



# **Knebworth Primary School**

## **Pupil Premium Strategy 2020-2021**

*Deep Roots*

## 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 (2020-21) primary schools will receive a sum of £1345 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 or are currently in care (LAC) are supported by a grant of £2345. Service children are supported by a grant of £310. Numbers eligible for support may change through the year but funding does not necessarily change. The Department for Education (DFE 2020) describe the following terms and conditions for the use of the PPG funding:
- Raising the attainment of disadvantaged pupils of all abilities to reach their potential.
- Supporting children and young people with parents in the regular armed forces.

The DFE also 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 2020/2021: £64,525**

**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"> <li>❖ All PPG children have good attendance above 96%</li> <li>❖ All PPG children have low levels of lateness.</li> </ul>
B	Slow development of language and communication/PSED skills for children entering reception	<ul style="list-style-type: none"> <li>❖ To see an improvement in the development of early language/communication/PSED skills for children in EYFS, KS1.</li> </ul>
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"> <li>❖ Parents and carers support learning at home and are in regular communication with the school regarding educational next steps.</li> </ul>
D	Attachment issues due to early life trauma	<ul style="list-style-type: none"> <li>❖ Children's emotional wellbeing will improve, make good attachments, develop self-esteem and have high aspirations.</li> </ul>
E	Lack of aspiration	<ul style="list-style-type: none"> <li>❖ Children who have experienced early life trauma make good or better progress.</li> </ul>
F	Late starters who have gaps in learning due to inconsistent prior education.	<ul style="list-style-type: none"> <li>❖ Children's emotional wellbeing will improve, make good attachments, develop self-esteem and have high aspirations.</li> </ul>
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"> <li>❖ To diminish the gap between PPG children and non-PPG children.</li> </ul>
H	Limited life experiences and opportunities/limited access to extra-curricular activities.	<ul style="list-style-type: none"> <li>❖ 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.</li> <li>❖ Experiences for PPG children will be enhanced through a rich and varied curriculum.</li> </ul>

### 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 2020/21

1. Summary information					Internal	External
Academic Year Financial year	April 2020-21	Total PP budget	£64,525	Date of most recent PP Review	September 2020	December 2015
Total number of pupils	420	Number of pupils eligible for PP	47 (2 of which EYPPG)	Date of next internal review of this strategy	September 2021	

Desired outcome <i>What do we want to happen?</i>	Project/Initiative <i>How will we make it happen?</i>	Impact		Review date	Impact
		<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"> <li>❖ Develop and embed roles of pupil premium leads.</li> <li>❖ Maths leader to continue to provide training on maths mastery.</li> <li>❖ Focussed fluency time timetabled each day to embed arithmetic skills, enabling children to build on these and progress.</li> <li>❖ Quality first teaching across the school.</li> <li>❖ Focussed teaching groups within lessons.</li> <li>❖ 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, e.g. precision teaching, 5 minute box.</li> <li>❖ 1:1 /1:2 tuition to support basic maths skills/reading.</li> <li>❖ Bookworms will have targeted groups of children.</li> <li>❖ Social, emotional, mental health support interventions with pastoral lead or Inclusion manager.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Data will support the diminishing gap between PPG children and non-PPG children across all subjects in all key stages.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Teacher assessments/data</li> <li>❖ Learning evaluations (book scrutiny and observations)</li> <li>❖ Pupil voice</li> <li>❖ Pupil progress meetings</li> <li>❖ Inclusion surgeries</li> </ul>	April 2021	

