



The Pupil Premium is additional funding for publicly funded schools in England to raise the attainment of disadvantaged pupils and close the gap between them and their peers. It is allocated to children from low-income families who are currently known to be eligible for Free School Meals (FSM) in both mainstream and non-mainstream settings, Looked after Children, children adopted from care and Service Forces children. It also includes pupils who have been eligible for FSM at any point in the last six years (known as the Ever 6 FSM measure).

Schools are free to spend the Pupil Premium as they see fit. However, they are held accountable as to how they have used these additional funds to support pupils entitled to this premium and are also required to publish this information online. This will ensure that parents and others are made fully aware of the attainment of pupils covered by Pupil Premium funding and the extra support that they receive.

Forecast for academic Year 2019-2020

Pupil premium planned expenditure:

A review has taken into account the difficulties of measuring / confirming the impact of earlier expenditure, therefore a different approach to planning and reviewing has been taken.

Our FSM6 figure is around 58% so this figure is taken as an approximate benchmark for expenditure ratios, however we recognise that many of our families who are not in receipt of FSM are also functioning very close to the breadline and often suffer financial hardship. As a school we are committed to supporting these families as well as those with official PP designation.

As a school we aim to promote respect for all people regardless of gender, age, ethnicity or religious beliefs. The children's natural curiosity and love of learning is cultivated and enhanced through an engaging curriculum and academic progress and achievement is expected and celebrated. We at Kingsley Community School feel that it is important to promote a sense of community and social awareness through the teaching and modelling of British values.

Ultimately, the school aims to improve and enhance the life chances of its pupils via the education and opportunities provided by the school.



Fig 1: comparison between the school’s end of KS2 profile to that of the national average

	% of pupils eligible for FSM	% of pupils with SEN	% of pupils with EAL	% of pupils stability	% of pupils from minority ethnic groups	School deprivation indicator
School (end of KS2)	58%	19.6 <i>(highest quintile)</i>	85	68 <i>(lowest quintile)</i>	98	0.5 <i>(highest quintile)</i>
National	25.2	12.1	20.1	85.7	31.6	0.24

Barriers to learning:

As a school we have identified potential barriers to learning. The school aims to bridge these barriers –in part- by allocating additional resources to these areas. Below are 6 key areas which have been identified:

- Poverty of language (language acquisition)
- Low baseline of attainment on entry to school
- Poverty of experience (experience/ access to different environments, resources, organisations etc.)
- Aspiration levels
- High levels of vulnerability (due to deprivation and/or personal circumstances, specific to child/children).
- Family support networks (newly arrived/ refugee, vulnerable adults, emotional disturbances etc.)

Current attainment and progress:

Considering the significant barriers to learning that the school has identified and the contrast between the school’s profile (using the key indicators in fig 1.) compared to that of that of the national profile, we as a school believe that we are diminishing the difference between the school’s attainment at the end of KS2 at that of the national average in most areas (as evidenced in Fig 2.). As a school we continue to recognise the need to improve attainment in reading, whilst also acknowledging the good progress the children make whilst they are with us.



Fig 2.

End of KS 2 statutory test data 2018-2019	Pupils eligible for pp (school) 26 children 58%	Pupils not eligible for pupil premium (school) 19 children	Overall, pupils achieving the expected standard at the end of KS2	Pupils who achieve the expected standard nationally
<i>% achieving in reading, writing and maths RWM</i>	(10 out of 26 children) 38.4%	57.8% (11 children out of 19)	46.7% (21 children)	65%
<i>% at national standard in reading including those who achieved above (disaggregated % of children who achieved AARE)</i>	38.4% (10 out 26 PP children made the expected standard or above) 15.3% (4 children)	57.8% (11 out of the 19 Non PP made the expected standard or above) 10.5% (2 children)	46.7% 13% (6 children)	73%
<i>% at national standard in writing(disaggregated % of children who achieved AARE)</i>	60% (15/ 26 children) 19.2% (5/ 26children)	70% (14/19 children) 31% (6/ 19children)	64.4% (30 children) 24.4% (11 children)	78%
<i>% at national standard for maths (disaggregated % of children who achieved AARE)</i>	61.5% (16/26 children) 15.3% (4/26 children)	78.9% (15/19 children) 31% (6/19)	68.8% 31 children 22.2% (10 children)	79%
<i>% at national standard for GPS (disaggregated % of children who achieved AARE)</i>	73% (19/26 children) 26.9% (7 children)	84.2% (16/19) 26.3% (5 children)	73.3% 33 children 26.6% (12 children)	78%



Proposed spending plan 2019-2020:

Project Ref.	Pupil Premium Allocated £	How will the allocation be spent?	Target Group and planned effect on attainment	How will this be measured/ reviewed	Barriers to learning being addressed	Review
1.	£38,280	2x Learning mentor salary (approx. 58% of FTE salary)	- Incidents of stage 4/ 5 behaviour reduced by 20% - progress of vulnerable/ targeted pupils in line with other pupils, good progress in 85% of pupils targeted.	Weekly behaviour sheets/ red book incident log Pupil progress meetings/ July target progress review	<i>Family support networks/ High levels of vulnerability</i>	<i>Less incidents of stage 5 and 4 behaviour recorded during the same period compared to the year before however due to school closure hard to make a definitive comparison.</i>
2.	£30,000	Vulnerable pupil officer salary	<i>Vulnerable pupils (LAC/ CIN/ or other stage, variety of reasons. Well being of children safeguarded</i> - Access to other agency support escalated and robust	<i>Difficult to measure!</i> - via data at end of year - via supervision notes - via pupil anecdotes and surveys	<i>Family support networks/ High levels of vulnerability</i>	<i>Currently only 1 LAC and no CIN, however we have had 2 families who children were previously classified as LAC within their homes setting who are no longer classified as LAC, which shows the success of the wrap around support that school offers.</i>
3.	£5000	Extended school mentor salary 20% of	<i>Pupils with FSM accessing after school activities at least one set of sessions.</i>	<i>Record of pupils attending. Targeted pupils</i>	<i>Family support networks</i>	<i>All after school clubs are free and open to all relevant children in that year</i>



