



**Pupil Premium Strategy
2019-20**



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 grant to support pupils who receive this extra funding. For the current academic year (2019-20) 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 (LAC) are supported by a grant of £2300. 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 2019/2020: £ 47,480

Total amount of Pupil Premium and Pupil Premium Plus received in 2018/2019: £ 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.

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

In-School Barriers		Linked Desired Outcomes
A	Attendance. Repeated lateness.	<ul style="list-style-type: none"> ➤ All PPG children have good attendance above 96% ➤ All PPG children have low levels of lateness.
B	Slow development of language and communication/PSED skills for children entering reception	<ul style="list-style-type: none"> ➤ To see an improvement in the development of early language/communication/PSED skills for children in EYFS and KS1. ➤ To quickly identify barriers to learning for all PPG pupils
C	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	<ul style="list-style-type: none"> ➤ To engage parents and carers in supporting their child's academic progress and wellbeing, with regular communication regarding educational next steps
D	Attachment issues due to early life trauma	<ul style="list-style-type: none"> ➤ To improve the emotional wellbeing, self-esteem and aspirations of disadvantaged pupils. ➤ To see children who have experienced early life trauma make good or better progress.
E	Lack of aspiration	<ul style="list-style-type: none"> ➤ To improve the emotional wellbeing, self-esteem and aspirations of disadvantaged pupils. ➤ To see children who have experienced early life trauma make good or better progress.
F	Late starters who have gaps in learning due to inconsistent prior education.	<ul style="list-style-type: none"> ➤ Late starters and those who have attended different settings to make at least good progress with gaps in learning quickly identified and supported.
External Barriers		Linked Desired Outcomes
G	Limited parental engagement with school – especially regarding attendance at open evening, workshop evenings and completion of homework / reading	<ul style="list-style-type: none"> ➤ To diminish the attainment and progress gap between PPG and non-PPG pupils
H	Limited life experiences and opportunities/limited access to extra-curricular activities.	<ul style="list-style-type: none"> ➤ Late starters and those who have attended different settings to make at least good progress with gaps in learning quickly identified and supported. ➤ To enhance experiences for PPG children through a rich and varied curriculum.

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 2019/20

1. Summary information					Internal	External
Academic Year	2019-20	Total PP budget	£47,480	Date of most recent PP Review	November 2019	December 2015
Total number of pupils	420	Number of pupils eligible for PP	35	Date of next internal review of this strategy	July 2020	November 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 Approx.	Impact
		<i>How will we know it has happened?</i>	<i>How will we measure it?</i>			
To diminish the attainment and progress gap between PPG and non-PPG pupils	<ul style="list-style-type: none"> ❖ Embed role of Pupil Premium Lead. ✓ ❖ Maths leader to continue to provide training on maths mastery. ✓ ❖ Focussed fluency time timetabled each day to embed arithmetic skills, enabling children to build on these and progress. ✓ ❖ Quality first teaching across the school. ✓ ❖ Focussed teaching groups within lessons. ❖ Teacher led or INCA led interventions for reading, maths and writing as appropriate for our children during assembly/before school. These may focus on pre-teaching, consolidating or accelerating progress. ✓ ❖ 1:1 /1:2 tuition to support basic maths skills/reading. ✓ ❖ Bookworms will have targeted groups of children. ✓ ❖ Teaching staff will consider their PPG pupils when planning and deploy INCAs with more efficiency to meet the needs of PPG pupils. ✓ 	<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. ❖ Learning walks and book scrutiny will demonstrate evidence and support. 	<ul style="list-style-type: none"> ❖ Teacher assessments/data ❖ Learning evaluations ❖ Pupil voice ❖ Pupil progress meetings 	April 2020	£8,000	
<p>For all PPG children to have good attendance above 96%</p> <p>For all PPG children to have low levels of lateness</p>	<ul style="list-style-type: none"> ❖ Weekly attendance meeting to review unauthorised absences for that week. ✓ ❖ Half termly monitoring of PPG children's attendance by Pupil Premium Lead. ✓ ❖ Work closely with AIO ✓ ❖ Provide 1:1 reading/maths/homework opportunities for identified children from 8.40 to ensure children are in school before the school day begins ✓ ❖ Update attendance policy with clearer guidelines and list of procedures. ✓ 	<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. 	April 2020	£1000	

	<ul style="list-style-type: none"> ❖ Funded places at wrap around care. ✓ ❖ Meet and Greet adult where appropriate. ✓ ❖ Continue to award attendance cup weekly to the highest attending class. ✓ ❖ Penalty Notices to become part of attendance policy and actioned, when necessary to reduced unauthorised absence. ✓ 		<ul style="list-style-type: none"> ❖ Pupil progress meetings / cohort analysis will continue to monitor poor progress or attainment as a result of absence. 			
To see an improvement in the development of early language/communication/PSED skills for children in EYFS and KS1.	<ul style="list-style-type: none"> ❖ Closely liaise with SALT for strategies to support in class. ✓ ❖ Lunch club to support identified children with communication skills. ✓ ❖ Phonic booster groups in Reception, Year 1 and 2. ✓ ❖ WELCOMM training ✓ ❖ Effective deployment of INCAs and quality first teaching ✓ 	<ul style="list-style-type: none"> ❖ ELG will be met. ❖ Progress will be made through the WELCOMM 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 2020	£4000	
To engage parents and carers in supporting their child's academic progress and wellbeing, with regular communication 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 to share what children are learning. ✓ ❖ KS1/2 Celebration assemblies with parents invited to attend. ✓ ❖ Tea and biscuits with parents of Knebworth Values card winners with Head and SLT after assembly to celebrate positive achievements. ✓ ❖ Structured conversations will be continued to engage parents and ensure support from home. ✓ 	<ul style="list-style-type: none"> ❖ Parents will recognise the importance of home learning and will support at home. ❖ Home learning 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 thorough 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 home learning 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 2020	£1780	

<p>To track and monitor the progress and attainment of all PPG children and ensure impact of interventions.</p> <p>To quickly identify barriers to learning for all PPG pupils</p>	<ul style="list-style-type: none"> ❖ Embed Pupil Premium lead teacher role by utilising 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 and attendance 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. ➤ Identify interventions and evaluate impact. ➤ Liaise with Pastoral worker when required. ➤ Support inclusion team with PPG surgeries. 	<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 ❖ Individual Profiles (I Profiles) ❖ Pupil Premium folder ❖ Intervention notes ❖ Half termly reports ❖ Provision mapping 	<p>April 2020</p>	<p>£6,000</p>	
<p>To improve the emotional wellbeing, self-esteem and aspirations of disadvantaged pupils.</p>	<ul style="list-style-type: none"> ❖ Mental health lead will be established and will work closely with the PPG lead, pastoral support and link governor. ✓ ❖ Pastoral worker (fulltime) to: <ul style="list-style-type: none"> ➤ 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 and Yoga sessions for Year 6 and 2. ✓ 	<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. 	<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. 	<p>April 2020</p>	<p>£12,000 (towards the cost of the pastoral worker salary)</p>	

		❖ Lunch club monitoring, weekly review shows improvements against targets.				
Late starters and those who have attended different settings to make at least good progress with gaps in learning quickly 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 2020	£5700	
To see children who have 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 2020	£4,000	
To enhance experiences for PPG children 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: <ul style="list-style-type: none"> • Guitar lessons • Choir lessons • French lessons • Twine and Shine • Multi-sports/football • Dance club • 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 2020	£4,000	
				Total	£47,480	