	<ul style="list-style-type: none"> <li>❖ Targeted support from external professionals are sought if needed to support pupils with SEMH difficulties.</li> <li>❖ Whole school training to develop quality 1<sup>st</sup> teaching, e.g. STEPS, Mental Health level 1.</li> <li>❖ In school targeted teacher and INCA training - Welcomm, 5 minute box, precision teaching, Nurture groups, circle of friends,</li> <li>❖ External targeted Teacher and INCA training- SPLD- Reading Revival, Designated teacher training, SENCO AWARD.</li> </ul>				
<ul style="list-style-type: none"> <li>➤ All PPG children have good attendance above 96%</li> <li>➤ All PPG children have low levels of lateness.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Weekly attendance meeting to review unauthorised absences for that week with DH and pupil premium leads.</li> <li>❖ Half termly monitoring of PPG children's attendance by Pupil Premium Leads.</li> <li>❖ Provide 1:1 reading/maths/homework opportunities for identified children from 8.40.</li> <li>❖ Update attendance policy with clearer guidelines and list of procedures.</li> <li>❖ Funded places at wrap around care.</li> <li>❖ Meet and Greet adult where appropriate.</li> <li>❖ Continue to award attendance cup weekly to the highest attending class.</li> <li>❖ Penalty Notices to become part of attendance policy and actioned, when necessary to reduced unauthorised absence.</li> <li>❖ Meetings with parents/carers to discuss attendance and to signpost parents to support where needed, e.g. funding for transport, parenting courses for behaviour.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Attendance percentages of targeted children improve across the school</li> <li>❖ Incidents of lateness diminish</li> </ul>	<ul style="list-style-type: none"> <li>❖ Monitor SIMS/CPOMS for attendance/lateness data</li> <li>❖ Attendance panel will meet termly to analyse attendance.</li> <li>❖ Meetings with AIO will show decreasing numbers of poor attenders.</li> <li>❖ Pupil progress meetings / cohort analysis will continue to monitor poor progress or attainment as a result of absence.</li> </ul>	April 2021	

<p>➤ To see an improvement in the development of early language/communication /PSED skills for children in EYFS, KS1.</p>	<ul style="list-style-type: none"> <li>❖ Closely liaise with SALT for strategies to support in class.</li> <li>❖ Lunch club to support identified children with communication skills.</li> <li>❖ Phonic booster groups in R Year 1, 2.</li> <li>❖ WELCOMM training. This is used across N and R.</li> <li>❖ Play Mentoring training across school and for children</li> <li>❖ Reading revival training for Inclusion team from SPLD</li> <li>❖ 1-1 pastoral check ins with pastoral lead.</li> <li>❖ Small nurture group with Inclusion/PPG lead for PPG year 1 children.</li> <li>❖ Outreach support from greenside for targeted support.</li> <li>❖ Speech, language, communication and autism team to give targeted support for identified children in EYFS and KS1.</li> <li>❖ Parent/carer meetings with inclusion team/teacher to signpost them to support and resources</li> <li>❖ Class dojo- parent/carer communication and support/ resources given to aid the child with home learning.</li> </ul>	<ul style="list-style-type: none"> <li>❖ ELG will be met.</li> <li>❖ Progress will be made through the WELCOMM assessment criteria.</li> <li>❖ Identified children will meet targets through lunch club.</li> <li>❖ The phonic test or retest pass rate for PPG children increases</li> <li>❖ Wellbeing scales will show improvement with pastoral lead</li> <li>❖ Behaviour in class and playground will improve</li> <li>❖ Children's confidence in learning will improve.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Teacher assessment/data.</li> <li>❖ Learning evaluations</li> <li>❖ Pupil progress meetings.</li> <li>❖ Through weekly review/monitoring and planning of lunch club provision</li> <li>❖ End of Key stage assessment</li> <li>❖ Phonic screening check</li> <li>❖ Book scrutiny shows more independent learning and scaffolded learning, e.g. communication print.</li> </ul>	<p>April 2021</p>	
<p>➤ Parents and carers support learning at home and are in regular communication with the school regarding educational next steps.</p>	<ul style="list-style-type: none"> <li>❖ Playground Meet and Greet</li> <li>❖ Pastoral worker to use mobile phone as a means of communication.</li> <li>❖ Parent/carer meetings with inclusion team/teacher to signpost them to support and resources</li> </ul>	<ul style="list-style-type: none"> <li>❖ Parents will recognise the importance of home learning and will support at home.</li> <li>❖ Homework will be completed on time</li> </ul>	<ul style="list-style-type: none"> <li>❖ Parent survey will show an increased enthusiasm for home learning.</li> <li>❖ Teachers monitoring of homework will show an increased number of children undertaking tasks at home.</li> </ul>	<p>April 2021</p>	

