review of this strategy	April 2019	

Desired outcome <i>What do we want to happen?</i>	Project/Initiative <i>How will we make it happen?</i>	Impact		Review date	Cost <i>Approx. cost</i>	IMPACT April 2019	IMPACT September 2019
		<i>How will we know it has happened?</i>	<i>How will we measure it?</i>				
To diminish the gap between PPG children and non-PPG children.	<ul style="list-style-type: none"> ❖ Maths coordinator to continue to provide training on maths mastery . ❖ Employment of Maths mastery specialist and lead in EYFS: ❖ Maths meetings to be continued with the focus on arithmetic skills at least 3 x week and the continued use of maths journals to allow children to refer back to their previous learning. ❖ Extend accelerated reader for Year 2 to promote high quality reading. ❖ Quality first teaching across the school. ❖ Focussed teaching groups within lessons. ❖ Teacher led or INCA led interventions for reading, maths and 	<ul style="list-style-type: none"> ❖ Data will support the diminishing gap between PPG children and non-PPG children across all subjects in all key stages. 	<ul style="list-style-type: none"> ❖ Teacher assessments/data ❖ Learning evaluations ❖ Pupil voice ❖ Pupil progress meetings 	April 2019	£10,000		

	<p>writing as appropriate for our children during assembly/before school. These may focus on pre-teaching, consolidating or accelerating progress.</p> <ul style="list-style-type: none"> ❖ 1:1 /1:2 tuition to support basic maths skills/reading. ❖ Bookworms will have targeted groups of children. 						
--	--	--	--	--	--	--	--

Desired outcome <i>What do we want to happen?</i>	Project/Initiative <i>How will we make it happen?</i>	Impact		Review date	Cost <i>Approx. cost</i>	IMPACT April	IMPACT September
		<i>How will we know it has happened?</i>	<i>How will we measure it?</i>				
<p>All PPG children have good attendance above 96%</p> <p>All PPG children have low levels of lateness.</p>	<ul style="list-style-type: none"> ❖ Internal attendance panel Head teacher/Deputy head teachers / Governor/ pastoral worker/admin. ❖ Work closely with AIO ❖ Provide 1:1 reading/maths/homework opportunities for identified children from 8.40. ❖ Update attendance policy with clearer guidelines and list of procedures. ❖ Funded places at wrap around care. ❖ Meet and Greet adult where appropriate. 	<ul style="list-style-type: none"> ❖ Attendance percentages of targeted children improve across the school ❖ Incidents of lateness diminish 	<ul style="list-style-type: none"> ❖ Monitor SIMS/CPOMS for attendance/lateness data ❖ Attendance panel will meet termly to analyse attendance. ❖ Meetings with AIO will show decreasing numbers of poor attenders. ❖ Pupil progress meetings / cohort analysis will continue to monitor poor progress or attainment as a result of absence. 	April 2019	£2000	.	

Desired outcome <i>What do we want to happen?</i>	Project/Initiative <i>How will we make it happen?</i>	Impact		Review date	Cost <i>Approx. cost</i>	IMPACT April	IMPACT September
		<i>How will we know it has happened?</i>	<i>How will we measure it?</i>				
	<ul style="list-style-type: none"> ❖ Continue to award attendance cup weekly to the highest attending class. 						
To see an improvement in the development of early language/communication/PSED skills for children in EYFS, KS1.	<ul style="list-style-type: none"> ❖ Closely liaise with SALT for strategies to support in class. ❖ Reception children will receive a WELLCOMM assessment. ❖ Lunch club to support identified children with communication skills. ❖ Phonic booster groups in R Year 1, 2. ❖ WELLCOMM training 	<ul style="list-style-type: none"> ❖ ELG will be met. ❖ Progress will be made through the WELLCOMM assessment criteria. ❖ Identified children will meet targets through lunch club. ❖ The phonic test or retest pass rate for PPG children increases. 	<ul style="list-style-type: none"> ❖ Teacher assessment/data. ❖ Learning evaluations ❖ Pupil progress meetings. ❖ Through weekly review/monitoring and planning of lunch club provision ❖ End of Key stage assessment ❖ Phonic screening check. 	April 2019	£5,000		
Parents and carers support learning at home and are in regular communication with the school regarding educational next steps.	<ul style="list-style-type: none"> ❖ Playground Meet and Greet ❖ Pastoral worker to be given a mobile phone ❖ Class DOJO ❖ Develop parent workshops. ❖ Open evenings ❖ Parents will receive a short report every parent consultations with clear targets and ways to support learning tailored to their individual child. ❖ Class celebration assemblies. 	<ul style="list-style-type: none"> ❖ Parents will recognise the importance of home learning and will support at home. ❖ Homework will be completed on time to a good standard. ❖ As a result, progress and attainment of PPG children will increase. ❖ There will be a rise in the number of parents attending open evenings. ❖ Parents will support learning at home through structured conversation meetings and targets are met. 	<ul style="list-style-type: none"> ❖ Parent survey will show an increased enthusiasm for home learning. ❖ Teachers monitoring of homework will show an increased number of children undertaking tasks at home. ❖ Attendance at open evening will increase. ❖ Parents are engaged with and attend parent's evenings/ structured conversations. 	April 2019	£2 820		