				<i>attend at least 1 after school club.</i>		<i>group. Initial data from KS2 questionnaire indicates that almost all children have accessed an afterschool club at some point, with some children accessing multiple clubs.</i>
4	£10,440	Subsidy of school trips (1 trip per term)	<i>Depth of curriculum extended, enjoyment and excellence for all, access to cultural heritage.</i>	<i>Log of trips attended, follow up work, website, Twitter records.</i>	<i>Poverty of experience</i>	<i>The whole school took part in a zoological/conservation trip to Chester Zoo</i>
5	£5000	Subsidy of residential visits	<i>Opportunity for cooperation/independence/cultural opportunity extended to all pupils</i>	<i>Register of uptake.</i>	<i>Poverty of experience</i>	<i>Two residentials took place across four year groups: year 2, 3 4 and 5. All places for all children were heavily subsidised.</i>
6	£30,933	Targeted provision, staff salary (58% Of 50% of salary)	Groups taken by NW/ LC Good progress made by 85% of pupils in school, these groups included.	<i>July pupil progress meetings. Good progress measure as LA assessment pilot.</i>	<i>Language acquisition/ Low baseline of attainment on entry to school</i>	<i>Optional sats evidence and teacher assessment show that NW target group all made accelerated progress, particularly in reading. Anecdotal evidence suggests that basic skills</i>



						<i>taught in reception were stronger last year, as reported by the year 1 teachers</i>
7.	£19,333	Councillors/ play therapist support for vulnerable pupils	<i>Vulnerable pupils (LAC/ CIN/ or other stage, variety of reasons. Well being of children safeguarded</i> - <i>Access to other agency support escalated and robust</i>	<i>SDQ questionnaire, Children continuing in mainstream education</i>	<i>High levels of vulnerability</i>	<i>Children who have accessed this provision are looked to be making good academic progress and of the 5 children accessing this support, initial evidence points to all of them being more settled within this environment. At this point 40% of the children observed who had the potential for social/emotional behaviour that may disrupt learning has been reduced. SDQ questionnaire showed targeted children improved their emotional resilience and social awareness over the year.</i>
8.	£30,546	Bilingual and Sen 1-1		<i>July pupil progress</i>	<i>Language acquisition</i>	<i>Limited data as children are only</i>



		intervention support (58% salaries of 3 staff)	Good progress made by 85% of pupils in school, these groups included.	<i>meetings. Good progress measure as LA assessment pilot.</i>		<i>half way through the intervention programme due to covid school closures.</i>
9.	£7,730	Subsidised breakfast club places for all pupils (58% of cost)	Reduction in late attenders to school (targeted pupils by 20%) Facilitates well being and mixed age peer support	<i>Termly late book review.</i>	<i>Family support networks/ High levels of vulnerability</i>	<i>On average between 40-60 children accessed breakfast club daily. Of these some were identified due to a specific need: attendance, emotional well-being, or poverty within the home as well as children who just wanted to access it.</i>
10.	£35,573	Additional Nursery staff to keep key person groups small. (58% salary of 3 extra staff than ratios require across EYFS)	Increased progress across DM , based on target of 85% good progress In Reception increase in progress across prime areas to 85% good progress	<i>ST assessment in reception Pupil Progress June 2017. Acceleration apparent via moderation / tracking of targeted pupils.</i>	<i>Low baseline of attainment on entry to school</i>	<i>Limited data due to early school closure due to Covid.</i>
10.	£60,320	Additional LSOs to provide in class and small group support to	Good progress achieved across R,W M and phonics (85% of pupils in line with LA pilot	<i>Pupil progress and st/ progress review in July 2017.</i>	<i>Language acquisition/low baseline of attainment</i>	<i>Data from the autumn term and teacher assessment from year 6 cohort (spring term)</i>



		target pupil progress (58% salary of 1 extra LSO per year group)	good progress measures)		<i>on entry to school</i>	<i>shows that all keystage 1 and 2 classes were on track to meet data targets set out in appraisal.</i>
11.	£5000	Reading plus online programme	Children make accelerated progress in terms of reading attainment	<i>Programme has assessment embedded into it. Teachers will also monitor children's progress through normal school practice</i>	<i>Language acquisition</i>	<i>Class teachers were able to analyse how many children a week were accessing the intervention. Again teacher assessment from year 6 shows that children</i>
12.	£10000	Targeted behavioural support. Learning mentor am	Mentored to have a register of children to work with in class to help maintain and monitor their behaviour.	Children to be reviewed half termly/ children should exit and enter. Targeted children should have reduced incidents of stage 4 behaviour.	<i>High levels of vulnerability</i>	Children across KS1 and 2 were identified by the Senco and teachers for mentor support (SEMH) At least 80% observed settle into the school day quicker – ready to access learning. All children who have accessed to mentor support have an open door policy.
Total allocated	£287,021					