	<ul style="list-style-type: none"> <li>❖ Class dojo- parent/carer communication and support/ resources given to aid the child with home learning.</li> <li>❖ Develop parent workshops.</li> <li>❖ Parent/carer coffee mornings- to focus on area of targeted need, e.g. sleep issues</li> <li>❖ Regular communication with inclusion team- phone calls, emails, meetings.</li> <li>❖ Open evenings</li> <li>❖ Parents will receive a short report every parent consultations with clear targets and ways to support learning tailored to their individual child.</li> <li>❖ Class celebration assemblies to share what children are learning.</li> <li>❖ KS1/2 Celebration assemblies with parents invited to attend.</li> <li>❖ Values card winners with Head and SLT after assembly to celebrate positive achievements.</li> <li>❖ Structured conversations will be continued to engage parents and ensure support from home.</li> </ul>	<p>to a good standard.</p> <ul style="list-style-type: none"> <li>❖ As a result, progress and attainment of PPG children will increase.</li> <li>❖ There will be a rise in the number of parents attending open evenings.</li> <li>❖ Parents will support learning at home thorough structured conversation meetings and targets are met.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Attendance at open evening will increase.</li> <li>❖ Parents are engaged with and attend parent's evenings/ structured conversations.</li> </ul>		
<ul style="list-style-type: none"> <li>➤ To ensure all Pupil premium children have barriers to learning quickly identified</li> <li>➤ To track and monitor the progress and attainment of all PPG children and ensure impact of interventions.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Embed Pupil Premium leads to use release time to: <ul style="list-style-type: none"> <li>- Gather attainment and progress data for PPG children across the school in reading, writing and maths.</li> <li>- Identify which children are of concern.</li> <li>- Create an overview of provision in place for all PPG children across the school. Use this to work out the cost of provision</li> <li>- Liaise with teachers to identify barriers to learning and put in place support for those individuals- PPG meetings termly.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>❖ Barriers to learning are quickly identified and addressed.</li> <li>❖ Monitoring and tracking procedures are robust.</li> <li>❖ Interventions are planned and reviewed to</li> </ul>	<ul style="list-style-type: none"> <li>❖ Teacher assessments/data</li> <li>❖ Pupil voice</li> <li>❖ Pupil progress meetings</li> <li>❖ Pupil premium surgery notes.</li> <li>❖ Pupil premium folder</li> <li>❖ Intervention notes.</li> <li>❖ Half termly reports.</li> </ul>	April 2021	

	<ul style="list-style-type: none"> <li>- Use Iprofiles to record barriers and actions for all PPG children.</li> <li>- Monitor the impact of actions for these children at the end of each half term.</li> <li>- Update data at the end of each term.</li> <li>- Share impact of actions to SLT.</li> <li>- Understand how Pupil Premium grant is spent within school and support the review of impact and modify accordingly.</li> <li>- Review provision for all PPG children across the school for each half term.</li> <li>- Identify interventions and evaluate impact.</li> <li>- Liaise with Pastoral worker when required.</li> <li>- Support inclusion team with PPG surgeries. <ul style="list-style-type: none"> <li>❖ -Teacher planning will identify focus children and the reasonable adjustments or extra provision in place.</li> <li>❖ Teacher will monitor the progress and impact of in class interventions for PPG children and discuss with PPG leads.</li> </ul> </li> </ul>	<p>support/accelerate children progress.</p> <ul style="list-style-type: none"> <li>❖ Data will support the diminishing gap between PPG children and non-PPG children across all subjects in all key stages.</li> <li>❖ 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.</li> </ul>			
<ul style="list-style-type: none"> <li>➤ Children’s emotional wellbeing will improve, make good attachments, develop self-esteem and have high aspirations.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Mental health and PPG lead is established and they will work closely with pastoral lead, inclusion team and linked governor.</li> <li>❖ PPG and pastoral lead and inclusion team have regular meetings to discuss children on the PPG register and decide how best to support their needs.</li> <li>❖ Teachers can book to come to inclusion meetings throughout the year to discuss a child.</li> <li>❖ Termly PPG meetings to review and update IProfiles and discuss next steps.</li> <li>❖ External professionals and outreach services are referred to and used to support children who need further SEMH support.</li> <li>❖ Pastoral lead (fulltime) to <ul style="list-style-type: none"> <li>- act as a key worker for every PPG eligible child.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>❖ Improvements according to Boxhall criteria</li> <li>❖ Good progress against the individual programme set of criteria.</li> <li>❖ There will be a positive impact on progress and attainment as measured during pupil progress meetings.</li> <li>❖ Inclusion surgeries will record an improvement</li> </ul>	<ul style="list-style-type: none"> <li>❖ Boxhall profiles</li> <li>❖ CPOMS</li> <li>❖ Pupil voice</li> <li>❖ Bright stars</li> <li>❖ Pupil voice</li> <li>❖ Parent voice</li> <li>❖ Learning Evaluations</li> <li>❖ Parent voice</li> <li>❖ Protective behaviours outcomes</li> <li>❖ Lunch club monitoring.</li> <li>❖ Wellbeing CORS and questionnaire</li> <li>❖ Emotional checklist</li> <li>❖ Nurture groups (PPG and pastoral leads) evidence through intervention/check in notes</li> <li>❖ Reports show SEMH progress</li> </ul>	<p>April 2021</p>	