Desired outcome <i>What do we want to happen?</i>	Project/Initiative <i>How will we make it happen?</i>	Impact		Review date	Cost <i>Approx. cost</i>	IMPACT April	IMPACT September
		<i>How will we know it has happened?</i>	<i>How will we measure it?</i>				
	<ul style="list-style-type: none"> ❖ Structured conversations will be continued to engage parent and ensure support from home. 						
<p>To ensure all Pupil premium children have barriers to learning quickly identified</p> <p>To track and monitor the progress and attainment of all PPG children and ensure impact of interventions.</p>	<ul style="list-style-type: none"> ❖ Implement a Pupil Premium lead teacher to use release time to.... -Gather attainment and progress data for PPG children across the school in reading, writing and maths. -Identify which children are of concern. -Liaise with teachers to identify barriers to learning and put in place support for those individuals. -Use PPM forms to record barriers and actions for all PPG children. -Monitor the impact of actions for these children at the end of each half term. -Update data at the end of each term. -Share impact of actions to SLT. -Understand how Pupil Premium grant is spent within school and support the review of impact and modify accordingly. -Review provision mapping for all PPG children across the school for each half term. 	<ul style="list-style-type: none"> ❖ Barriers to learning are quickly identified and addressed. ❖ Monitoring and tracking procedures are robust. ❖ Interventions are planned and reviewed to support/accelerate children progress. ❖ Data will support the diminishing gap between PPG children and non-PPG children across all subjects in all key stages. ❖ At the end of each half term a report on the progress of pupil premium children and the impact of interventions will be presented to SLT. 	<ul style="list-style-type: none"> ❖ Teacher assessments/data ❖ Pupil voice ❖ Pupil progress meetings ❖ Pupil premium surgery notes. ❖ Pupil premium folder ❖ Intervention notes. ❖ Half termly reports. 		5,000		

Desired outcome <i>What do we want to happen?</i>	Project/Initiative <i>How will we make it happen?</i>	Impact		Review date	Cost <i>Approx. cost</i>	IMPACT April	IMPACT September
		<i>How will we know it has happened?</i>	<i>How will we measure it?</i>				
	Identify interventions and evaluate impact. -Liaise with Pastoral worker when required. - Support inclusion team with PPG surgeries.						
Children's emotional wellbeing will improve, make good attachments, develop self-esteem and have high aspirations.	<ul style="list-style-type: none"> ❖ Mental health lead will be established and will work closely with the PPG lead, pastoral support and linked governor. ❖ Pastoral worker (fulltime) to -to act as a key worker for every PPG eligible child. -provide a wide range of support to vulnerable families improving standards of behaviour/attendance and parental engagement. -All children in Year 4 to receive Bright Stars -provision of targeted support to meet social/emotional and mental health needs, e.g. protective behaviours -provide counselling support to identified children -Additional resources to deliver effective interventions. Protective behaviours -materials -Bear cards -Box hall profile -Resources for Bright Stars Training 	<ul style="list-style-type: none"> ❖ Improvements according to Boxhall criteria ❖ Good progress against the individual programme set of criteria. ❖ There will be a positive impact on progress and attainment as measured during pupil progress meetings. ❖ Inclusion surgeries will record an improvement according to the Assess/Plan/Do review cycle. ❖ Pupil voice will reflect progress against the agreed outcomes. ❖ Regular classroom monitoring will ensure that individuals are continuing to improve against agreed outcomes. ❖ Parents will communicate progress. ❖ Lunch club monitoring, weekly review shows improvements against targets. 	<ul style="list-style-type: none"> ❖ Boxhall profiles ❖ CPOMS ❖ Pupil voice ❖ Bright stars pupil voice ❖ Learning Evaluations ❖ Parent voice ❖ Protective behaviours outcomes ❖ Lunch club monitoring. 	April 2019	£14,000 (towards the cost of the pastoral worker salary)		

Desired outcome <i>What do we want to happen?</i>	Project/Initiative <i>How will we make it happen?</i>	Impact		Review date	Cost <i>Approx. cost</i>	IMPACT April	IMPACT September
		<i>How will we know it has happened?</i>	<i>How will we measure it?</i>				
	-Yoga sessions for Year 6 and 2						
Pupils who have attended different settings and arrive later in school will make at least good progress as gaps in learning are identified and supported.	<ul style="list-style-type: none"> ❖ SEND INCA to undertake detailed assessments to identify gaps in basic skills across literacy and maths ❖ INCO and SEND INCA to continue to train all INCAs in SPLD intervention programmes SEND INCA/classroom INCAs to deliver tailored programme of support ❖ Courses by SPLD. -Word Wizards -DAN ❖ -Sprite/ELF 	<ul style="list-style-type: none"> ❖ Pupils who have gaps in their learning will have targeted support to ensure that any gaps in learning are addressed and as a result will make at least good progress and in most cases accelerated progress. 	<ul style="list-style-type: none"> ❖ Teacher assessments/ AM7 data ❖ Pupil progress meetings ❖ Learning evaluations. ❖ Progress will be tracked and monitored according to the specific intervention criteria 	April 2019	£6,000		
Children who have had experienced early life trauma make good or better progress.	<ul style="list-style-type: none"> ❖ Designated pastoral worker to work with children who are experiencing severe attachment issues, who need catch up programmes and to develop independence. 	<ul style="list-style-type: none"> ❖ Learning profiles will reflect targets have been met and new targets set. ❖ Termly pupil progress meeting will show good or better progress ❖ Specific CLA/ post adoption meeting will monitor and track progress. 	<ul style="list-style-type: none"> ❖ Teacher assessments/data ❖ Pupil voice ❖ Learning evaluations ❖ Pupil progress meetings 	April 2019	£1,000		

