



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 2020 -2021**

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 **7** key areas which have been identified, one of which became increasingly apparent during lockdown:

- 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.)
- **Digital divide:** recent events have only highlighted the negative impact that ‘*digital exclusion*’ can have on the poorest and most vulnerable members of society especially on lost learning opportunities for children. “

*‘The coronavirus lockdown risks turning the problem of digital exclusion into a catastrophe of lost education and opportunity for the UK’s poorest and most vulnerable’* write researchers Hannah Holmes and Dr Gemma Burgess: researchers Cambridge University

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! And we are determined to mitigate the affect that these barriers have on the life chances of the children within our school.



**\*The data below is based upon teacher assessment and optional testing which took place in the spring of 2020. There is NO KS2 statutory test data, as the test did not take place due to the Covid -19 lockdown**

Fig 2.

End of KS 2 <b>Teacher assessment</b> data 2019-2020	Pupils eligible for pp (school) 19 out of 44children 43%	Pupils not eligible for pupil premium (school) 25 children 56%	Overall, pupils achieving the expected standard at the end of KS2	Pupils who achieve the expected standard nationally (2018-19)  <i>*The data here is taken from the previous year's published data as there is no comparative data for this academic year.</i>
% achieving in reading, writing and maths <b>RWM</b>	(12 out of 19 children) 63%	56% (14 children out of 25)	59% (26 children)	65%
% at national standard in <b>reading</b> including those who achieved above (disaggregated % of children who achieved AARE)	68% (13 out 19 PP children made the expected standard or above)  47% ( 9 children)	56% (14 out of the 25 Non PP made the expected standard or above)  16% (4 children)	(27children) 61%  29% (13 children )	73%
% at national standard in <b>writing</b> (disaggregated % of children who achieved AARE)	68% (13/ 19 children)  36.8% (7/ 19children)	56% (14/25 children)  8% (2/ 25children)	61% (27 children)  20% (9 children)	78%



% at national standard for <b>maths</b> (disaggregated % of children who achieved AARE)	68% (13/19 children)  31% (6/19 children)	60% (15/25 children)  24% (6/25)	63% 28 children  27% (12 children)	79%
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**\*Important to note: our pupil premium children out performed a non-pupil premium children in all areas based upon teacher assessment data. Whilst this was not the case in the previous year 6 cohort it is consistent with our four yearly trend.**

**Proposed spending plan 2019-2020:**

The school will receive a total of £312,450 during this academic period: £30,000 of which will be part of the covid catch up fund; the remaining £282,450 will be made up of pupil premium funding.

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>	
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	<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>escalated and robust</i>			
3.	£5000	Extended school mentor salary 20% of. <i>*It is the school's intention to restart sporting after school in the spring 21.</i>	<i>Pupils with FSM accessing after school activities at least one set of sessions.</i>	<i>Record of pupils attending. Targeted pupils attend at least 1 after school club.</i>	<i>Family support networks</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>	
5	£5000	Diversifying classroom books	<i>Children within their classrooms to have access to more culturally and ethnically diverse characters in fiction and non fiction personal reading texts</i>	<i>Difficult to measure: books will be purchased. Children's reading exposure should be reflected in their work and their own levels of aspiration.</i>	<i>Poverty of experience/ poverty of language /aspiration levels</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>	
7.	£19,333	Councillors/ play therapist support for	<i>Vulnerable pupils (LAC/ CIN/ or other stage, variety of</i>	<i>SDQ questionnaire, Children continuing in</i>	<i>High levels of vulnerability</i>	



		vulnerable pupils	<i>reasons. Well being of children safeguarded</i> - Access to other agency support escalated and robust	<i>mainstream education</i>		
8.	£30,546	Bilingual and Sen 1-1 intervention support (58% salaries of 3 staff) * possibly include a proportion of	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</i>	
9.	£7,730	Subsidised breakfast club places for all pupils (58% of cost) *Breakfast club scheduled to start spring 2012	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>	
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 2021. Acceleration apparent via moderation/tracking of targeted pupils.</i>	<i>Low baseline of attainment on entry to school</i>	
10.	£55,320	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 good	<i>Pupil progress and moderation meetings</i>	<i>Language acquisition/low baseline of attainment on entry to school</i>	



		target pupil progress (58% salary of 1 extra LSO per year group)	progress measures)			
11.	£5000	Reading plus online programme	Children make accelerated progress in terms of reading attainment	<i>Programme has assessment embedded into it. The class teachers will also monitor children's progress through normal school practice</i>	<i>Language acquisition</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>	
13.	£21600	60 tablets including mobile internet connection	Tablets to be used both in and outside of school by targeted children/families as part of the school's blended learning approach	Class teachers will monitor whether children perform '2do' tasks and other online tasks set.	<i>Digital divide/ poverty of experience</i>	
14.	£30000	Additional recovery teacher	Teacher to take small targeted groups for	Targeted children have been deemed	<i>High levels of vulnerability, digital</i>	



			intensive catch up in English and maths	to have made good progress as dictated by school's assessment systems.	<i>divide/low levels of attainment</i>	
Total allocated	£333,621					