	<ul style="list-style-type: none"> <li>- provide a wide range of support to vulnerable families improving standards of behaviour/attendance and parental engagement.</li> <li>- All children in Year 4 and 5 to receive Bright Stars</li> <li>- provision of targeted support to meet social/emotional and mental health needs, e.g. protective behaviours, My Time, Marvellous Me</li> <li>- provide counselling support to identified children</li> <li>- provide additional resources to deliver effective interventions.</li> <li>- lead on protective behaviours materials</li> <li>- Bear cards</li> <li>- Box hall profile</li> <li>- Resources for Bright Stars</li> <li>- Yoga sessions for Year 6 and 2 <ul style="list-style-type: none"> <li>❖ Wellbeing CORS and questionnaire</li> <li>❖ Emotional checklist</li> <li>❖ -Nurture groups (PPG and pastoral leads)</li> <li>❖ Teachers to use Zones of Regulation to support targeted children in KS2 and all children in R and Year 1. This will be rolled out across whole school in the Spring term.</li> </ul> </li> </ul>	<p>according to the Assess/Plan/Do review cycle or the intervention in place</p> <ul style="list-style-type: none"> <li>❖ Pupil and parent/carer voice will reflect progress against the agreed outcomes.</li> <li>❖ Regular classroom monitoring will ensure that individuals are continuing to improve against agreed outcomes</li> <li>❖ Parents will communicate progress.</li> <li>❖ Lunch club monitoring, weekly review shows improvements against targets.</li> <li>❖ Zones of regulation</li> <li>❖ Reports from external professionals</li> </ul>			
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<p>➤ 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.</p>	<ul style="list-style-type: none"> <li>❖ SEND INCAs to undertake detailed assessments to identify gaps in basic skills across literacy and maths</li> <li>❖ INCO and SEND INCA to continue to train all INCAs in SPLD intervention programmes</li> <li>❖ SEND INCA/classroom INCAs to deliver tailored programme of support</li> <li>❖ Training for whole school and all teachers or targeted teachers to develop quality first teaching, e.g. STEPS, Mental Health L1, Welcomm, Maths mastery, Accelerated reading, Writing focus</li> <li>❖ Courses by SPLD. <ul style="list-style-type: none"> <li>-Word Wizards</li> <li>-DAN</li> <li>-Sprite/ELF</li> <li>- Reading Revival</li> <li>-Wellcomm</li> <li>-5 Minute box</li> <li>-Precision teaching</li> <li>-Phonics targeted support</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>❖ 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.</li> <li>❖ INCA targeted interventions</li> <li>❖ Teacher interventions in class</li> <li>❖ PPG meetings termly to review progress and provision in place.</li> <li>❖ Parent/carer meetings</li> <li>❖ Assess plan, do, review put in place when needed.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Teacher assessments/ AM7 data</li> <li>❖ Pupil progress meetings</li> <li>❖ Inclusion surgeries</li> <li>❖ Learning evaluations.</li> <li>❖ Progress will be tracked and monitored according to the specific intervention criteria</li> <li>❖ Learning profiles/ I profiles</li> <li>❖ Pupil/parent voice</li> </ul>	<p>April 2021</p>	
<p>➤ Children who have had experienced early life trauma make good or better progress.</p>	<ul style="list-style-type: none"> <li>❖ Designated pastoral lead to work with children who are experiencing severe attachment issues, who need catch up programmes and to develop independence.</li> <li>❖ Pastoral lead to use evidence based interventions such as My Time, Marvellous Me, Nurture groups, Bright Stars</li> <li>❖ External professionals and outreach services used to support children in need of further support outside of school.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Learning profiles will reflect targets have been met and new targets set.</li> <li>❖ Termly pupil progress meeting will show good or better progress</li> <li>❖ Specific CLA/ post adoption meeting</li> </ul>	<ul style="list-style-type: none"> <li>❖ Teacher assessments/data</li> <li>❖ Pastoral and PPG leads to evidence progress through wellbeing scales and notes</li> <li>❖ Pupil voice/parent/carer voice</li> <li>❖ Learning evaluations – show more independent working</li> <li>❖ Pupil progress meetings</li> <li>❖ PEP meetings to also have targets reviewed.</li> <li>❖ Inclusion surgeries notes</li> </ul>	<p>April 2021</p>	

