



Knebworth Primary and Nursery School

Pupil Premium Strategy Statement 2018-2019

CONTENTS

What is Pupil Premium?	3
Why is it important?	3
Barriers to Learning	4
How do we address these issues?	4
Planned expenditure for 2018/9	5
Outcomes/impact for 2018-19	5

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 (2018-19) 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?

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, KS1.
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"> ❖ Parents and carers support learning at home and are in regular communication with the school regarding educational next steps.
D	Attachment issues due to early life trauma	<ul style="list-style-type: none"> ❖ Children’s emotional wellbeing will improve, make good attachments, develop self-esteem and have high aspirations.
E	Lack of aspiration	<ul style="list-style-type: none"> ❖ Children who have had 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"> ❖ Children’s emotional wellbeing will improve, make good attachments, develop self-esteem and have high aspirations.
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 gap between PPG children and non-PPG children.
H	Limited life experiences and opportunities/limited access to extra-curricular activities.	<ul style="list-style-type: none"> ❖ 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. ❖ Experiences for PPG children will be enhanced 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 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	July 2019	

Outcomes

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.</i>	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"> ❖ 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, 	<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>Training on Maths mastery continues to be delivered to all teacher and INCA's. Learning evaluations show that teachers confidence in teaching maths in a mastery style has increased which has led to improvements in attainment and progress (see KS2 outcomes)</p> <p>Book scrutiny shows children who are on the pupil premium register are receiving additional focus group time with an INCA when needed to properly embed key skills in maths.</p> <p>Summary of Key stage 2 outcomes 2019 (see table below)</p> <p>Maths: 7 out of 8 children on the pupil premium register met the expected standard in maths (the one pupil who did not was also on the SEND register).</p>

	<p>maths and 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. ✓ 					<p>Writing: 6 out of 8 children on the pupil premium register met the standard.</p> <p>Reading: 5 out of 8 children on the pupil premium register met the expected standard. . Of the 3 children who did not meeting the standard in reading, 2 were also on the SEND register (these are the same 2 who did not meet the standard in writing).</p> <p>Progress measures for disadvantaged children in reading and writing are higher than their non-disadvantaged counterparts, demonstrating their lower starting points and show the diminishing difference between disadvantaged pupils and their non-disadvantaged peers. Disadvantaged pupils at Knebworth attained more highly in mathematics than non-disadvantaged pupils nationally. 88% of children on the PPG register achieved the expected standard compared to 84% non-disadvantaged nationally.</p> <p>Summary of Key stage 1 outcomes 2019 2 PPG children in maths 1 out of the 2 children was ARE at the end of the year. Out of the two children on the pupil premium register 1 passed the phonics test.</p>
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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.</i>	IMPACT
		<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. ✓ ❖ Continue to award attendance cup weekly to the highest attending class. ✓ 	<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	<p>Incentives have been established to improve attendance for PPG children: Pastoral worker works closely with children on the pupil premium register to discuss questions like e.g. 'What does it mean to be at school?' What do you aspire to be when you are older? Individual attendance charts have been set up and shared (monster theme – feeding a cookie). At the end of each half term, a full chart (or improvement in attendance) has been rewarded.</p> <p>Data shows that the attendance for children on the pupil premium register has improved for the year 2018-19.</p> <p>For 2017-18 showed that 13/28 listed PPG pupils at the start of September 2018 were a cause for concern.</p> <p>By the end of 2018-19, attendance had improved since the previous academic year for 10/30 pupils. (additionally 2 pupils entered the school)</p> <p>In 2017-18 pupils on the pupil premium register with 95% or above was 14 out of 30. In 2018-19 this had improved to 16 out of 30 children.</p> <p>An updated and concise attendance policy is now in effect. These procedures have been clearly communicated to parents through regular reminders in the</p>

						newsletter and within the parent handbook. Fines are now being administered for repeat absentees and this has deterred unauthorised absence.
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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.</i>	IMPACT
		<i>How will we know it has happened?</i>	<i>How will we measure it?</i>			
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	<p>All 5 children on the PPG register in EYFS/KS1 made expected progress/more than expected progress within their phase.</p> <p>Out of the 2 PPG children in Year 1, one child passed the phonics check.</p> <p>Data for Communication & Language Reception 2019 cohort: Entry 42% to Exit 61% at ARE Entry 0% to Exit 30% at Greater Depth</p>

Desired outcome	Project/Initiative <i>How will we make it happen?</i>	Impact	Review date	Cost <i>Approx.</i>	IMPACT
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<i>What do we want to happen?</i>		<i>How will we know it has happened?</i>	<i>How will we measure it?</i>			
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. ✓ ❖ Structured conversations will be continued to engage parent and ensure support from home. ✓ 	<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 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 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	<p>Class Dojo is established from Reception to Year 6 and provides PPG parents with a chance to keep updated on daily school life and homework. Parent feedback has shown Class Dojo is an extremely popular tool for communication.</p> <p>Class Celebration Assemblies are well attended and targeted invitations have been used for parent workshops.</p> <p>Structured conversations with targeted PPG parents used to support home learning. Teachers have reported that this has allowed closer communication with some of their more vulnerable families.</p> <p>All PPG parents have received 3 reports (in person or by post) over the course of the year with clear targets and ways to support learning tailored to their individual child.</p>