Desired outcome <i>What do we want to happen?</i>	Project/Initiative <i>How will we make it happen?</i>	Impact		Review date	Cost <i>Approx. cost</i>	IMPACT April	IMPACT September
		<i>How will we know it has happened?</i>	<i>How will we measure it?</i>				
Experiences for PPG children will be enhanced through a rich and varied curriculum.	<ul style="list-style-type: none"> ❖ Extended care will fund two spaces per week, per child who is in receipt of additional funding. ❖ Some additional funding is put aside to provide additional opportunities - Twine and shine. -Guitar lessons -Choir lessons -French lessons -Multi-sports/football -Dance --book club -Residential trips -swimming 	<ul style="list-style-type: none"> ❖ Pupils and parents will talk positively and enthusiastically about their experiences. ❖ Skill progression in a particular area. ❖ Increased confidence will show an increased level of engagement in lessons. 	<ul style="list-style-type: none"> ❖ Pupil/teacher/parent voice ❖ Club registers ❖ Club reports ❖ Parent survey ❖ Boxhall reports ❖ Teacher assessment /Data 	April 2019	£2,000		
				Total	47, 820		

Expenditure and impact for 2017/18

1. Summary information

Academic Year	2017/18	Total PP Budget	£51,987
Total number of Pupils	410	Number of Pupils Eligible for PP	35

KS1 Outcomes 2017-2018

No. in cohort 2017 60 2018 55	No. of disadvantaged 2017 5 2018 5	% and number of All pupils at Expected standard+		% and number of PPG pupils (disadvantaged) Expected standard+		% Difference between School Disadvantaged pupils and National Other (Expected standard+)	
		2017	2018	2017	2018	2017	2018
Reading		85% (51)	82% (45)	40% (2)	60% (3)	-39%	-19%
Writing		85% (51)	80% (44)	40% (2)	60% (3)	-32%	-12%
Mathematics		86.7% (52)	80% (44)	40% (2)	60% (3)	-39%	-19%

KS2 : Progress Scores Summary 2017-2018										
No. in cohort 2017: 51 2018: 53	53	Reading			Writing			Mathematics		
No. of disadvantaged	7	School	All Disadvantaged		School	All Disadvantaged		School	All Disadvantaged	
			School	Nat Other		School	Nat Other		School	Nat Other
Progress Score		+2.5	+3.7	+0.33*	+2.6	+4.0	+0.17*	+2.6	+2.6	+0.28*

End of KS2 outcomes 2017 -2018											
No. in cohort 2017: 51 2018: 53	No. of disadvantaged 2017: 7 2018: 7	% and number of All pupils at Expected standard+		% and number of Disadvantaged pupils at Expected standard+		% of All pupils achieving the higher standard		National Other % working at Expected standard+		% Difference between School Disadvantaged pupils and National Other at Expected standard+	
		2017	2018	2017	2018	2017	2018	2017	2018	2017	2018
Reading		76% (39)	85% (45)	43% (3)	100% (7)	39% (20)	36% (19)	77%	77%*	-34%	+33%
Writing		90% (46)	91% (48)	57% (4)	100% (7)	29% (15)	28% (15)	81%	81%*	-24%	+19%
Mathematics		80% (41)	83% (44)	29% (2)	71% (5)	29% (15)	32% (17)	80%	80%*	-51%	-9%
R, W & M		71% (36)	72% (38)	29% (2)	71% (5)	22% (11)	15% (8)	67%	67%*	-38%	+4%

Summary of outcomes 2017-2018

EYFS: One of two disadvantaged pupils achieved a Good Level of Development. Progress for both pupils combined was between 2.0 and 2.5 steps on average with the exception of Personal Social and Emotional Development where the two pupils made 4.0 steps on average.

KS1: Three of the five disadvantaged pupils in year 2 achieved the EXS in reading, writing and maths and progress from end of EYFS is strong for all five pupils.

KS2: All seven disadvantaged pupils achieved EXS in reading and writing and five achieved it in mathematics; this is a significant improvement on 2017 and school can therefore demonstrate how we are beginning to diminish the difference between disadvantaged pupils and their non-disadvantaged peers