		<ul style="list-style-type: none"> <li>will monitor and track progress.</li> <li>❖ PEP meetings held for CLA including social worker, parent and carer.</li> <li>❖ Wellbeing scales</li> <li>❖ Learning evaluations</li> <li>❖ Reports from external professionals</li> </ul>	<ul style="list-style-type: none"> <li>❖ Reports from external professionals and discharge notes will show progress</li> </ul>		
<ul style="list-style-type: none"> <li>➤ Experiences for PPG children will be enhanced through a rich and varied curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Extended care will fund two spaces per week, per child who is in receipt of additional funding.</li> <li>❖ Some additional funding is put aside to provide additional opportunities <ul style="list-style-type: none"> <li>- Twine and shine.</li> <li>- Guitar lessons</li> <li>- Choir lessons</li> <li>- French lessons</li> <li>- Multi-sports/football</li> <li>- Dance --book club</li> <li>- Residential trips</li> <li>- Swimming</li> <li>- Enhanced experiences from external providers</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>❖ Pupils and parents/carers will talk positively and enthusiastically about their experiences.</li> <li>❖ Skill progression in a particular area.</li> <li>❖ Increased confidence will show an increased level of engagement in lessons.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Pupil/teacher/parent voice</li> <li>❖ Club registers</li> <li>❖ Club reports</li> <li>❖ Parent survey</li> <li>❖ Boxhall reports</li> <li>❖ Teacher assessment /Data</li> <li>❖ Learning evaluations- show increased confidence and engagement in lessons.</li> </ul>	April 2021	

**Budget spend (approximates)**

<ul style="list-style-type: none"> <li>▪ Dedicated Pupil premium teacher-</li> </ul>	£14, 000
<ul style="list-style-type: none"> <li>▪ Dedicated INCA x 2 support for targeted support.</li> </ul>	£10,000
<ul style="list-style-type: none"> <li>▪ Class based INCA support=</li> </ul>	£10,000
<ul style="list-style-type: none"> <li>▪ Pastoral support</li> </ul>	£12,000

▪ Specialist English/ Maths support in Willow room	£5, 000
▪ Teacher led nurture groups and 1-1	£4000
▪ Training costs	£3000
▪ Inclusion surgeries	£500
▪ PPG meetings	£500
▪ Additional enrichment opportunities	£3000
▪ Extended Care support-	£1525
	Total <b>£64,525</b>