Desired outcome	Project/Initiative <i>How will we make it happen?</i>	Impact	Review date	Cost <i>Approx.</i>	IMPACT
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<i>What do we want to happen?</i>		<i>How will we know it has happened?</i>	<i>How will we measure it?</i>			
<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 embed in role ✓ ❖ 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. ✓ ❖ 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 assessment s/data ❖ Pupil voice ❖ Pupil progress meetings ❖ Pupil premium surgery notes. ❖ Pupil premium folder ❖ Intervention notes. ❖ Half termly reports. 		5,000	<p>Pupil Premium lead teacher has facilitated more robust streamlined approaches to monitoring, tracking and reviewing the impact of interventions and support.</p> <p>The inclusion team conducted sessions to support pupils accordingly and led discussions to foster a positive attitude to learning.</p> <p>I profiles (individual profiles) have been created for each pupil which will follow them through the school to ensure continuity and communication with new teachers. This document includes: barriers to learning, small steps of progress, interventions/support, impact of interventions/support and termly data with expected progress to track.</p> <p>PPG surgeries occurred on a weekly basis which teachers were invited to in order to discuss provision for PPG children, barriers to learning, support to be provided, etc. Impact of interventions are monitored in this surgery time.</p>
Desired outcome	Project/Initiative <i>How will we make it happen?</i>	Impact		Review date	Cost <i>Approx.</i>	IMPACT

<i>What do we want to happen?</i>		<i>How will we know it has happened?</i>	<i>How will we measure it?</i>			
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 link governor. ✓ ❖ Pastoral worker (fulltime) 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 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. ❖ 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)	<p>A children's well-being scale has been created which will be used by pastoral lead role to measure progress/impact of our in school interventions or outside services. This has allowed the school to measure the impact of interventions and adjust, amend, and review accordingly. All children who received bright stars intervention showed an increase in mental wellbeing through the use of the evaluation.</p> <p>The Willow Room is continually developing into a great space where our staff and children are able to work confidentially and purposefully on targeted intervention programmes. Pupil Voice feedback showed pupils spoke positively of the Willow Room as a safe space and a space they could go to "to feel better."</p>

Desired outcome	Project/Initiative <i>How will we make it happen?</i>	Impact	Review date	Cost Approx.	IMPACT
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<i>What do we want to happen?</i>		<i>How will we know it has happened?</i>	<i>How will we measure it?</i>			
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 assessment s/ AM7 data ❖ Pupil progress meetings ❖ Learning evaluations. ❖ Progress will be tracked and monitored according to the specific intervention criteria 	April 2019	£6,000	<p>Specific SPLD interventions show that all of children on the pupil premium register who were receiving this support all made progress against the specific criteria.</p> <p>Learning evaluations show that these specific, tailored interventions are happening within the classroom by trained INCA's and progress is being tracked.</p>
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 assessment s/data ❖ Pupil voice ❖ Learning evaluations ❖ Pupil progress meetings 	April 2019	£1,000	All children who received intervention showed in their evaluations an increase in mental wellbeing.

<i>Desired outcome What do we want to happen?</i>	<i>Project/Initiative How will we make it happen?</i>	<i>Impact</i>		<i>Review date</i>	<i>Cost Approx.</i>	<i>IMPACT</i>
		<i>How will we know it has happened?</i>	<i>How will we measure it?</i>			

<p>Experiences for PPG children will be enhanced through a rich and varied curriculum.</p>	<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"> - 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 	<p>April 2019</p>	<p>£2,000</p>	<p>Extended care provision provided support to pupils and made accommodations for PPG pupils when needed.</p> <p>Pupil voice shows that those children who are involved in additional enrichment opportunities spoke positively about the sessions and showed increase confidence.</p>	
					<p>Total</p>	<p>47,820</p>	

No. in cohort 2017: 51 2018: 53 2019: 55	No. of disadvantaged 2017: 7 2018: 7 2019: 8	% 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	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019
Reading		76% (39)	85% (45)	80% (45)	43% (3)	100% (7)	63% (5)	39% (20)	36% (19)	39% (22)	77%	80%	78%	-34%	+20%	-15%
Writing		90% (46)	91% (48)	89% (50)	57% (4)	100% (7)	75% (6)	29% (15)	28% (15)	30% (17)	81%	83%	83%	-24%	+20%	-8%
Mathematics		80% (41)	83% (44)	88% (49)	29% (2)	71% (5)	(88%) (7)	29% (15)	32% (17)	36% (20)	80%	81%	84%	-51%	-10%	+4%
R, W & M		71% (36)	72% (38)	79% (44)	29% (2)	71% (5)	63% (5)	22% (11)	15% (8)	21% (12)	67%	70%	71%	-38%	+1%	-8%

Key stage 2 outcomes 2019

KS2 : Progress Scores Summary 2019 (provisional)										
No. in cohort	56	Reading			Writing			Mathematics		
No. of disadvantaged	8	School All	Disadvantaged		School All	Disadvantaged		School All	Disadvantaged	
			School	Nat Other		School	Nat Other		School	Nat Other
Progress Score		+1.9	+3.2	0.3*	+2.5	+3.0	0.2*	+2.3	+1.5	0.3*